



MAIDEN ERLEGH  
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MAIDEN ERLEGH  
SCHOOL IN READING

# Maiden Erlegh School in Reading

## CURRICULUM BOOKLET

### KS4

**Academic Year 2021-2022**

S. Gibbs –DHT: Curriculum

September 2021

Review due: September 2022



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## Curriculum Intent

At Maiden Erleigh School in Reading we aim to deliver a high quality curriculum with a range of pathways that provide a stimulating and demanding education for students of all abilities.

### Key Principles

- Rigour, high standards, coherence
- A core of essential knowledge in the key subject disciplines
- Freedom for teachers to use professionalism and expertise
- Memorable experiences which put learning in a wider context
- A wide range of opportunities for personalised stretch, challenge and support
- A range of rigorous assessment opportunities which support high quality of information advice and guidance for students and parents
- Varied option choices for all groups of students including the most able and SEND
- Varied progression routes for all students: post 16 and post 18

### Key Stage Four (Years 9, 10 and 11)

The curriculum after Year 8 is designed to provide continuity, balance and breadth, but at the same time enable students to specialise in courses which meet their needs, aptitudes and career intentions. In Year 9 students will develop the necessary skills and techniques required for success in the examination courses, as well as pursuing studies in depth. It is the policy of the school to prepare and enter all students for a full range of examinations.

We anticipate all students from Year 9 take a core of compulsory examination subjects:

- English Language (2 hours a week)
- English Literature (2 hours a week)
- Maths (4 hours a week)
- Combined Science or Single Sciences  
(4 hours a week in Year 9 and 5 or 6 hours a week in Years 10 *and* 11)

Other compulsory subjects are Physical Education and Personal, Social & Health Education which is incorporated into the tutor programme and core RE.

In addition students will take up to 4 option subjects each with 2 hours a week. About 75% of students will make option choices that enable them to matriculate for EBACC. We offer a pathway system where students are allocated a pathway based upon the following:

- Students prior attainment in KS2
- Students current attainment in different subjects
- Specific skills (e.g. in languages)
- Interests and ambitions of the child
- Literacy and numeracy levels
- Staff professional knowledge and understanding

The pathways are not streams – classes will contain a mix of students on different pathways through KS4.

Within the YELLOW pathway, students focus on achieving technical qualifications along with a range of academic subjects. Within the GREEN pathway, all students are recommended to take the EBACC with additional academic and technical choices. Within the BLUE pathway, all students are expected to take the EBACC with additional academic choices.



BLUE PATHWAY				
EBACC		OPEN - GCSE		OPEN - TECHNICAL
Geography	French	Art and Design/ Photography	Drama	Creative iMedia
History	Spanish	Business Studies	Economics	
		Computer Science	Food & Nutrition	
		Design & Technology: Product Design	PE	
			Photography	
GREEN PATHWAY				
EBACC		OPEN - GCSE		OPEN - TECHNICAL
Geography	French	Art and Design/ Photography	Drama	Creative iMedia
History	Spanish	Business Studies	Food & Nutrition	Health & Social Care
		Design & Technology: Product Design	Music	
			PE	
			Photography	
YELLOW PATHWAY				
EBACC		OPEN - GCSE		OPEN - TECHNICAL
Geography		Art and Design/ / Photography	Food & Nutrition	Creative iMedia
History		Business Studies	Music	Health & Social Care
		Design & Technology: Product Design	PE	
		Drama	Photography	



## Curriculum Allocation

Subject	Hours per week		
	Year 9	Year 10	Year 11
English	4	4	4
Mathematics	4	4	4
Combined Science	4	4.5	5
OR			
Single Sciences	-	6	5
RS	2	2	0
PE	2	1	1
Option A	2	2	2
Option B	2	2	2
Option C	2	2	2
Option D	2	2	2
Option E	-	-	1.5
<b>TOTAL</b>	<b>24</b>	<b>24</b>	<b>24</b>

### Supporting literacy and numeracy across the curriculum

Supporting the development of literacy and numeracy is the responsibility of every teacher and opportunities to support students will be taken throughout the curriculum.

Other strategies for literacy recovery are:

- Peer tuition (Reading Hive)
- On-line reading platforms
- Small group work (usually with specialist HLTAs) including support for EAL students
- Students in Schools – Reading University students working with targeted students
- Parents information (face-to-face meetings and written information) so they can understand how they can support their child.
- TA support of SEN children where needed.

For those who arrive with low-average KS2 scores, they will be monitored in class through normal tracking and interventions provided if they are unable to keep up.

As they move into KS4, there is support in the form of small group work and individual support in terms of preparing for examinations.

We will use data to diagnose precisely what students need to work on to improve (and also boost their confidence). Interventions are usually short term and highly focused. Some students only need one or two periods of interventions. A minority will need more and we would look at the most appropriate curriculum for them.

### Supporting Personal, Social, Moral, Spiritual and Cultural (PSMSC) education

Running through all of our curriculum, including the pastoral curriculum, are strands of Personal, Social, Moral, Spiritual and Cultural education (PSMSC) which cover themes such as:

- Making and maintaining positive relationships
- Staying safe and healthy (including Relationships and Sex Education and e-safety)
- Respect of self and others
- Equality and inclusion – especially tolerance, respect and understanding of people from protected groups, including those with different faiths and beliefs
- British values e.g.: rights and responsibilities, democracy and the rule of law

More details about our provision for PSMSC can be found on the school website.



## **Enrichment curriculum**

Maiden Erlegh School in Reading offer a full extra-curricular and educational visits programme.

All teachers contracted to work at Maiden Erlegh School in Reading will be encouraged to offer one after school/extra-curricular activity. Students will be consulted by school leaders and clubs, societies and teams will be arranged.

All trips/visits have clear learning aims and, generally, are linked to two or more curriculum areas. This means that students “make connections” through the trip e.g.: a Geography/Languages trip or a Science/Art visit.

There will be a follow-up activity for all students who take part in trips/visits.

The majority of trips/visits will be open to all students but some will be targeted at certain groups (with specific criteria) e.g.:

- Gold Programme events for the exceptionally able.
- Career presentations and events – aimed at inspiring youngsters to consider different career choices.
- Minority sports events.
- Subject-specific trips/events.
- Year-group specific trips/events.

Activity Leaders monitor participation to ensure all students and groups of students are participating but also that the “offer” is engaging and fit for purpose.

## **IT to support learning**

The use of IT is thoroughly embedded. The key principles are that:

- All teachers have access to IT in lessons as necessary -access to devices for preparation, IWBs in classrooms etc.
- All students have access to IT in lessons as necessary -curriculum areas are provided with trolleys of laptops or other devices which can be used by students in lessons or in supervised after school sessions. Students also have access to Google Classroom to extend their learning beyond the physical classroom
- Students understand how to use IT in their learning effectively -this will be part of computing lessons but also reinforced during pastoral sessions on study skill but also in class.
- Students will become e-confident learners as part of the entitlement curriculum.
- Students' safety is not compromised by their use of IT.
- Parents will understand about how to help their child use IT efficiently and safely -we will give information as part of transition but also run sessions for parents at different points.

Processes and protocols will be rigorous to ensure that its network is safe, data is secure and IT provision is robust, using appropriate hardware and software solutions.

All students and staff will sign Acceptable use Policies and this will form part of the Home School Agreement signed by parents.

## **SEND provision**

The Inclusion team work to support pupils with Special Educational Needs, and the teaching staff working with them. In-class support from Teaching Assistants, group and individual interventions, and a range of bespoke strategies, all reinforce the Quality First Teaching experiences of our SEN pupils in lessons. We work closely with parents, outside agencies, and the school's pastoral team to identify issues, and support pupils' learning needs in and out of the classroom.



**Purple Pathway\***: a bespoke pathway for a small number of students entering Year 9 who have been on the Foundation Purple Pathway and need to continue with literacy and numeracy support. Students following this pathway will complete the ASDAN CoPE qualifications and in additional qualifications in English, Maths and ICT at the appropriate level ranging from Entry Level to Level 3. Work experience and preparing for working life is a key part of this curriculum

## **Bespoke Provision**

These following provisions are available to be offered to students if appropriate

### **Unit Award Scheme**

Students can be offered the opportunity to complete a unit award as part of their bespoke curriculum to fit their needs. As part of this scheme students can identify units that fit their individual learning interests.

UAS has been offered by AQA as a recording of achievement scheme for over 30 years. It is a tried and tested means by which learners, no matter what their age or ability, can have their achievement formally recognised.

We offer the UAS as this can help learners with progression to further study, training, employment, independent living and a more active role in society.

### **S.T.E.P.S Programme**

#### *Specialist Therapeutic Engagement Programme in Schools*

The programme is a therapeutic approach to behaviour, which may cause negative impact on both academic studies and personal development, as well as reducing Fixed term and Permanent Exclusions – ensuring as a school we have done all we can to support students.

The Steps programme is a spiralled 6-week model for each year group (7 – 11) focusing on key topics to support the typical development at this age. Each course will ensure progressive development should a rereferral be needed, but also provide enough information and guidance should this be a one-off referral to support a student.

## **Higher ability and gifted provision**

### **Principles**

- All students are entitled to an education that is both stimulating and challenging and which allows them to progress at a rate that is commensurate with their ability.
- Some students will be classed as Higher Ability Students (HAPs) or Higher Ability Plus (HAP+) based on their KS2 results in the core subjects.
- Some students will be identified as Gifted in one or more areas of learning at some time during their school career.
- Provision for higher ability and gifted students is a matter of equality of opportunity.
- Provision for higher ability and gifted students will help to raise standards for all.

Our policy and provision for Higher ability and Gifted students are found in **MESiR Policy for Higher ability and Gifted students**.



## **EAL provision**

Many of our strategies to support basic literacy support EAL students. In addition we have other principles relating specifically to them:

- We celebrate linguistic heritage and ability in all.
- All students are placed in appropriate groups for their cognitive ability
- They sit next to students with a strong command of language
- They are encouraged to use dictionaries on IT devices and/or mobile phones (as appropriate) to support their work
- They are encouraged to research concepts in the target language if that helps while they are building up their language
- On transition, we will provide visual timetables, key word lists etc. to help them as necessary.
- We offer bespoke one –one language acquisition interventions using TEFL trained member of staff
- We teach academic literacy for the most able and EAL students
- We will work with parents to help them understand the language and culture of the school and signpost to English classes as appropriate.

## **How can parents support their child?**

Each subject has provided some ideas as to how parents can support their children at home. In addition parents can support their children by providing them with a quiet time and place to complete their homework. Ensuring that your child has enough sleep each evening is vital for their progress at school.





## CURRICULUM INTENT

- All students will make strong progress in Art and Design, and those taking GCSE Photography Students will enjoy Art and Design specialisms, learning and be confident with using a wide range of technical skills to create personal responses.
- Students will be given opportunities to have exposure to enrichment activities.
- Quality first teaching and assessment for learning will be exemplary.

## CURRICULUM IMPLEMENTATION *include pedagogical principles and questioning techniques*

- Clear routines/expectations in place for transitions, presentation or work/DIRT, pair/group work etc
- Regular practise of observational drawing skills will help students improve their portfolios.
- Students given the opportunity to solely explore Photography at GCSE to allow for personal opportunity
- Students will be given regular opportunities to extend their learning through enrichment activities, such as trips, open access sessions, workshops and ArtsMark projects.
- PLC's will be used by staff and students to review and reflect on progress and learning.
- Students will be trained to select and use resources independently (BBBB)
- Sketchbooks and online portfolios will be developed as key resources with standardised presentation.
- Homework will be designed to improve critical understanding through research and written analysis of artists work. Other tasks will extend students skillset through videos and practise of skills. Teachers will ensure that students understand the key assessment objectives that run through foundation and into AQA GCSE course.
- Hands down questioning to allow for targeted questions.
- Support is offered through the use of technicians to groups of students, HAPS, SEN, gender groups to extend their understanding of the subject
- Written tasks and artist research will enable all students to practice and stretch their learning appropriately.
- Questioning will focus on reasoning not on 'getting answers'.
- Culture capital will be addressed through experiences and learning of the world, feeding into project work
- Students will learn to become independent within their practice, through personal projects and outcomes.

## OVERVIEW

Art and Design can cover endorsements in:

- Art and Design
- Fine Art
- 3D Design
- Photography
- Graphic Communication
- Textile Design



***We also offer students the opportunity to study just our Photography endorsement.***

When studying either Art and Design or Photography, students must explore and create work associated with areas of study from **at least two** titles listed above.

- **Component 1:** must show evidence of working in areas of study drawn from **two or more** of the titles taking into account the distinguishing characteristics of art, craft and design
- **Component 2:** must show evidence of areas of study drawn from **one or more** of the titles.

Students must explore, through a range of two-dimensional and/or three-dimensional processes and media, practical application of skills and relevant critical and contextual sources such as the work of contemporary artists, photographers, craftspeople and designers and the different purposes, intentions and functions of art, craft and design as appropriate to their own work.

Students who take Art or Photography will be looking to pursue A Level's in Art, Media and Photography. They will also be able to gain entry onto a range of Art and Design or Photography diplomas and BTECs. The Creative industries is an industry that continues to expand and houses a variety of jobs including;

- Advertising and marketing.
- Architecture.
- Crafts.
- Design: product, graphic and fashion design.
- Film, TV, theatre, video, radio and photography.
- IT, software and computer services.
- Publishing.
- Museums, galleries and libraries

## **ASSESSMENT OBJECTIVES**

Assessment objectives (AOs) are set by OFQUAL and are the same across all GCSE Art and Design specifications and all exam boards.

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Each component is marked out of a total of 96 marks. As the assessment objectives are equally weighted in each component, there is a maximum of 24 marks for each of the assessment objectives. The marks, out of 24, for each assessment objective must be added together to produce the total mark out of 96.

## **ASSESSMENT STRUCTURE**

The course is divided into **two areas** for assessment:

- **Component 1: Portfolio of Work.** This is marked out of 94 and carries 60% of the total marks.  
**DEADLINE: December of Year 11**
- **Component 2: Externally Set Task.** This is also marked out of 94 and carries 40% of the total marks. A paper will be issued by AQA to be given out as soon after **January 1<sup>st</sup>** as possible. The spring term will give students a period of preparation time to be followed by **ten hours of examination** undertaken over two days at the **beginning of the summer term in Year 11 – this is normally the 1<sup>st</sup> or 2<sup>nd</sup> week after Easter break.**

## **GROUPINGS**

Students are organised into mixed ability groupings based on their other GCSE options. All groups follow the same broad curriculum and work is differentiated by teachers to suit each teaching group's learning needs.



## **HOMEWORK INFORMATION**

Homework will be set according to the unit being taught. This will average around 1-2hrs per week for most pupils. Homework may involve researching, annotating work, critically analysing artists, drawing, photographing, visiting exhibitions or coming in afterschool to use resources. Students are often expected to independently select their homework based on their feedback, PLC's and personal targets.

## **EXTENDED STUDY INFORMATION**

Students should try to visit exhibitions and galleries to develop their understanding of art in a wider context. This will help to inform AO1 and their own ideas.

Private reading – Students are encouraged to use and read the books we have in school and use the internet to read around their topic, artist, photographer or ideas.

Spellings – students will sometimes be given spellings or key vocabulary to learn. They should also endeavour to learn the spelling mistakes.

## **ENRICHMENT OPPORTUNITIES**

- Visits to galleries and museums to form primary research for projects
- Drop-in sessions afterschool to work
- Visits from artists and groups to work with the students
- ArtsMark opportunities and projects within school and afterschool
- Photography sessions out of school to build on technical skills

## **EQUIPMENT NEEDED**

### **Art**

- Sketchbook (to be purchased from school)
- Pencil
- Pen - blue/ black **and** green
- Fine liner
- A glue stick
- A2 Folder (to be purchased from school)
- Colouring pencils

### **Photography**

- Camera – not essential but would be helpful
- Display Folder (to be purchased from school)

**Some equipment, such as sketchbooks and A2 folders can be purchased from the school throughout the term. The school will only charge cost price for materials. Students to see pricelist in Art Office and will receive a letter at the beginning of the school year.**

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

- Show an interest in the subject, help with homework (but do not do it for them), discuss artwork and go to exhibitions.
- Find out about TV programmes, theatre productions, films, exhibitions relevant to your child's learning and enjoying them together.
- Encourage them to watch videos on YouTube on different skills, such as drawing, photography and painting to improve their observational studies.

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

[www.aqa.org.uk/subjects/art-and-design/gcse](http://www.aqa.org.uk/subjects/art-and-design/gcse)

[www.tate.org.uk](http://www.tate.org.uk)

[www.vam.ac.uk](http://www.vam.ac.uk)

[www.tate.org](http://www.tate.org)

[www.studentartguide.com](http://www.studentartguide.com)

Google Classroom codes can be found in Student Handbooks

## **TEXTBOOKS OR REVISION GUIDES**

Students will be given a handbook at the beginning of Year 9 which will have lots of helpful information for the entire GCSE course, including marking criteria, how to write about artists and artwork.

There are no specific revision guides or online content for GCSE Art and Photography. You can more detailed information and previous papers on the AQA website - <https://www.aqa.org.uk/>



We also encourage students to visit galleries and museums regularly to develop their knowledge of the subject.

**CONTACTS / ANY FURTHER INFORMATION**

Curriculum Leader: Miss Emma Jordan

TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
<b>1</b>	MASTERY OF SKILLS: Exploring Drawing and Painting techniques	Coursework – Unit 1 Independent Project 1	Coursework – Unit 1 Finalise Independent Project 2
<b>ASSESSMENT OPPORTUNITIES</b>	Ongoing Portfolio Assessment		
<b>2</b>	MASTERY OF SKILLS: Exploring Print techniques	Ongoing Portfolio Assessment	Ongoing Portfolio Assessment – Final Deadline for Coursework DECEMBER
<b>ASSESSMENT OPPORTUNITIES</b>	Ongoing Portfolio Assessment		
<b>3</b>	MASTERY OF SKILLS: Exploring Photography and Digital Manipulation	Coursework – Unit 1 Finalise Independent Project 1	<b><u>Unit 2 - Exam Paper Independent project in response to exam question</u></b>
<b>ASSESSMENT OPPORTUNITIES</b>	Ongoing Portfolio Assessment		Ongoing Portfolio Assessment
<b>4</b>	MASTERY OF SKILLS: Exploring 3D materials and textiles techniques	Ongoing Portfolio Assessment	Unit 2 - Exam Paper Independent project in response to exam question
<b>ASSESSMENT OPPORTUNITIES</b>	Ongoing Portfolio Assessment		<b>FINAL EXAMINATION</b>
<b>5</b>	MASTERY OF SKILLS: Exploring 3D materials and textiles techniques	<b><u>Coursework – Unit 1 Begin Independent Project 2</u></b>	
<b>ASSESSMENT OPPORTUNITIES</b>	Ongoing Portfolio Assessment	Ongoing Portfolio Assessment	
<b>6</b>	<b><u>Coursework – Unit 1 Begin Independent Project 1</u></b>	Coursework – Unit 1 Independent Project 2	
<b>ASSESSMENT OPPORTUNITIES</b>	Ongoing Portfolio Assessment	Ongoing Portfolio Assessment	



## **CURRICULUM INTENT**

- All students will make strong progress in Business Studies
- Students will be offered a diverse, high quality curriculum relevant to the dynamic nature of business that exists in the real world.
- The curriculum will build deeper knowledge across the 3 years and take advantage of personal enrichment and entrepreneurial opportunities.
- The varied subject offering provides challenges, extra curricular industry experiences and caters for all learning styles to enthuse students to pursue academic excellence.
- Reading and oracy strategies will support the school's wider strategies
- The departments skilled professional practitioners create a safe but challenging environment that encourages our students to be resilient, reflective and to improve their own metacognition
- Quality first teaching and assessment for learning will be exemplary and consistent across specialist and non-specialist teaching staff in the department

### **Intent re personal development, PSMSC, careers**

The real world nature of the subject provides regular opportunities to promote spiritual, moral, social and cultural development which are an integral part of our day to day work, whether discussing the ethics in globalisation, the motivation and leadership theory involved in the treatment of workers or the role of technology in business interaction/operations.

- The Business Studies curriculum will develop the 'soft' skills of collaborative work, communication skills and questioning
- Students will be made aware of the career opportunities opened up in gaining a Business Studies qualification through real life case studies.

## **CURRICULUM IMPLEMENTATION**

### **Pedagogical principles**

- Clear routines and expectations in place in all lessons for transitions, the presentation of work and DIRT work
- Students' engagement with questioning and reflecting on concepts related to Business Studies will be developed
- Rote learning techniques and other metacognition techniques taught to students where appropriate and homework activities will incorporate the rote learning and key terminology
- Knowledge and skills reviews will take place after each sequence of work, through detailed DIRT lessons and personal reflections on their own progress
- Students will be trained to be independent learners through references to BBBB
- Exercise books to be developed as key resources with key topic notes and to aid reflection and revision.
- Homework will be used to consolidate and extend knowledge and skills, in the main focusing on revision, research, rote learning and reflection.
- Teachers will ensure students reflect on their progress within sequences of learning

## **OVERVIEW**

Business Studies provides students with an excellent understanding of global enterprise, from the theory of how to be an entrepreneur and begin your own business to managing an international corporation. The foundation of Business Studies is embedded within four main functional areas; finance, marketing, operations management and human resources. These areas have a huge impact on the career paths that students choose to follow, for even if you do not work directly for one of these departments within a company, any organisation will rely heavily on these components working cohesively.

A large proportion of students who study GCSE Business Studies continue to do so at A-Level, and even at University. The skills you will learn in the GCSE Business Studies course are easily transferable to a number of different careers paths such as sales, public relations, innovation of products, finance and accountancy and management. Business Studies is widely accessible to students and adheres to all learning styles, using interview scenarios, role play, debates, interactive activities, note taking, group work and independent learning.



## **ASSESSMENT OBJECTIVES**

**AO1** Demonstrate knowledge and understanding of business concepts and issues. Using command words; Identify, State, Explain

**AO2** Apply knowledge and understanding of business concepts and issues to a variety of contexts. Using command words; Calculate, Complete, Explain

**AO3** Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions. Using command words Analyse, Discuss, Evaluate, Recommend

## **ASSESSMENT STRUCTURE**

Business 1; an examination paper worth 50% of the qualification and is 1 hour 30 minutes in length.

This examination is based on 3 units of study. These include Business Activity, Marketing and People.

This examination is worth 80 marks, split into two sections and assesses content from the 3 units mentioned above. Section A contains multiple choice questions worth 15 marks. Section B includes short, medium and extended response style questions which use stimulus material that draws on real business contexts. This section is worth 65 marks.

Business 2; an examination paper worth 50% of the qualification and is 1 hour 30 minutes in length.

This examination is based on 4 units of study. These include Operations, Finance, Influences on Business and The Independent nature of Business. This examination is also worth 80 marks and split into two sections, assuming knowledge of the 4 units mentioned above. Section A and Section B are the same structure as the Business 1 paper.

## **GROUPINGS**

Mixed ability students between 25-30 students with 4 classes per year group

## **HOMEWORK INFORMATION**

Complete past examination questions • Business Studies online specific tasks • Research examples to put concepts into context • Encouragement of reading around the subject • Taking an interest in current affairs e.g. watching BBC news. • Complete different exercises using the following websites: [www.examzone.co.uk](http://www.examzone.co.uk), [www.businessstudiesonline.co.uk](http://www.businessstudiesonline.co.uk), [www.bbc.co.uk/schools/gcsebitesize](http://www.bbc.co.uk/schools/gcsebitesize), [www.bized.co.uk](http://www.bized.co.uk), [www.tutor2u.net/revision\\_notes\\_gcse](http://www.tutor2u.net/revision_notes_gcse) \* Explore the Bank of England website. Homework can take anything from 15 mins to 30 minutes

## **EXTENDED STUDY INFORMATION**

Fill in glossaries for key terminology • Business Studies online specific tasks • Extensive case study exercises from the core textbook • Watching Dragon's Den, Apprentice, Mary Portas and related spin off shows • Familiarising with particular current affairs • <http://www.bbc.co.uk/education/subjects/zpsvr82> • <http://revisionworld.com/gcse-revision/business-studies>

## **ENRICHMENT OPPORTUNITIES**

The Business Education department offers a wide range of enrichment activities for students from extra-curricular opportunities such as the fantasy stocks and shares league competition set up by the Institute of Financial Services to in-house competitions and guest speakers. In Year 10, students are given the opportunity to apply for the department residential trip to Cologne and Dusseldorf in Germany.

## **EQUIPMENT NEEDED**

Black and Green pen

Calculator

Ruler

Pencil

Rubber





### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

- Test students on subject vocabulary
- Provide newspaper cuttings / links to news websites of relevant articles Help them to research
- Watch Dragon's Den etc with the child and discuss the outcome with them – perhaps pausing before the decision is made (using sky+/btVision if available)
- Buy a revision guide that is tailored to the Edexcel syllabus. Students can work through the questions and complete summaries of the material covered.
- Buy a workbook and some sample examinations that are tailored to the OCR syllabus.
- Encourage active revision (doing exercises and answering exam questions) is better than passive revision (reading a revision guide).
- Go through the glossary of terms section on google classroom.
- Download past examination papers. All resources for the GCSE course can be accessed via the google classroom.
- Read the examiners reports and mark schemes with your child.
- Talk to your child about what they are learning.

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

**Google classroom code:**

**Yr 9 class specific**

**Yr 10 class specific**

**Yr 11class specific**

### **TEXTBOOKS OR REVISION GUIDES**

OCR GCSE (9-1) Business, Third Edition

Alan Williams, Mike Schofield

ISBN: 9781471899362

Published: 30/06/2017

My Revision Notes: OCR

GCSE (9-1) Business

ISBN: 9781510423695

Published: 31/08/2018

Extent: 104 pages

### **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mrs L Nave



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
<b>1</b>	GCSE Business Studies course unit 1: 1.1 The role of business enterprise and entrepreneurship 1.2 Business planning 5.3 Revenue, costs, profit and loss 1.3 Business ownership	GCSE Business Studies course unit 2 Marketing: Topics covered: 2.4 The marketing mix GCSE Business Studies course unit 3 People: 3.1 The role of human resources 3.2 Organisational structures and different ways of working 3.3 Communication in business	GCSE Business Studies course unit 3.4: Effective People Management. Topics covered: 1. Organisational structure 2. Motivation theory 3. Communication 4. Remuneration
<b>ASSESSMENT OPPORTUNITIES</b>	End of unit milestone	End of unit milestone	End of unit milestone
<b>2</b>	GCSE Business Studies course unit 1 Business Activity:  1.4 Business aims and objectives 1.5 Stakeholders in business 1.6 Business growth	GCSE Business Studies course unit 3: People Topics covered: 3.4 Recruitment and selection 3.5 Motivation and retention 3.6 Training and development 3.7 Employment law	GCSE Business Studies course unit 3.5: The Wider World Affecting Business. Topics covered: 1. Ethics in business Environmental issues  GCSE Business Studies course unit 3.5: The Wider World Affecting Business. Topics covered: 1. Economics issues affecting international trade 2. The impact of government and the EU
<b>ASSESSMENT OPPORTUNITIES</b>	End of unit milestone	End of unit milestone	End of unit milestone
<b>3</b>	GCSE Business Studies course unit 2 Marketing:  Topics covered:  2.1 The role of marketing 2.2 Market research 2.3 Market segmentation	GCSE Business Studies course unit 3.3: Effective Financial Management. Topics covered: 1. How to improve cash flow 2. How to improve profit 3. Break-even charts and break-even analysis 4. Financing growth	Revision
<b>ASSESSMENT OPPORTUNITIES</b>	End of unit milestone	End of unit milestone	FINAL EXAMINATION



**CURRICULUM INTENT**

Our aim is to facilitate every child to;

- develop the confidence to become resilient independent problem solvers
- be a creative author of computational tools
- be thoughtful users of these tools
- to achieve the highest grade of which he or she is capable

**CURRICULUM IMPLEMENTATION** *include pedagogical principles and questioning techniques*

We will enable students to:

- build on their knowledge, understanding and skills established through the computer science elements of the programme of study for computing at Key Stage 3 and Key Stage 4
- enable students to progress into further learning and/or employment
- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to computer science.

**ASSESSMENT STRUCTURE****Subject Content**

1. Fundamentals of algorithms
2. Programming
3. Fundamentals of data representation
4. Computer systems
5. Fundamentals of computer networks
6. Cyber security
7. Relational databases and structured query language (SQL)
8. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

**Paper 1: Computational thinking and programming skills**

Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

The content for this assessment will be drawn from subject content 1 and 2 above.

How it's assessed

- Written exam set in practically based scenarios: 2 hours
- 90 marks
- 50% of GCSE

**Paper 2: Computing concepts**

Theoretical knowledge from subject content 3–8 above.

How it's assessed

- Written exam: 1 hour 45 minutes
- 90 marks
- 50% of GCSE

**GROUPINGS**

Students are taught in high ability groups due to the complex and academically demanding nature of the course. Computer Science is offered to students on the Blue Pathway.

**HOMEWORK INFORMATION**



The type of homework tasks set during KS4 are research tasks, practising skills learned in lessons and revision for assessments. Homework is usually weekly, taking an average of 30 minutes per piece.

#### **EXTENDED STUDY INFORMATION**

Students should extend their learning in programming to develop code using classes or into a different language.

#### **ENRICHMENT OPPORTUNITIES**

Afterschool computing clubs using micro bits and Raspberry Pi

#### **EQUIPMENT NEEDED**

Access to a PC or a laptop with Python 3 IDLE at home would be beneficial to help students to practice their programming skills.

#### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Parents can encourage their child to spend time learning how to program code on their computer, and not just play games. They should practice problem solving and encourage them to revise theory topics as an ongoing process and not to leave it until the end of Year 11.

#### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

Open source free software - Python IDLE 3 - <https://www.python.org/downloads/>

Google Classroom

AQA Specification: <https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525>

BBC Bitesize AQA GCSE Computer Science: <https://www.bbc.co.uk/bitesize/examspecs/zkwsjhv>

YouTube – Craig n Dave - <https://www.youtube.com/channel/UC0HzEBLIJxlrwBAHJ5S9JQg>

#### **TEXTBOOKS OR REVISION GUIDES**

- AQA GCSE (9-1) 8525 Computer Science. Authors: Robson & Heathcote. ISBN: 9781910523223
- CGP GCSE Computer Science AQA Exam Practice Workbook - for the Grade 9-1 Course ISBN: 9781782949329
- CGP GCSE Computer Science AQA Revision Guide - for the Grade 9-1 Course ISBN: 9781789086119
- CGP GCSE Computer Science AQA Revision Question Cards - for the Grade 9-1 Course ISBN: 9781789086126

#### **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mr P Redrup



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	Algorithms and programming	Fundamentals of computer networks	Algorithms and programming
2	Algorithms and programming	Fundamentals of computer networks and programming	Ethical, legal and environmental impacts of digital technology on wider society, including privacy and programming
<b>ASSESSMENT OPPORTUNITIES</b>	End of topic test	End of topic test	Past papers
3	Data representation	Cyber security	
4	Data representation	Cyber security	
<b>ASSESSMENT OPPORTUNITIES</b>	End of topic test	End of topic test	
5	Fundamentals of computer systems	Relational databases and structured query language (SQL)	FINAL EXAMINATION
6	Fundamentals of computer systems	Relational databases and structured query language (SQL)	
<b>ASSESSMENT OPPORTUNITIES</b>	End of topic test	End of topic test	



## CURRICULUM INTENT

- All students will make strong progress in Technology.
- Students with genuine interest in technology will be supported to take GCSE.
- Ambition for all learners needs in a broad and balanced curriculum coherently planned and sequenced.
- Students will think and intervene creatively to find solutions to real world problems, working independently and collaboratively.
- The curriculum Schemes of learning designed and delivered clearly. Balanced for all learners and developed for pupils with special educational needs and/or disabilities, including EAL.
- High expectations for all learners and foster positive attitudes
- Clear understanding of the rigour of the KS4 specifications

### Vision

Our ambitious Technology curriculum gives all learners the knowledge, skills and cultural capital to succeed in life, future learning and employment in modern Britain.

### Intent re personal development, PSMSC, careers

- The Technology curriculum will support knowledge and understanding of healthy living, climate change, smart and modern materials, the environment, cultural understanding and respect of others.
- The Technology curriculum will develop “soft” skills of collaborative work and communication. Promote discussion of relevant historical, current and future issues
- Students will have clear guidance on future learning opportunities and training beyond GCSE
- Students made aware of the career opportunities opened up by gaining Technology and H&SC qualifications.

## CURRICULUM IMPLEMENTATION

**Curriculum Implementation** *include pedagogical principles and questioning techniques*

-Following school guidance on clear routines/expectations in place for transitions, presentation or work/DIRT, pair/group work etc

-‘Do Now’ activities to consolidate principles and develop questioning

-Developing independence and the skills to manage extended NEA projects based on a given

-Developing drawing, rendering and 3d modelling skills to communicate design ideas and build confidence through iterative design.

-Projects are designed to develop skills and understanding in a range of materials and processes both using hand skills in the workshop and CAD/CAM

-Students given the opportunity to explore a broad range of materials and processes following a given design brief there is freedom to experiment with a range of materials.

- Students are encouraged to attend extra-curricular clubs eg TeenTech to develop independence and creativity

-PLC’s will be used by staff and students to review and reflect on progress and learning.

-Students will be guided to select and use resources independently

-Students are encouraged to read and research around the subject of Design Technology, looking at the work of other designers.

-Homework will be designed to improve critical understanding through research and written analysis of the work of other designers both contemporary and historical. Other tasks will extend students skillset through videos, GCSEPod and practise of skills.



-Teachers will ensure that students understand the key assessment objectives that run through foundation and into AQA GCSE course and develop on prior learning.

-Support is offered through the use of technicians to groups of students, HAPS, SEN, gender groups to extend their understanding of the subject

## ASSESSMENT STRUCTURE

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Identify, investigate and outline design possibilities to address needs and wants.
- AO2: Design and make prototypes that are fit for purpose.
- AO3: Analyse and evaluate:
  - design decisions and outcomes, including for prototypes made by themselves and others
  - wider issues in design and technology.
- AO4: Demonstrate and apply knowledge and understanding of:
  - technical principles
  - designing and making principles.
- 50% exam (maths and science knowledge contributes 15%). **Paper 1** Written exam: 2 hours 100 marks
  - Section A: Core technical principles (20 marks)  
Multiple choice and short answer questions assess broad technical knowledge and understanding.
  - Section B: Specialist technical principles (30 marks)  
Several short answer questions (2 – 5 marks) and one extended response to assess a more in-depth knowledge of technical principles.
  - Section C: Designing and making principles (50 marks)  
Short and extended response questions, includes a 12 mark design question.
- 50% non-exam assessment (NEA), one practical activity (students develop a brief in response to a contextual challenge set by AQA, released on 1 June in the year before submission).  
approximately 30 – 35 hours 100 marks

Practical application of:

- Substantial design and make task.
- Assessment criteria to include the following:
  - investigating
  - designing
  - making
  - analysing and evaluating.

Year 10 Students have assessment guidance and time planning in their student workbook. They will set and review targets and choose a contextual design task that suits them.

### Feedback strategies

- Provide clear, direct feedback using assessment criteria linked to 9-1 grading, self, peer and teacher comments
- Students will understand their personal strengths and areas for improvement in line with their "own targets".



- Parents will understand the common feedback and DIRT strategies so they understand their child's strengths and areas for improvement.
- Students will receive formal feedback at least every 3 weeks and respond with a significant piece of DIRT.
- Through other forms of feedback, students will undertake at least one other DIRT activity each week.
- All assessments will be opportunities for formative practice.
- Students will have access to clear and appropriate model responses (especially of writing and speaking).
- Student voice – Engaging with all learners

### **GROUPINGS**

The Technology groups are not set on ability. Groups are mixed and students will be required to work independently and in teams. Students are encouraged to be independent and are expected to work effectively to meet deadlines. The subject has formal links with Maths and Science (15% in the exam) as well as expected competence in Literacy.

### **HOMEWORK INFORMATION**

Weekly homework to support class activities – Research, Analysis, drawing skills and communication skills will be the focus. Students will be expected to spend at least 30-60 minutes on their homework. Students would be expected to add value to their projects outside of lesson times. KS4 students would be expected to do 40-60 minutes homework for Technology per week in support of their NEA.

### **EXTENDED STUDY INFORMATION**

Students are encouraged to spend time in the department outside of lesson time under supervision to extend their outcomes. We link closely to other departments such as Science, Maths and Art. Students are encouraged to see the links with other subject areas. Students will be encouraged to enter competitions and get involved in technology in the school and wider community. We will also link with MES and MECE Technology departments.

### **ENRICHMENT OPPORTUNITIES**

Technology Club, Design Club and visiting professionals from the design and manufacturing industry. STEAM activities will be offered. 3M competition, TeenTech Awards competition and Starpack Packaging competition, Design Ventura and V&A Innovation. Future visits that have a Technology focus will be encouraged such as the Design Museum and New Designers Exhibition.

### **EQUIPMENT NEEDED**

A3 plastic sleeve portfolio, AQA DT GCSE textbook, a small sketchbook. Black/Blue pen, pencils (HB, 2B), 300 mm ruler, fine liner pen, coloured pencils, scissors, glue sticks, green pens. Students may wish to buy quality marker pens for use in graphic communication. Aprons are provided for use in the technology workshop. A calculator is required for the exam.

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Parents can support by ensuring that homework is completed on time and to a good standard. Check for resources on Google Classroom. There is Free CAD software such as Sketchup for Schools and TinkerCad available online. Visits to design museums, galleries and exhibitions help with the course content. Access to YouTube videos on production processes often help with knowledge. Any support with the use of tools, equipment and workshops are helpful but not essential.

The Technology Department requests a voluntary contribution to materials and equipment for practical projects at the start of each academic year. Year 11 students would be expected to provide their own materials for their practical final GCSE NEA project.

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

[www.technologystudent.com](http://www.technologystudent.com)

<http://www.mr-dt.com/>

[www.Core77.com](http://www.Core77.com)

<https://designmuseum.org/>

App for smartphone – Design and Technology New specification – Grades 9-1.

Google Classroom = GCSE DT – MER Class code – NEA resources - j0kod4d

### **TEXTBOOKS OR REVISION GUIDES**



Design and Technology. AQA GCSE (9-1) By M J Ross, published by PG Online. ISBN: 978-1-910523-10-0. Recommended for students who wish to study technology at KS4 – GCSE.

CGP – Revision Guide – Design and Technology 9-1 Guide. CGP Books - ISBN-139781782947523

There is also reading matter in the department which can be borrowed.

**CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mr C Bradley





TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	<p>Introduction to course – Unit 1 Theory – New and emerging technologies, systems approach to designing</p> <p>Practical – Communication skills through hand drawn rendering and introduction to CAD design software – Adobe Illustrator, 2D Design and Sketchup. Building confidence. Understanding the iterative design process.</p>	<p>Unit 3 Theory - Materials and their working properties.</p> <p>Practical - Extended making task based on NEA AQA context. Student lead in preparation for GCSE. Speaker design project using sustainable materials and using electronics.</p>	<p>Continuation of NEA and revision of theory. NEA and revision of theory.</p> <p>Design development – Iterative design approach and recording and testing. Begin making.</p>
<b>ASSESSMENT OPPORTUNITIES</b>	<p>Assessment booklet - Formative and summative review of assessment. Assessment 9-1 scale.</p>	<p>Formative and summative review of assessment. Assessment 9-1 scale.</p>	<p>Formative and summative review of assessment. Assessment 9-1 scale.</p>
2	<p>Mobile phone holder design and make project. Iterative design in action – design by hand and develop models to create a final product to scale. Continued theory – Sustainability. Using range of modelling techniques to scale and plastics and timber. Introduction to CAD/CAM to produce design elements. Understanding material properties and how to join and finish materials.</p>	<p>Practical - Extended making task based on NEA AQA context. Student lead in preparation for GCSE. Developing skills and use of CAD/CAM including the laser cutter and 3d printer.</p>	<p>Continuation of NEA and revision of theory. NEA and revision of theory.</p> <p>Design development – Iterative design approach and recording and testing. Continue making.</p>
<b>ASSESSMENT OPPORTUNITIES</b>	<p>Formative and summative review of assessment. Assessment 9-1 scale. DIRT, peer assessment, marking exemplar projects.</p>	<p>Formative and summative review of assessment. Assessment 9-1 scale.</p>	<p>Formative and summative review of assessment. Assessment 9-1 scale.</p>
3	<p>Extended mini NEA project using choice of materials. Based on brief set by Starpack. Competition entry with</p>	<p>Practical - Extended making task based on NEA AQA context. Student lead in preparation for GCSE.</p>	<p>Completion of NEA and revision of theory. Evaluation and testing of final products. Preparation for examination.</p>





	<p>deadlines and industry design brief.</p> <p>Unit 2 Theory - energy generation and storage developments in new materials.</p>	<p>Unit 4 Forces and stresses, Ecological and social footprint. Sources and origins, using and working with materials</p> <p>Stock forms</p> <p>Types and sizes</p> <p>Scales of production</p> <p>Specialist techniques and processes</p> <p>Surface treatments and finishes.</p> <p>Practical - Extended making task</p>	<ul style="list-style-type: none"> <li>• Core technical principles</li> <li>• Specialist technical principles</li> <li>• Designing and making principles</li> </ul>
<b>ASSESSMENT OPPORTUNITIES</b>	PPE – Full mock GCSE exam paper.	PPE – Full mock GCSE exam paper.	PPE – Full mock GCSE exam paper.
<b>4</b>	<p>Continuation of mini NEA project using choice of materials. Based on brief set by 3M or Starpack. Competition entry with deadlines.</p> <p>Understanding and use of CAD/CAM including the laser cutter and 3d printer.</p>	<p>Practical - Extended making task based on NEA AQA context. Student lead in preparation for GCSE.</p>	<p>Completion of NEA and revision of theory. Evaluation and testing of final products. Preparation for examination.</p> <ul style="list-style-type: none"> <li>• Core technical principles</li> <li>• Specialist technical principles</li> <li>• Designing and making principles</li> </ul>
<b>ASSESSMENT OPPORTUNITIES</b>	Formative and summative review of assessment. Assessment 9-1 scale.	Formative and summative review of assessment. Assessment 9-1 scale.	Formative and summative review of assessment. Assessment 9-1 scale.
<b>5</b>	<p>Extended mini NEA. 'Work of others' inspired clock design project – (Half GCSE NEA content – 10 pages of A3 folder work and evidence of iterative design leading to final full-scale working product.) Unit 2 Theory - mechanical devices, materials and their working properties. Practical skills tasks using a range of materials and processes</p>	<p>NEA and revision of theory. Students will prepare and undertake their final NEA. Criteria to be set by AQA from June 1<sup>st</sup>. Establish design brief, target market, specification and detailed product analysis. Students to work independently to write own design brief. Exam revision.</p>	<p>Exam preparation</p> <ul style="list-style-type: none"> <li>• Core technical principles</li> <li>• Specialist technical principles</li> <li>• Designing and making principles.</li> </ul> <p>Final GCSE Exam – 2 hours.</p>
<b>ASSESSMENT OPPORTUNITIES</b>	Extended research activities – target market, working to scale, cutting lists - accuracy.	Formative and summative review of assessment. Assessment 9-1 scale.	
<b>6</b>	<p>Completion of high-quality outcomes, recording development. Improving communication skills and CAD/CAM.</p>	<p>Understanding how to write a detailed specification and link to NEA and exam. Completion of high-quality outcomes, recording development. Improving</p>	



		communication skills and CAD/CAM.	
<b>ASSESSMENT OPPORTUNITIES</b>	Completing high quality folder and iterative models. Thorough understanding of how to write a brief, specification and evaluation. Study of historical design movements and the work of designers and their influence.	NEA and revision of theory. Design development – Iterative design approach and recording and testing.	

## DRAMA: AQA – [\(Back to contents\)](#)

### CURRICULUM INTENT:

**To cultivate an understanding and appreciation for the theatre and develop ourselves as individuals & members of society; developing skills for the world of work& life in general.**

- Enrich student's cultural capital through experiences of live performance, professional work, visiting venues and inviting professional artists
- Empower independent and creative learners who are able to appreciate drama as a form of expression
- Curriculum allows students to become critical observers of drama through developing an understanding and exploration of performance skills range of styles, techniques and professional works
- Curriculum engenders student's curiosity, concentration, communication, co-operation, creativity and critical thinking skills.
- Curriculum encourages reflection of their own development and ability to target set so as to improve their work and that of others

### CURRICULUM IMPLEMENTATION

- Evaluation and analysis of both practical and written work will take place on a regular basis.
- Clear routines/expectations in place for transitions, presentation or work/DIRT, pair/group work etc
- Regular use of glossaries will be taught to support verbal feedback and written work, rote learning to revise key concepts.
- Shared reading and practice in oracy, are drivers for developing expression and devising skills from the start of Y7.
- Students' oracy skills are developed by their use of academic language in discussion and debate.
- Students will be given opportunities at least once a half term to perform and evaluate each other's work
- Knowledge/skills reviews will take place after each sequence of learning.
- Students will be trained to select and use resources independently (BBBB).
- PLCs/folders will be developed as key resources with standardised presentation and key terminology glossary
- Teachers effectively plan for frequent retrieval and re-call of students' knowledge.
- Work is modelled well, allowing students to recognise the features of the very best work.
- Homework will be used to consolidate and extend knowledge and skills. Revision, Re-call, Research and Reading.
- Teachers will ensure that students understand the ways in which units and topics inter-connect.



- Google classroom provides a platform for research and reading around the subject, in KS4 students use google docs for collaborative research and revision activities supported by the teacher
- KS4 teacher/invited specialists provide practical workshops for students to gain new skills and apply to devising and text work.
- Learning by Design will be applied to help students understanding the writing structures in drama and apply to written work.
- Skillful, targeted questioning is personalised to the starting point and needs of individual students.
- Assessment is used to check students' understanding and inform teaching.
- Students' folders demonstrate thoughtful reflection and improvement in acting upon set targets.

## ASSESSMENT STRUCTURE

### Component 1: Understanding drama – Written Exam (80 marks - 40% of total GCSE)

Written exam 1 hour and 45 minutes

- Section A: multiple choice (4 marks)
- Section B: 4 questions on extract from chosen set play (44 marks)
- Section C: 1 question on a live theatre production seen (32 marks)
- ▶ AO3: "Demonstrate knowledge and understanding of how drama and theatre is developed and performed."
- ▶ AO4: "Analyse and evaluate their own work and the work of others."

### Component 2: Devising drama (40% of total GCSE)

Internally assessed and externally moderated by AQA

- Devised Performance: (20 Marks - 10% of total GCSE)
  - ✓ Student groups work from a stimulus to create a piece of theatre
  - ✓ They must contribute as either a **performer or designer**
  - ✓ Students will write a **STATEMENT OF DRAMATIC INTENTION** stating: what style they are working in, what the aims of the piece are and personal aims
  - ✓ The performance will be internally assessed and externally moderated
  - ✓ Students will be expected to book in for after school rehearsals
- Devising Log: (60 Marks - 30% of total GCSE)

The Devising Log must comprise of three sections, each marked out of 20 marks:

  - ✓ Section 1: Response to a stimulus
  - ✓ Section 2: Development and collaboration
  - ✓ Section 3: Analysis and evaluation- ▶ AO1: "Create and develop ideas to communicate meaning for theatrical performance."
- ▶ AO2: "Apply theatrical skills to realise artistic intentions in live performance."
- ▶ AO4: "Analyse and evaluate their own work and the work of others."

### Component 3: Texts in practice (20% of total GCSE)

Examined by a visiting AQA examiner

Performance of TWO extracts: (20%)

- You will perform two extracts from the same play
- You will produce a STATEMENT OF DRAMATIC INTENTION
- Students will be expected to book in for after school rehearsals
- ▶ AO2: "Apply theatrical skills to realise artistic intentions in live performance"

## GROUPINGS

Mixed ability

## HOMEWORK INFORMATION

Homework will be set according to the unit being taught. This will **average around 1hr per week** for most pupils.

Homework may involve:

- ✓ Researching
- ✓ Presentations
- ✓ Documenting their practical work via images
- ✓ Annotating work



- ✓ Answering exam style questions
- ✓ Re-drafting exam question responses
- ✓ Learning lines
- ✓ Critically analysing and evaluating another groups work or a production seen

### **EXTENDED STUDY INFORMATION**

**Private reading** – students should try to read plays in order to develop their understanding of Drama and Theatre in a wider context. This will help to inform AO1, AO3 and their own ideas.

**Rehearsal** – students will be required to rehearse after school in order to master their skills for performance. This is extra to their homework for the course.

**Study sessions** – extra study sessions will be available after school to support students' literacy for the exam paper. For students considering being examined on the technical design aspects of theatre they will be expected to attend extra sessions after school in order to learn the appropriate content for the exam.

### **ENRICHMENT OPPORTUNITIES**

- Visits to the theatre to watch performances
- Backstage Theatre Tours
- Visits from performers to work with the students
- School productions
- Showcasing of class work

As a department, we organise at least two theatre trips every year for students. However, we advise you to see as many performances as you can outside of school and make the most of the varied venues within close travelling distance of Reading. These performances will complement the work covered in lessons and improve your knowledge of current theatrical trends.

- ✓ The Hexagon, Reading
- ✓ South Street Theatre, Reading
- ✓ Progress Theatre, Reading
- ✓ The Mill at Sonning
- ✓ South Hill Park, Bracknell
- ✓ The Corn Exchange, Newbury
- ✓ Oxford Playhouse, Oxford
- ✓ Oxford New Theatre, Oxford
- ✓ Wycombe Swan, High Wycombe
- ✓ Yvonne Arnaud Theatre, Guildford

### **EQUIPMENT NEEDED**

Drama socks (Slipper socks or socks with grips on the bottom)

Plain black t-shirt

Plain black jogging bottoms or trousers

Black or Blue Pen

Green Pen

Highlighters

Set Text - Noughts and Crosses (Royal Shakespeare Company) by Malorie Blackman, adapted by Dominic Cooke. Nick Hern Books. ISBN: 9781854599391

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

- Show an interest in the subject, help with homework (but do not do it for them), discuss artwork and go to exhibitions.
- Find out about TV programmes, theatre productions, films, exhibitions relevant to your child's learning and enjoying them together.

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

**AQA GCSE Drama** – information about the course, specimen papers and mark schemes:

<https://www.aqa.org.uk/subjects/drama/gcse/drama-8261>



BBC Bitesize - Drama – vocal and physical skills resources, design resources and component specific resources.

<https://www.bbc.co.uk/bitesize/examspecs/zrnjwty>

**National Theatre YouTube Channels** – great videos about productions, acting techniques and styles.

Technical theatre and tutorials

<https://www.youtube.com/user/NationalTheatre>

<https://www.youtube.com/user/ntdiscovertheatre>

**Google Classroom:** each class will be given a specific code in the lesson by their teacher. We do not publish these codes as often students are analysing filmed work from the lessons.

### **TEXTBOOKS OR REVISION GUIDES**

Noughts and Crosses (Royal Shakespeare Company) by Malorie Blackman, adapted by Dominic Cooke. Nick Hern Books. ISBN: 9781854599391

AQA GCSE Drama by Annie Fox. Illuminate Publishing (2017). ISBN: 1911208217

New Grade 9-1 GCSE Drama Revision Guide. CGP Publishing (2018). ISBN: 1782949623

### **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mr A Sparks /Mrs J Tolman



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	<ul style="list-style-type: none"> <li>• Introduction &amp; expectations</li> <li>• Baseline</li> <li>• Component 1 Section A: Backstage Tour</li> <li>Component 1 Section C: Live Theatre Trip and Live theatre writing skills</li> </ul>	Component 1 Section B: Noughts & Crosses	<ul style="list-style-type: none"> <li>• Component 1 Section A</li> <li>Component 1 Section C</li> </ul>
<b>ASSESSMENT OPPORTUNITIES</b>			
2	<ul style="list-style-type: none"> <li>• Component 1 Section B: Set Text</li> </ul>	<ul style="list-style-type: none"> <li>• Component 1 Section B: Noughts &amp; Crosses</li> </ul> Component 1 Section C: Live Theatre Trip and writing skills	Component 3 Text in Practice
<b>ASSESSMENT OPPORTUNITIES</b>			
3	Component 1 Section A Mini Project	Component 2: Devising Drama skills	Component 3 Text in Practice Performance Exam
<b>ASSESSMENT OPPORTUNITIES</b>			
4	<ul style="list-style-type: none"> <li>• Practitioner exploration:               <ul style="list-style-type: none"> <li>✓ Stanislavski</li> <li>✓ Brecht</li> <li>✓ Boal</li> </ul> </li> </ul> Artaud	Component 2: Devised performance & Devising Log	<ul style="list-style-type: none"> <li>• <b>Revision</b> for Component 1               <ul style="list-style-type: none"> <li>✓ Section A</li> <li>✓ Section B</li> </ul> </li> <li>Section C</li> </ul>
<b>ASSESSMENT OPPORTUNITIES</b>			
5	<ul style="list-style-type: none"> <li>• Practitioner exploration               <ul style="list-style-type: none"> <li>✓ Berkoff</li> <li>✓ Frantic Assembly</li> </ul> </li> </ul> Component 2: Introduction to devising and the devising log	Component 2: Devised performance exam & Devising Log completion	<ul style="list-style-type: none"> <li>• Revision for Component 1 exam</li> </ul> Component 1: Understanding Drama <b>exam</b>
<b>ASSESSMENT OPPORTUNITIES</b>			
6	Component 2: Devised performance and the devising log mock	Component 3 Text in Practice: Mock extracts	
<b>ASSESSMENT OPPORTUNITIES</b>			FINAL EXAMINATION





## CURRICULUM INTENT

- \*To thoroughly enjoy studying economics
- \*Every student studying GCSE will make strong progress.
- \*Every student is provided with quality-first teaching & learning.
- \*Students will recognise the economic behaviour and the economic relationship between individuals and groups of people through Micro and Macroeconomics.
- \*Students will recognise that choice and decision making about how to allocate resources is crucial in a world with limited resources.
- \*Acquisition of knowledge; an understanding of contemporary social and economic changes.
- \*Recognition of the significance of theoretical and conceptual issues in an economic debate.
- \*To develop the ability to critically evaluate government policies and how they impact on the social economic environment.
- \*To nurture in students a lifelong interest in the economics of life.

### Intent re personal development, PSMSC, careers

- \*Students will be able to identify the particular career routes explicitly connected to economics.
- \*To develop in students understanding on how to operate in an economics environment.
- \*For students to understand the significance of nurturing fundamental British values.
- \*Students will develop their ability to think critically and reflectively with respect for social diversity and need for individuals and society as a whole.

## CURRICULUM IMPLEMENTATION

- \*Classroom teaching is never any less than highly effective
- \*Teachers have expert knowledge of the subject, and of the OCR GCSE.
- \*Assessment of and assessment for learning are embedded in classroom pedagogy.
- \*Potential gaps in knowledge are pre-empted; teachers are skilled in addressing gaps quickly.
- \*Skillful, targeted questioning is personalised to the starting point and needs of individual students.
- \*Teachers foster in students clear recognition of the ways in which units and topics inter-connect.
- \*Teachers effectively plan for frequent retrieval and re-call of students' knowledge.
- \*Assessment is used to check students' understanding and inform teaching.
- \*Students' oracy skills are developed by their use of academic language in discussion and debate.
- \*Homework drives deep-learning: Revision, Re-call, Research and Reading.
- \*Students' take pride in their written work; it is presented well and demonstrates progress over time.
- \*Students' books demonstrate thoughtful reflection and improvement in acting upon set targets.
- \*Work is modelled well, allowing students to recognise the features of the very best work.
- \*Concepts are a driver for deep analysis; they are clearly visible through folder checks and use of the PLC's.
- \*Students will be trained to use their resources independently (BBBB)

## ASSESSMENT STRUCTURE

Economics Paper 1: Introduction to Economics; an examination paper worth 50% of the qualification and is 1 hour 30 minutes in length.

This examination is based on 2 units of study. These include Introduction to Economics and The role of Markets and Money.

This examination is worth 80 marks, split into two sections and assesses content from the 2 units mentioned above. Section A contains multiple choice questions worth 20 marks. Section B will consist of three questions, each with a short case study and related short and medium response questions as well as the opportunity for extended response. Section B is worth 60 marks.

Economics Paper 2: National and International Economics; an examination paper worth 50% of the qualification and is 1 hour 30 minutes in length.

This examination is based on 2 units of study. These include Economic Objectives and the role of Government and International Trade and the Global Economy. Section A contains multiple choice questions worth 20 marks. Section B will consist of three questions, each with a short case study and related short and medium response questions as well as the opportunity for extended response. Section B is worth 60 marks. Section A and Section B are the same structure as the Business 1 paper.

## GROUPINGS

To study GCSE Economics you must have already achieved a level 3M in English and Mathematics by the time the Year 8 Reports are published in February. We have 2 classes of 25-30 students.



## **HOMEWORK INFORMATION**

Complete Unit 1, Unit 2 and Unit 3 past examination papers

Economics online specific tasks

Research examples to put concepts into context

Encouragement of reading around the subject

Taking an interest in current affairs e.g. watching BBC news, Channel 4 News and the Guardian.

Explore the Bank of England website Complete different exercises using the following websites:

- [www.timesonline.co.uk](http://www.timesonline.co.uk)
- <http://www.hm-treasury.gov.uk>
- <http://www.ft.com>
- <http://www.euroemu.co.uk>
- <http://www.bankofengland.co.uk>
- <http://www.ifs.org.uk/>.

Homework should be set every week and consist of exam questions; research to support further learning. It should take between 15 minutes and 30 minutes

## **EXTENDED STUDY INFORMATION**

- Read/subscribe to Economics Today, The Economics Review or The Economist
- Reading or researching the broadsheet papers (The Independent, The Times, The Guardian, The Daily Telegraph, The Financial Times). You will need to get in the habit of scanning through newspapers and identifying relevant articles
- Follow the economics blog on [www.tutor2u.net](http://www.tutor2u.net) or sign up to follow Geoff Riley on twitter
- Set [www.bbc.co.uk/news](http://www.bbc.co.uk/news) as your homepage, looking especially at the economics news

## **ENRICHMENT OPPORTUNITIES**

The Business Education department offers a wide range of enrichment activities for students from extra-curricular opportunities such as the fantasy stocks and shares league competition set up by the Institute of Financial Services to in-house competitions and guest speakers. In Year 9, students are given the opportunity to apply for the department residential trip to Cologne and Dusseldorf in Germany. Additionally Year 9 Economics students are offered the opportunity to visit The Bank of England in London in order to enhance students' understanding of Economics and its impact on day-to-day life.

## **EQUIPMENT NEEDED**

Black and green Pens

Pencil

Ruler (very important)

Rubber

Sharpener

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Test students on subject vocabulary

Provide newspaper cuttings / links to news websites of relevant articles

Help them to research

Work through the Unit 1 and Unit 2 revision guides. Students can work through the questions and complete summaries of the material covered.

Encourage active revision (doing exercises and answering exam questions) is better than passive revision (reading a revision guide).

Read the examiners reports and mark schemes with your child. Talk to your child about what they are learning.

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

**Google classroom code:**

**Yr 9 6k4h62o, Yr 10 530hn2, Yr 11 1yan730**





## TEXTBOOKS OR REVISION GUIDES

OCR GCSE (9-1) Economics

Clive Riches, Christopher Bancroft, Jan Miles-Kingston

ISBN: 9781471888342

Published: 28/04/2017

## CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: **Mrs L Nave**

TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
<b>1</b>	GCSE Economics course unit 1: What is the Economic Problem? Topics covered: <ol style="list-style-type: none"> <li>1. Defining the economic problem</li> <li>2. Scarcity, choice and opportunity cost</li> <li>3. Approaches to the economic problem</li> <li>4. What is specialisation?</li> </ol>	GCSE Economics course unit 4: What are the Economic Objectives of the Government? Topics covered: <ol style="list-style-type: none"> <li>1. Objectives of government policy</li> <li>2. Economic growth</li> <li>3. Costs and benefits of economic growth</li> <li>4.</li> </ol>	GCSE Economics course unit 7: The UK Economy and Globalisation. Topics covered: <ol style="list-style-type: none"> <li>1. Globalisation</li> <li>2. Multinationals</li> <li>3. International specialisation and trade</li> <li>4. The World Trade Organization</li> <li>5. Patterns of trade</li> <li>6. Protectionism</li> <li>7. China and India</li> </ol>
<b>ASSESSMENT OPPORTUNITIES</b>	End of unit milestone	Exam questions	
<b>2</b>	GCSE Economics course unit 2: What are Competitive Markets? Topics covered: <ol style="list-style-type: none"> <li>1. Markets</li> <li>2. Monopoly and monopoly power</li> <li>3. Demand</li> <li>4. The demand curve – rise or fall?</li> <li>5. Price elasticity of demand</li> <li>6. Supply</li> </ol>	<ol style="list-style-type: none"> <li>7. Employment and unemployment</li> <li>8. Inflation</li> </ol> Consequences of inflation	<ol style="list-style-type: none"> <li>8. The World Trade Organization</li> <li>9. Patterns of trade</li> <li>10. Protectionism</li> </ol> China and India
<b>ASSESSMENT OPPORTUNITIES</b>		End of Unit Milestone	
<b>3</b>	<ol style="list-style-type: none"> <li>1. Price elasticity of supply</li> <li>2. Determination of price in competitive markets (1)</li> <li>3. Determination of price in competitive markets (2)</li> </ol>	GCSE Economics course unit 5: How does the UK Government Raise and Spend Money? Topics covered: <ol style="list-style-type: none"> <li>1. Government income and expenditure</li> <li>2. Distribution and redistribution of incomes</li> </ol>	Revise



<b>ASSESSMENT OPPORTUNITIES</b>			
<b>4</b>	GCSE Economics course unit 3: How do Firms Operate in Competitive Markets? Topics covered: 1. Costs, revenues and profit 2. Productivity	3. Taxes and redistribution in income 4. Correcting market failure	
<b>ASSESSMENT OPPORTUNITIES</b>			
<b>5</b>	1. Growth of firms 2. Economies and diseconomies of scale	GCSE Economics course unit 6: Which Policies can the UK Government Use? Topics covered: 1. Fiscal policy 2. Money and interest rates 3. Monetary and interest rate policy	
<b>ASSESSMENT OPPORTUNITIES</b>			
<b>6</b>	GCSE Economics course unit 3: How do Firms Operate in Competitive Markets? Topics covered: 3. Rewards for labour 4. Differences in wage rates	4. Supply-side policies 5. Government policies and conflicts	
<b>ASSESSMENT OPPORTUNITIES</b>			FINAL EXAMINATION



## CURRICULUM INTENT

- Students will be encouraged to enjoy English and to be confident communicators.
- Reading, writing and oracy strategies will support the school's wider literacy strategies.
- Quality first teaching and assessment for learning will be exemplary.
- Students will develop higher order thinking skills including the ability to make reasonable deductions and inferences when faced with complex or unfamiliar language.
- Students will develop independence as readers, who read for enjoyment.
- We will 'wake up' students' critical thinking and evaluation skills, building in cyclical opportunities to teach, assess and improve these skills
- English will nurture adaptive learners who transfer skills across contexts, and genres.
- English will remain engaging and inclusive as well as challenging.
- The English curriculum will develop the skills of collaborative work, communication in different registers and oral presentation.
- Students will experience a curriculum which addresses;
  - Moving from immediate experience to wider issues and ideas (Widening Horizons)
  - Developing meaning and motivation through links to real purposes (The World Beyond School)
  - Using language to explore possibilities, question assumptions and take new directions (Creative Thinking)
  - Understanding how learning fits together (Context and Connections)
  - Developing confidence and success through choice, exploration, personal response ( Independence and Choice)
  - Being discerning about texts and the media

### Intent re personal development, PSMSC, careers

- Students will be given opportunities to experience live theatre, authors and other writers.
- We want to excite and enthuse students with a love of books, reading and writing
- Students will develop the 'cultural capital' and the experience of a wide variety of texts to place 'unseen' texts historically and draw on this experience when reading and writing about them.
- The language curriculum will support knowledge and understanding of British values, PSMSC, healthy living, the environment, cultural understanding and respect of others.
- Students will be made aware of the career opportunities opened up by gaining English qualifications.

## CURRICULUM IMPLEMENTATION *include pedagogical principles and questioning techniques*

- Clear routines/expectations in place for transitions, presentation or work/DIRT, pair/group work etc.
- Rote learning and revision techniques will be taught.
- Concrete preparation, social construction of meaning and metacognition will be drivers for developing independent thinking from the start of Y7.
- Students will be given opportunities to read texts independently and for pleasure with a view to develop decoding, inference and vocabulary acquisition.
- Knowledge/skills/ reviews and metacognitive reflection will take place within each sequence of learning.
- Students will be trained to select and use resources independently (BBBB).
- Exercise books will be developed as key resources with standardised presentation and marking codes.
- Homework will be used to consolidate and extend knowledge and skills.
- Teachers will ensure that students understand the place of each learning episode within sequences of learning.
- Regular assessments will test progress in reading, writing and oracy skills.
- SsOW will blend texts by theme, viewpoint, genre, across time and cultures.
- Schemes will include unseen texts and some exam conditions assessment little and often.
- We will develop greater understanding through exploration rather than instruction. Students need to develop their understanding through questioning which needs to be open-needed and conceptual.
- We will develop a hierarchy of skills in lessons so that they move through comprehension to inference to critical reading using GCSE AO question stems.
- contextualise reading material, establishing shared concrete understanding of the text, social construction of inferential meanings through focused questions and tasks, group talk, teacher facilitation and challenging questioning,
- use a spiral curriculum that keeps returning to skills and reasoning in different contexts.



- develop higher order cognitive skills of response and analysis.
- use mixed ability groupings since research suggests mixed ability groups benefit most –possibly – all students.
- include apprentice and mastery tasks using GCSE style questions.

(The apprentice stage would mean that assessment tasks are tackled collaboratively, with teacher modelling and lots of AFL/ formative feedback. They are first and foremost ‘improving’ tasks during which students make progress in their thinking and application of skills. The mastery stage of the task would have students working unaided and would provide assessment data – both formative and summative. They would provide evidence of the independent level of performance of a student and would be provide reliable data for tracking after moderation.)

### Questioning

- Hands down questioning to allow for targeted questions.
- DA and other “at risk” students will have priority in planning questioning.
- Open questions will support developed answers and challenging questions for the most able.
- Open questioning will be used when appropriate in class discussions.
- Written questions will enable all students to practise and stretch their learning appropriately.

## ASSESSMENT STRUCTURE

**Assessments will cover the following areas and types of question:-**

### Component 1: Fiction and Imaginative Writing (40% of the total GCSE)

For Section A, students will study a range of fiction and develop the skills to analyse and evaluate 19<sup>th</sup>-century prose extract (practising analysis of unseen extracts).

For Section B, students will develop imaginative writing skills and learn to use spelling, punctuation and grammar accurately (writing stories and descriptions).

### Component 2: Non-fiction and Transactional Writing (60% of the total GCSE)

For Section A, students will study a range of 20<sup>th</sup> and 21<sup>st</sup>-century non-fiction texts (including literary non-fiction) and will develop the skills to analyse, evaluate and compare non-fiction extracts (analysing non-fiction texts).

For Section B, students will develop transactional writing skills for a variety of forms, purposes and audiences. They will learn to use spelling, punctuation and grammar accurately (writing letters, reports, articles, speeches).

Both of the above components will be examined in Year 11. There will be two examinations for which there will only be one tier of entry.

**Spoken Language:** students will develop presentational skills for a talk to an audience on a topic of their choice. Spoken language marks will be reported as a separate grade (pass, merit or distinction) on the GCSE certificate.

## GROUPINGS

Students are organised into mixed ability groupings based on their performance in years 7 & 8. All groups follow the same broad curriculum and work is differentiated by teachers to suit each teaching group’s learning needs.

## HOMEWORK INFORMATION

Homework will be set according to the unit being taught. This will average around 40 – 60 minutes per week for most pupils. Homework may involve reading, annotating texts, writing essays and practice examination answers, learning key information, undertaking research, revising for tests or similar tasks.

## EXTENDED STUDY INFORMATION

Private reading – students should try to read a wide range of fiction and non-fiction. Reading lists are available on the school website.

Spellings – students will sometimes be given spellings or key vocabulary to learn. They should also endeavour to learn the spelling mistakes highlighted by teachers in marked written work.

Where appropriate, teachers will direct students to wider, academic reading to complement the topics being studied.



### **ENRICHMENT OPPORTUNITIES**

- Visits to theatres and places of interest to literature students will be organised when the opportunity arises.
- Authors are invited into school.
- The department runs a house short story competition.

### **EQUIPMENT NEEDED**

- A4 binder
- Pen - blue/ black **and** green
- Highlighters
- A glue stick
- Private reading book
- Dictionaries and thesauruses are useful to have available at home.

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

- Provide the tools for homework and revision. Ensure a quiet space and a 'workbox' of pens, paper and other necessities.
- Purchase revision guides – these are available from school at a reduced price. See Parent Pay.
- Show an interest in the subject, help with homework (but do not do it for them), test them when they ask you, devise mini quizzes.
- Find out about TV programmes, theatre productions, films, exhibitions relevant to your child's learning and enjoying them together.
- Help your child to break tasks down so that they are manageable, keep a subtle eye on progress and celebrate achievements, and see a positive way forward when things go badly.
- Agree the rules for homework or revision, help them to make a realistic timetable, balance work against the 'fun stuff' and revise the plans as necessary.
- Find copies of old exam papers, search out websites, find out about the subject, exam structures and content.

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

[www.shmoop.com](http://www.shmoop.com)

[www.cliffnotes.com](http://www.cliffnotes.com)

[www.sparknotes.com](http://www.sparknotes.com)

<https://www.bbc.co.uk/education/levels/z98jmp3>

### **TEXTBOOKS OR REVISION GUIDES**

CGP Revision guides are bought by the department and sold to students for a cheaper price than they are available in shops.

Revision guides are available on:-

- Language for Grades 1 -9

There are also matching work books but we don't have those in school.

### **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Miss N Barrett



## CURRICULUM INTENT

See English Language

## CURRICULUM IMPLEMENTATION

See English Language

### OVERVIEW

The English curriculum is taught through thematic units of work, each developing skills in reading, writing, speaking and listening. We teach our pupils to express themselves fluently and accurately, both orally and in writing. We seek to convey a love of literature and develop students' reading and writing repertoires. While the broad knowledge and skills developed are the same, teaching approaches, specific content and dates of assessment may vary between teachers according to the needs and progress of the class. Students will continue to consolidate and develop their skills in reading, writing and speaking and listening, with the aim of ensuring that they are well-equipped for their GCSE examinations in year 11. Students undertake 2 GCSEs – English Language and English Literature.

The curriculum will focus on developing language/ writing skills, reading novels, short stories, plays, poetry and a range of non-fiction. Students will listen to examples of effective oral presentations, for example, formal speeches in preparation for delivering their own presentation to the class. The literature will include 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> century texts, fiction and non-fiction, as well as a Shakespeare play.

English is essential for all careers. Being able to read with understanding, write clearly and accurately and communicate verbally with colleagues will be part of any job. Careers asking for English as a possible, specific qualification include teaching, publishing, journalism, copywriting, lexicography or writing. English would also be a useful qualification for those who want to be a librarian, or work in advertising, administration, the film industry, the media, marketing, public relations or social media/ web writing.

### ASSESSMENT OBJECTIVES

#### A01

Read, understand and respond to texts. Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations

#### A02

Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

#### A03

Show understanding of the relationships between texts and the contexts in which they were written.

#### A04

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

### ASSESSMENT STRUCTURE

During the three-year course, students will develop the skills to analyse how language, form, structure and the context of texts can create meanings and effects. The studied texts will include:

- a Shakespeare play - *Macbeth*
- a post-1914 British play or novel – *An Inspector Calls* (J B Priestley)
- a 19<sup>th</sup> century novel – *A Christmas Carol* (Dickens)
- a poetry collection – provided by the exam board in an anthology

All the above texts will be examined in Year 11.

There will be two examinations, both of which will be 'closed book': this means texts are not allowed in the examination. It would be useful if students owned their own copies of the texts. The school will make our preferred editions of the texts available to students to buy.

### GROUPINGS

Students are organised into mixed ability groupings based on their performance in years 7 & 8. All groups follow the same broad curriculum and work is differentiated by teachers to suit each teaching group's learning needs.





## **HOMEWORK INFORMATION**

Homework will be set according to the unit being taught. This will average around 40 -60 minutes per week for most pupils. Homework may involve reading, annotating texts, writing essays and practice examination answers, learning key information, undertaking research, revising for tests or similar tasks.

## **EXTENDED STUDY INFORMATION**

Private reading – students should try to read a wide range of fiction and non-fiction. Reading lists are available on the school website.

Spellings – students will sometimes be given spellings or key vocabulary to learn. They should also endeavour to learn the spelling mistakes highlighted by teachers in marked written work.

## **ENRICHMENT OPPORTUNITIES**

- Visits to theatres and places of interest to literature students will be organised when the opportunity arises.
- Theatre companies also visit the school.

## **EQUIPMENT NEEDED**

- An A4 binder
- Pen - blue/ black **and** green
- Highlighters
- A glue stick
- Private reading book
- The set texts when appropriate
- \*Dictionaries and thesauruses are useful to have available at home.

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

- Provide the tools for homework and revision. Ensure a quiet space and a 'workbox' of pens, paper and other necessities.
- Purchase revision guides – these are available from school at a reduced price. See Parent Pay.
- Show an interest in the subject, help with homework (but do not do it for them), test them when they ask you, devise mini quizzes.
- Find out about TV programmes, theatre productions, films, exhibitions relevant to your child's learning and enjoying them together.
- Help your child to break tasks down so that they are manageable, keep a subtle eye on progress and celebrate achievements, and see a positive way forward when things go badly.
- Agree the rules for homework or revision, help them to make a realistic timetable, balance work against the 'fun stuff' and revise the plans as necessary.
- Find copies of old exam papers, search out websites, find out about the subject, exam structures and content.

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

[www.shmoop.com](http://www.shmoop.com)

[www.cliffnotes.com](http://www.cliffnotes.com)

[www.sparknotes.com](http://www.sparknotes.com)

<https://www.bbc.co.uk/education/levels/z98jmp3>

## **TEXTBOOKS OR REVISION GUIDES**

Students will need their own copy of the set texts. The school will buy the required editions and sell them to students at the appropriate time in the programme of study. Edexcel provides an anthology of set poems. CGP Revision guides are bought by the department and sold to students for a cheaper price than they are available in shops.

Revision guides are available on:-

- *An Inspector Calls*
- *Macbeth*
- *A Christmas Carol*



- Unseen poetry

There are also matching work books for each of these topics.

**CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Miss N Barrett





TERM	COURSE CONTENT: Knowledge and skills For Language and Literature		
	Year 9	Year 10	Year 11
Students will usually complete 2 formal assessments per half term. These will usually be completed in class. See below for a guide to the types of assessment students will undertake. In addition, students will practise for the oral presentation they will give at GCSE.			
1	<b>Travel writing</b> –a range of non-fiction	<b>A Christmas Carol</b> Literature set text	Revisit <b>Christmas Carol</b>
<b>ASSESSMENT OPPORTUNITIES</b>	Practice with exam style questions on non-fiction extracts	Practice with exam style questions on characters and themes	Practice with exam style questions on characters, themes and extracts
2	<b>An Inspector Calls</b> Literature set text		Revisit other literature texts
<b>ASSESSMENT OPPORTUNITIES</b>	Practice with exam style questions on characters and theme		Practice with exam style questions on characters and themes
3	<b>Gothic literature</b> extracts Including unseen C19 extracts	<b>Poetry unit</b> including unseen poetry	<b>Language paper 1 revision</b>
<b>ASSESSMENT OPPORTUNITIES</b>	Practice with exam style questions on characters and themes Creative writing	Practice with exam style questions - themes	Practice with exam style questions - themes
4	<b>Macbeth</b> Literature set text	<b>Fiction writing</b>	<b>Language paper 2</b>
<b>ASSESSMENT OPPORTUNITIES</b>	Practice with exam style questions on characters and themes	Practice with exam style questions	Practice with exam style questions - themes
5	Cont. <b>Macbeth</b> Literature set text		Literature revision
<b>ASSESSMENT OPPORTUNITIES</b>	Practice with exam style questions on characters and themes		Practice with exam style questions on characters and themes
6		<b>Non-fiction texts – the generation gap</b>	Revision
<b>ASSESSMENT OPPORTUNITIES</b>		Practice with exam style questions	FINAL EXAMINATION



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## CURRICULUM INTENT

- The curriculum allows students to learn the invaluable life skill of cooking and the pleasure of creating a wide variety of restaurant style dishes. It is important to develop creative, confident and independent cooks – aspire, challenge and achieve.
- The curriculum allows students to adapt basic recipes through discussion with the teacher and creativity is actively encouraged.
- A key focus when exploring nutrition is the close relationship food has with health. The science behind cooking is also explored and understanding why certain foods and ingredients behave like they do. Students will also learn about social, moral, ethical and environmental issues relating to food.
- The curriculum Schemes of learning designed and delivered clearly. Balanced for all learners and developed for pupils with special educational needs and/or disabilities, including EAL.
- High expectations for all learners and foster positive attitudes
- Clear understanding of the rigour of the KS4 specification

## CURRICULUM IMPLEMENTATION *include pedagogical principles and questioning techniques*

- School guidance on clear routines/expectations are in place for transitions, presentation, work/DIRT, pair/group work.
- 'Do now' activities to consolidate principles and develop questioning
- Students will be given opportunities to develop technical skills through practical and experimental work. This opportunity will allow students to develop these sound skills whilst exploring and consolidating food preparation and nutrition knowledge.
- Students will regularly get an opportunity to select their own dishes to cook to further build upon and develop their skills.
- Homework will be regularly given and used to consolidate and extend student knowledge and skills.
- Homework will be designed to improve critical understanding and extend students skillset: videos, GCSEPod, Seneca and practicing of skills
- Students will reflect, analyse and evaluate on practical and sensory application
- Following practical sessions students will reflect on their dishes through homework tasks involving self, peer and family assessment to evaluate their work and identify how they can improve and adapt
- Regular intervention and support are offered across all key stages to help students make their expected progress and achieve success in this subject
- Students will carry out a range of activities to develop their subject vocabulary/language, knowledge of and understanding of food-related topics
- Developing independence and the skills to manage extended NEA projects based on a given
- Students are encouraged to attend extra-curricular clubs to develop independence and creativity
- PLC's will be used by staff and students to review and reflect on progress and learning.
- Students will be guided to select and use resources independently
- Students are encouraged to read and research around the subject Food Preparation and nutrition, looking at the work of other cooks/chefs across all cultural cuisines.



- Teachers will ensure that students understand the key assessment objectives that run through foundation and into the GCSE course to support and develop prior learning.
- Support is offered through the use of technicians to groups of students, HAPS, SEN, gender groups to extend their understanding of the subject

## ASSESSMENT STRUCTURE

**All Non Exam assessments (NEA) which count towards the final GCSE grade take place in Year 11. There will be two NEA's during Year 11 plus an exam in the summer of Year 11**

### Assessment structure

- AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.
- AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.
- AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.
- AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others

### NON- EXAM ASSESSMENT (NEA): Task 1: Food investigation (15%)

Students will be expected to show their understanding of the *working characteristics, functional and chemical properties of ingredients*. They will submit a written report (1,500–2,000 words) including photographic evidence of the practical work carried out.

### NON- EXAM ASSESSMENT (NEA): Task 2: Food preparation assessment (35%)

Students will be expected to show their knowledge, skills and understanding in relation to the *planning, preparation, cooking, presentation of food and application of nutrition* related to a chosen task set by the Examination Board. Students *will prepare, cook and present a final menu of three dishes* within a single period of no more than three hours. Students will submit a written portfolio (15 A4 pages) including photographic evidence.

### EXAMINATION: Paper 1: Food preparation and nutrition (50%) Written exam: 1 hour 45 minutes

The paper will be made up of two sections: **Section A:** questions based on a stimuli question and **Section B:** based on structure, short and extended to assess content related to food preparation and nutrition. In total the paper is worth 100 marks.

**The areas of content assessed in this paper are:**

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

## GROUPINGS

Mixed Ability

## HOMEWORK INFORMATION

How long should it take? 60 mins

How often will it be set? Weekly (some weeks there may be two homework's one for the theory lesson and an evaluation for the practical they have produced)

What sort of tasks will be set?

- Exam practice
- Produce revision cards/ mind maps
- Reading up on a topic before a lesson



- Question and Answer worksheets
- Research Tasks
- Extended writing piece of work
- Supermarket visits
- Use of internet
- Cooking a product at home
- Writing a time plan for a practical

### **EXTENDED STUDY INFORMATION**

Make use of:

- Supermarket websites
- [www.nhs.uk/livewell](http://www.nhs.uk/livewell)
- Read food magazines and newspaper articles relating to changes in the food industry.
- Watch cookery programmes and short documentaries about food production.

### **ENRICHMENT OPPORTUNITIES**

Master chef competition.

Frost Bites – House competitions

The opportunity to get a Level 2 Food hygiene certificate (afterschool commitment needed)

### **EQUIPMENT NEEDED**

- Named containers to take the food products home in
- Cake tin (20cm) which will be used in numerous practical's
- Piping bag and nozzle set
- Food ingredients will need to be purchased when required for practical. Students will be given a weeks notice when ingredients are needed
- A named leak proof container needs to be provided for practical lessons

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

- Encourage students to visit food outlets and supermarkets, to raise awareness of products, costs and packaging.
- Encourage students to cook healthy dishes on a regular basis and practice assessed work.
- Ask students when they are cooking and then provide them with the ingredients.
- Discuss the outcome of practical work completed at school, including any written feedback required.
- Read through the recipe the night before to make sure students understand what they are doing
- Help to produce revision cards for the material that is covered in Year 9 and 10 as this content may not be repeated due to the NEA's in year 11.

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

<http://www.foodafactoflife.org.uk>

<https://www.bbcgoodfood.com>

<https://www.nhs.uk/Livewell/Goodfood/Pages/Healthyeating.aspx>

<https://www.jamieoliver.com>

<https://www.eduqas.co.uk>

**Google classroom;**

Year 9 Food – MER class code

Year 10 Food – MER class code

Year 11 Food – MER class code

### **TEXTBOOKS OR REVISION GUIDES**

- WJEC EDUQAS GCSE Food Preparation and Nutrition **ISBN-10: 9781471867507**



- EDUAS GCSE Food Preparation and Nutrition All-in-One Revision Guide **ISBN-10: 1908682876**
- CGP GCSE Food Preparation and Nutrition Question cards **ISBN-10: 1787084504**
- WJEC EDUQAS GCSE Food Preparation and Nutrition My Revision Notes - Hodder **ISBN-10: 1471885399**

**CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mrs S McCarthy/Mr Bradley



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	Introduction to nutrition  Macronutrients Eatwell guide and healthy eating Cereals introduction	Diet nutrition and health Nutrition changing throughout life Raising agents Why food is cooked/cooking methods Heat transfer in food	NEA 1 <u>September to November</u> <u>NEA 1. Food Investigation Task- 15% of final GCSE grade- ( carried out under supervised conditions)</u> Title set by AQA <u>PPE Examinations</u>
<b>ASSESSMENT OPPORTUNITIES</b>	End of topic test Past Exam Questions Practical assessment	End of topic test Past Exam Questions Practical assessment	NEA 1 – Deadline November ( 1500-2000 words including graphs, charts and diagrams)
2	Starchy carbs continued; pasta, potatoes. Pastry making Fruit and vegetables Sugars Fats and oils Pasta theory Gelatinisation	Energy needs Nutritional analysis Meal planning Modifying recipes to meet different needs	NEA1 <u>September to November</u> <u>NEA 1. Food Investigation Task- 15% of final GCSE grade- ( carried out under supervised conditions)</u> Title set by AQA
<b>ASSESSMENT OPPORTUNITIES</b>	End of topic test Past Exam Questions Practical assessment	End of topic test Past Exam Questions Practical assessment	
3	Protein foods- meat, eggs, fish. pulses Sauce theory Function of ingredients Food Hygiene Coagulation Food labelling	Functional and chemical properties if food – protein Functional and chemical properties if food – carbohydrates Functional and chemical properties if food – fat Factors affecting food choice Food allergies and intolerance	NEA2  <u>November to March</u> <u>NEA 2 Food Preparation task- 35% of final GCSE grade( carried out under supervised conditions)</u> Title set by AQA
<b>ASSESSMENT OPPORTUNITIES</b>	End of topic test Past Exam Questions Practical assessment	End of topic test Past Exam Questions Practical assessment	NEA 2 – Deadline March ( portfolio of no more than 20 sides of A4)
4	Dairy foods- milk, cheese, Sensory analysis Food Additives	Food provenance – free range/intensive farming and GM foods Food and the environment Sustainability of food Technological developments of food Food labelling Food additives	NEA 2  <u>November to March</u> <u>NEA 2 Food Preparation task- 35% of final GCSE grade( carried out under supervised conditions)</u> Title set by AQA
<b>ASSESSMENT OPPORTUNITIES</b>	End of topic test Past Exam Questions Practical assessment PPE	End of topic test Past Exam Questions Practical assessment NEA 1 PPE	



<b>5</b>	Revision for PPE Exam Vitamins theory Egg theory	Primary processing – meat and fish Primary processing – fruit and vegetables Primary processing – cereals Secondary processing – fruit into jam Secondary processing flour into bread Secondary processing flour into pasta	NEA2  revision
<b>ASSESSMENT OPPORTUNITIES</b>	End of topic test Past Exam Questions Practical assessment	End of topic test Past Exam Questions Practical assessment	
<b>6</b>	Why food is cooked  Summer Holiday work: Bacteria and micro organisms	NEA1 Preparation NEA2 Preparation	
<b>ASSESSMENT OPPORTUNITIES</b>	End of topic test Past Exam Questions Practical assessment NEA 2 Practical PPE	End of topic test Past Exam Questions Practical assessment NEA 2 PPE	<b>FINAL EXAMINATION</b>

## FRENCH: AQA – ([Back to contents](#))

### CURRICULUM INTENT

- *Cultural understanding and enrichment:* Learning languages gives opportunities to question and to break down prejudices and stereotypes. It allows students to celebrate differences and similarities between different cultures and languages, thus increasing tolerance. It can develop pupils' curiosity and awareness of the French speaking world.
- *Linguistic confidence:* by focusing on communicating in French, confidence and self-esteem can improve. It will also help students to improve in their ability to speak publicly.
- *Transferable skills:* students can work with other students improving teamwork and communication skills. By looking at unknown texts and words, students' analytical skills can be challenged and enhanced.
- *Employability:* an awareness of other languages (even if you are not using it fluently or every day as part of a job) can demonstrate the ability and willingness to communicate with a global market.
- *Self-fulfilment:* learning a language improves confidence, understanding of their own language (literacy), spotting patterns and applying them to new vocabulary (numeracy) and gives your brain a boost.

### CURRICULUM IMPLEMENTATION

Student will be able to engage with the curriculum by working on skills such as:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts





- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment
- develop language strategies, including repair strategies

### **ASSESSMENT OBJECTIVES**

Covering the 4 skills – Speaking, writing, reading and listening. Students to get used to the AQA new grading criteria.

### **ASSESSMENT STRUCTURE**

The GCSE French specification is a linear course with terminal examinations in listening, speaking, reading and writing at the end. There are two tiers of entry, Foundation (Grades 1-5) and Higher (Grades 4-9). Thematic and linguistic revision will therefore be strategically planned.

Paper 1: Examination - Listening: 25% of GCSE

Paper 2: Examination - Speaking: 25% of GCSE

Paper 3: Examination – Reading: 25% of GCSE

Paper 4: Examination – Writing: 25% of GCSE

### **GROUPINGS**

Mixed ability

### **HOMEWORK INFORMATION**

Weekly homework may include differentiated tasks to practise classroom-taught language, or vocabulary rote learning. Tasks will vary and cover the 4 different skills – speaking, writing, reading and listening. The aim is to turn our pupils into confident, effective and enthusiastic communicators who have acquired the independent learning skills that enable them to use and improve their second language, not only in lessons, but also outside school. Students are usually given one week for vocabulary learning and written homework. For most pupils this will average up to an hour per week.

### **EXTENDED STUDY INFORMATION**

- Guide them towards extra vocabulary and grammar practice eg:  
<http://www.languagesonline.org.uk/Hotpotatoes/Index.htm>  
<http://www.bbc.co.uk/schools/gcsebitesize/french>  
<http://www.gcse.com/french>  
<http://www.frenchteacher.net/free-resources/samples>
- Encourage them to read about their favourite celebrity, music, sport in French by googling them on [www.google.fr](http://www.google.fr)
- Get them interested in current affairs using the Journal des Enfants: <http://www.jde.fr>
- Get them interested in wider French/Francophone culture eg: reading translations of French language novels, finding out about key periods in French history
- Go to France and make them do all the transactions!

### **ENRICHMENT OPPORTUNITIES**

After school catch up and revision

European day of languages in September. Possible day trip to France.

Celebration day for MFL in April – testing food and recognising students' progress/effort.

### **EQUIPMENT NEEDED**

A pencil, rubber, glue sticks, ruler and a couple of writing pens are always essential in every French lesson. Students may find that their own set of highlighters may be useful, but these are not compulsory. There are dictionaries in each classroom but their own dictionary may be useful as well.



## HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Even if you don't speak a word of French you can help:

Test them on the meanings of French words/sentences when they have to learn vocab or grammar

For longer pieces of writing, ask them to talk you through the plan of their work in English before they start – to make them think about the structure of what they write

Ask them to show you where they have included the elements required by the mark scheme to get the grade they are aiming for.

If they are doing reading or listening, get them to summarise what the text/extract is about in English – how fluently can they talk about it?

Ask them what certain words mean – how spontaneously can they answer you?

If they are preparing a speaking exam – listen to them for 10 minutes 2-3 times a day so they become confident in their topics.

## USEFUL ONLINE INFORMATION/ONLINE RESOURCES

[www.linguascope.com](http://www.linguascope.com) (password and username to be shared in class).

Google Classroom – notices are added usually before assessment or for important assignments. All resources from lessons will also be available in Google Classroom and we strongly advise students to check weekly.

## TEXTBOOKS OR REVISION GUIDES

- GCSE French AQA Complete Revision & Practice (with CD & Online Edition) - Grade 9-1 Course (CGP GCSE French 9-1 Revision)
- GCSE French AQA Revision Guide - for the Grade 9-1 Course (with Online Edition) (CGP GCSE French 9-1 Revision)
- AQA GCSE 9-1 French All-in-One Revision and Practice (Collins GCSE 9-1 Revision)

## CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Ms A Bruna

TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	Introducing yourself and others Free time activities: TV, books, films Daily routine Describe and discuss relationships with friends and family Making arrangements to go out <u>Grammar:</u> <i>Present, near future and perfect tense</i> <i>Giving opinions and justifications</i> <i>Reflexive verbs</i> <i>Using direct object pronouns</i> <i>Possessives</i>	<u>Theme 1: Identity &amp; Culture</u> <u>Module 1</u> Revising family & describing people Revising places in a town and activities Friends and relationships <i>Irregular verbs in the present tense</i> Family relationships <i>Reflexive verbs in the present tense</i> Arrangements to go out <i>Near future tense</i> Describing a night out <i>Perfect tense</i> When you were younger <i>Imperfect tense</i> Role models	<u>Theme 3: Current &amp; Future study and employment</u> <u>Module 7</u> Discussing jobs and work preferences Discussing career choices <i>Using comparatives and superlatives</i> Talking about plans, hopes and wishes <i>Understanding the subjunctive</i> Applying for jobs <i>Using direct object pronouns in the perfect tense</i> <i>Complex sentences in the future tense with a variety of structures</i>



		<i>Present, perfect &amp; imperfect tenses</i> <u>Module 2</u> Revising sport and music Revising technology, films & TV Sports <i>Depuis + present tense</i> Life online <i>Comparatives</i> Reading <i>More imperfect tense</i> TV programmes <i>Direct object pronouns (le, la, les)</i> Cinema <i>Superlative adjectives</i>	<u>Theme 2: Local, national, international and global areas of interest</u> Discussing problems facing the world <i>Making connections between word types</i> Talking about protecting the environment <i>Using modal verbs pouvoir and devoir in the conditional</i> Discussing ethical shopping <i>Using the passive voice</i> Talking about volunteering <i>Using indirect object pronouns</i> Discussing big events <i>Giving arguments for and against</i>
<b>ASSESSMENT OPPORTUNITIES</b>	Writing assessment (two short pieces and one translation) Writing Assessment (one longer piece and one translation) Speaking (the role play) Reading and listening assessments	Module 1: Listening & Speaking Module 2: Reading & Writing	PPEs
<b>2</b>	Describing a night out Talking about life when you were younger Discuss role models Discuss sports Discuss technology <u>Grammar:</u> <i>The imperfect tense</i> <i>Saying how long you have been doing something</i> <i>Using comparatives</i> <i>Using relative pronouns "qui" and "que"</i>	<u>Module 3</u> Revising food and meals Revising shopping for clothes Daily life <i>Pouvoir &amp; devoir + infinitive</i> Food for special occasions <i>The pronoun en</i> Polite language <i>Asking questions in the tu &amp; vous form</i> Family celebrations <i>Venir de + infinitive</i> Festivals & traditions <i>Combining tenses</i>	Module 1, 2, 3 revision  Module 4, 5 and 6 revision
<b>ASSESSMENT OPPORTUNITIES</b>	Writing assessment (one longer piece and one translation) Reading and listening assessments Speaking assessment (the conversation)	Module 3: Listening, speaking, reading & writing	Listening, speaking, reading & writing
<b>3</b>	Discuss films and actors Food and meals Shopping for clothes Daily routine Food and special occasions	<u>Theme 2: Local, national, international and global areas of interest</u> <u>Module 4</u> Revising weather & transport Revising asking the way Describing a region <i>Pronoun y</i>	General revision



	<p>Customs and festivals in French speaking countries</p> <p><u>Grammar:</u></p> <p><i>Using superlatives</i></p> <p><i>Using partitives</i></p> <p><i>Using "en"</i></p> <p><i>Modal verbs</i></p>	<p>Describing a town</p> <p><i>negatives</i></p> <p>Seeing the sites</p> <p><i>Asking questions with quel/quelle/quells/quelles</i></p> <p>Plans for excursions / weather</p> <p><i>Future tense</i></p> <p>Community projects</p> <p><i>Present, perfect &amp; future tense</i></p> <p><u>Module 5</u></p> <p>Revising holidays</p> <p>Revising past, present &amp; future holidays</p> <p>Ideal holidays</p> <p><i>conditional</i></p> <p>Using a hotel</p> <p><i>Reflexives in the perfect tense</i></p> <p>Visiting a restaurant</p> <p><i>En + present tense</i></p> <p>Travelling</p> <p><i>Avant de + infinitive</i></p> <p>Buying souvenirs</p> <p><i>Demonstrative adjectives</i></p> <p>Holiday disasters</p> <p><i>Pluperfect tense</i></p>	
<b>ASSESSMENT OPPORTUNITIES</b>	<p>Speaking assessment (the photo card)</p> <p>Reading and listening assessments</p>	<p>Module 4: Listening &amp; Speaking</p> <p>Module 5: Reading &amp; Writing</p> <p>PPE 1: specimen exam papers</p> <p>All skills</p>	FINAL EXAMINATION

## GEOGRAPHY: AQA – [\(Back to contents\)](#)

### CURRICULUM INTENT

- Inclusive department that ensures all students will make strong progress in geography, this includes a bespoke approach for those students requiring extra numeracy and literacy support
- Understand the awe and wonder of geography and have a fascination/passion for the subject.
- See the interconnectedness and geography in everyday life and how we are all affected by geography.
- Experience fieldwork to see how scientific studies are completed and understand what topics you can investigate.
- Critical evaluative thinkers that can grapple with problems and think deeply around the topics that we teach in geography.
- Improve their metacognition skills through Revision for learning tasks to help prepare and strengthen their long term memory so they know more and remember more.
- Improve their written academic language skills and help them to become effective writers.
- Understand how human and physical geography is interlinked.
- Improvement is our goal and we believe in marginal gains making a difference to students progress.

### CURRICULUM IMPLEMENTATION

#### Pedagogical principles



- Challenge is embedded within all lessons and is highlighted to students using #challenge
- High expectations and aspirational targets in geography, there are no ceilings for students in our subjects. We are proud that students quite often beat their benchmarks in the subject.
- Inclusive subject that uses differentiation and adapted teaching to help all to progress, including a bespoke curriculum to support the learning of those who need extra support with literacy and numeracy.
- We use work booklets and assessment books which allow students to keep their notes secure and organized while also giving them a record of their progress over the 3-year GCSE in their assessment books. This is essential to promote effective revision.
- We teach students to apply their knowledge to examination style questions.
- We have enriching fieldwork to locations like Milford-on-sea and Lyndhurst.
- We promote wider reading from yr7 to yr11 through wider reading worksheets in our booklets to help encourage reading around the subject and to help improve their academic literacy in their answers.
- Intervention lessons fit into the curriculum by allowing us to work in smaller groups to practice metacognition skills like Revision for Learning techniques and helping students to see the link between effort and attainment. We also use the lessons to practice examination technique by using past papers to complete walkthroughs with their teacher so they know how to answer certain types of questions confidently.
- Homework will be used to help strengthen Reading, Revision, Responsibility, Response to feedback and Recall.
- Students will understand the sequence of learning that they are undertaking and have an appreciation as to where their current learning fits into the overall picture throughout the 5-year period of studying Geography
- We aim to develop students into reflective practitioners by getting them to complete a self-reflection review before and after each module to help them to see the progress that they have made in the lessons. This also helps them to see what they still might need to work on, if there are any weaknesses still from that module.
- We also get students to reflect on their performance after each assessment week or PPE so that they can make small improvements to how they prepare for the exams. Getting students to write down how many marks off the next grade has proved effective at getting them to see how close the grade boundaries are and that small improvements can add up to get them to that next grade.
- Mainly hands down questioning to target and assess what students know and how they grapple and think deeply about issues or topics within geography. Hands up will be evident when the teacher deems it appropriate e.g. suggestions.
- We use questioning that draws on Bloom's taxonomy and we differentiate our questions depending on the student to provide suitable challenge for them. We believe in developing students' thinking skills and encourage them to evaluate ideas and make judgements in their thinking. We work on developing the oracy of students and help students to extend their oral answers in class. As part of this we encourage the development of their academic language both in their oral and written work.

## ASSESSMENT OBJECTIVES

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Geography specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).
- AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25 %).
- AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35 %, including 10 % applied to fieldwork context(s)).
- AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25 %, including 5 % used to respond to fieldwork data and context(s)).





## ASSESSMENT STRUCTURE

### Assessment

- AfL is a key theme in all our assessments and we spend time teaching the mark schemes to the students as if they know what the examiner is looking for, they will write their answers to this. We scaffold this over time and we use self, peer and teacher assessment to help all students to make improvements

### Feedback strategies

- DIRT is mainly "Class improvement" or "My improvement" from assessments and exam questions. A 'class improvement' is where the teacher and class write a model answer to help students to see how to improve their own answer and how to be systematic, logical and always use Point, Explain, Evidence, Link in their longer answers.

There are three main parts to the GCSE assessment structure: -

### Paper 1: Living with the Physical Environment (35%)

This is a 1 hour 30 minute written examination that assesses all the physical modules of the course. It is in 3 sections, Section A (The Challenge of Natural Hazards) is worth 33 marks, Section B (UK Physical Landscapes) is worth 30 marks and Section C (The Living World) is worth 25 marks. The type of questions can be multiple choice, short answer level of response and extended prose.

### Paper 2: Challenges in the Human Environment (35%)

This is a 1 hour 30 minute written examination that assesses all the human modules of the course. It is in 3 sections, section A (Urban Issues and Challenges) is worth 33 marks, section B (The Changing Economic World) is worth 30 marks and section C (The Challenge of Resource Management) is worth 25 marks. The type of questions can be multiple choice, short answer level of response and extended prose.

### Paper 3: Geographical Applications (30%)

Question 1 is worth 37 marks and is an issue evaluation. The students will receive the issue booklet (a series of resources on the issue) 12 weeks prior to the exam and these will be discussed in lessons. The students will then be expected to answer a series of questions on a contemporary geographical issue, leading to a more extended piece of writing which will involve a decision with some justification.

Question 2 is worth 39 marks and is split between questions based on the fieldwork that they complete during the course and questions based on the use of fieldwork materials in an unfamiliar context.

### Fieldwork

As part of the GCSE, students are required to undertake two geographical enquiries involving the collection of primary data to show an understanding of both human and physical geography. As a school we offer students the opportunity to go on one day of fieldwork costing around £20. Current Y11 students have one fieldwork day left, which will be taking place for free in Reading town centre. *Please note that the fieldwork requirement may be removed from the exam period 2021 pending an OfQual consultation in July 2020 so Y11 students may not need to complete this fieldwork.* Should your child not go on this trip, they will be required to complete two fieldwork investigations in their own time and under your supervision.

## GROUPINGS

Mixed ability classes

## HOMEWORK INFORMATION

Tasks may include:

1. Completing key words.
2. Practice examination questions.
3. Photo, map and graphical analysis.
4. Mind mapping of new case studies.
5. Research for extended questions
6. Wider reading

H/w will be set weekly by the teacher and h/w should take 40-60 minutes to complete. This is always set using google classroom.



## **EXTENDED STUDY INFORMATION**

Explore these websites to extend your knowledge and learning of Geography :

- <http://www.gatm.org.uk/>
- <http://www.bbc.co.uk/schools/gcsebitesize/geography/>
- <http://earthquake.usgs.gov/learn/topics/?topicID=63>
- [http://www.ined.fr/en/homepage\\_of\\_ined\\_website/](http://www.ined.fr/en/homepage_of_ined_website/)

## **EQUIPMENT NEEDED**

Basic equipment as per the school's recommended equipment list.

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Parents can:

- Help with case study revision (map mapping / recall)
- Check understanding of key terms
- Use quiz for learning task sheets to help their child practice
- Watch documentaries together e.g. Planet Earth
- Check homework

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035> - AQA Geography GCSE website

<https://www.bbc.com/education/examspecs/zy3ptyc> - BBC Bitesize revision

<https://www.gcsepod.com/> - GCSE Pod

Google classroom codes to be confirmed upon start of Year 9.

## **TEXTBOOKS OR REVISION GUIDES**

Main textbook: ISBN: 9781471859939 Hodder Education, July 2016

Main Revision guide: ISBN13: 9781782946106 CGP Books

Full Revision and Practice Guide: ISBN-13: 9781782946137 CGP Books

## **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mr J Tomsett





TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
<b>1</b>	Physical Landscapes In The UK: Coasts	The Changing Economic World	The Challenge of Natural Hazards: Weather hazards and climate change
<b>ASSESSMENT OPPORTUNITIES</b>	Baseline test Series of past paper questions used in lessons (timed) and for homework.	Series of past paper questions used in lessons (timed) and for homework.	Series of past paper questions used in lessons (timed) and for homework.
<b>2</b>	Urban Issues and Challenges	The Changing Economic World + revision of Physical Landscapes in the UK: Rivers	The challenge of resource management
<b>ASSESSMENT OPPORTUNITIES</b>	Series of past paper questions used in lessons (timed) and for homework.	Series of past paper questions used in lessons (timed) and for homework.	PPE1 Series of past paper questions used in lessons (timed) and for homework.
<b>3</b>	Urban Issues and Challenges	The Living World: Ecosystems and Tropical Rainforests	Geographical skills and fieldwork skills Revision
<b>ASSESSMENT OPPORTUNITIES</b>	Series of past paper questions used in lessons (timed) and for homework.	PPE1 Series of past paper questions used in lessons (timed) and for homework.	Series of past paper questions used in lessons (timed) and for homework.
<b>4</b>	Physical Landscapes in the UK: Rivers	The Living World: Cold Environments	Issue evaluation practice
<b>ASSESSMENT OPPORTUNITIES</b>	Year 9 assessment week Series of past paper questions used in lessons (timed) and for homework.	Series of past paper questions used in lessons (timed) and for homework.	PPE2
<b>5</b>	Physical Landscapes in the UK: Rivers	The Challenge of Natural Hazards: Tectonic Hazards	Revision (class and individual)
<b>ASSESSMENT OPPORTUNITIES</b>	Series of past paper questions used in lessons (timed) and for homework.	Series of past paper questions used in lessons (timed) and for homework.	FINAL EXAM
<b>6</b>	Issue evaluation practice	Geographical Skills and Fieldtrip	
<b>ASSESSMENT OPPORTUNITIES</b>	Series of past paper questions used in lessons (timed) and for homework.	Series of past paper questions used in lessons (timed) and for homework.	



## CURRICULUM INTENT

The BTEC Tech Award Health and Social Care gives students an insight into some aspects of the health and social care environment, ranging from how the human develops from birth to death to different types of support that might be used, and to seeing how care values are expressed.

- Develop key skills in Health and Social Care such as interpreting data to assess an individual's health
- Develop knowledge of the processes that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing
- Develop awareness of the care values and how to use them to empower a service user and to practice applying them
- Understand human development across the life stages and categorise development into 4 areas (PIES)
- Understand how factors can affect our development
- To gain knowledge of Health and Social Care services and the support they offer
- To be aware of career opportunities in HSC

## CURRICULUM IMPLEMENTATION

- BTEC Tech Award Health and Social Care will provide a wide range of learning experiences which are accessible to students of all abilities.
- The delivery involves group work opportunities, clearly differentiated tasks, report writing through internal assessments and examination technique for external assessments and controlled assessments.
- Teachers encourage students to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace.
- Students are encouraged to demonstrate skills: team working; working from a prescribed brief, working to deadlines; presenting information effectively and accurately.
- School guidance on clear routines/expectations are in place for transitions, presentation, work/DIRT, pair/group work.
- 'Do now' activities to consolidate principles and develop questioning
- Students will be given opportunities to develop technical skills through practical and experimental work. This opportunity will allow students to develop these sound skills whilst exploring and consolidating food preparation and nutrition knowledge.
- Students will regularly get an opportunity to select their own dishes to cook to further build upon and develop their skills.
- Homework will be regularly given and used to consolidate and extend student knowledge and skills.
- Regular intervention and support are offered across key stage to help students make their expected progress and achieve success in this subject
- Developing independence and the skills to manage assignments based specific component area.
- PLC's will be used by staff and students to review and reflect on progress and learning.
- Students will be guided to select and use resources independently
- Students are encouraged to read and research around the subject area.
- Support is offered through the use of technicians to groups of students, HAPS, SEN, gender groups to extend their understanding of the subject

## ASSESSMENT STRUCTURE

The course is made up of three components: Two internally assessed and one that's externally assessed.

### **Component 1: Human Lifespan Development**

Aim: understand how we grow and develop throughout our lives

This assignment would be completed in Year 10 and is worth 30% of the total course.

### **Component 2: Health and Social Care Services and Values**



Aim: Get to know how the health and social care sector works and the care values that lie at the core of it  
This assignment would be completed in Year 10 and is worth 30% of the total course

### **Component 3: Health and Wellbeing**

Aim: Help improve someone's health and wellbeing

This written exam would take place in February of Year 11 and worth 40% of total course. This is a TWO hour exam

Students would be awarded from Level 1 pass to Level 2 Distinction\* on completing this course.

### **GROUPINGS**

This course is taught in mixed ability groups

### **HOMEWORK INFORMATION**

Homework will be set weekly and it is expected that there will be half an hour a week for component 1 and 2 totally ONE hour.

Homework will be a mix of completing classwork, research tasks, exam practice questions as well as extended writing and PowerPoint presentations

### **EXTENDED STUDY INFORMATION**

- To have an interest in the news and what is happening around the world in terms of health and social care will be greatly beneficial.
- Additional research using Magazines Books Internet.
- Watch suggested Health & Social Care documentaries.

### **ENRICHMENT OPPORTUNITIES**

As we continue to develop the course we are looking at inviting speakers into the classroom to extend students knowledge plus to have greater links with the local health and social care institutions.

### **EQUIPMENT NEEDED**

All students need access to the google classroom.

Basic stationary will be needed

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

- Check planners.
- Proof read assignment work
- Encourage to research the topics outside of the classroom
- Ensure students safely store any notes made in lessons
- Read through and discuss the task and feedback with your child so they understand what they need to do.
- Go through the task sheet and assessment criteria to help them plan.

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html>

<https://www.scie.org.uk/socialcaretv/latest.asp>

[www.ageuk.org.uk/](http://www.ageuk.org.uk/)

[www.nhs.uk](http://www.nhs.uk)

[www.carersuk.org](http://www.carersuk.org)

[www.actiononhearingloss.org.uk](http://www.actiononhearingloss.org.uk)

[www.nhsprofessionals.nhs.uk/Pages/Allied-Health-Professionals.aspx](http://www.nhsprofessionals.nhs.uk/Pages/Allied-Health-Professionals.aspx)

[www.bbc.co.uk/news/health](http://www.bbc.co.uk/news/health)

### **GOOGLE CLASSROOM CODE:**

Year 9 – MER class codes

Year 10 – MER class codes

Year 11 - MER class codes

### **TEXTBOOKS OR REVISION GUIDES**

BTEC Tech Award Health and Social Care Student Book

by [Mrs Brenda Baker](#) (Author), [Colette Burgess](#) (Author), [Ms Elizabeth Haworth](#) (Author)

ISBN-10: 1292200928



**CONTACTS / ANY FURTHER INFORMATION**

Curriculum leader: Mrs S McCarthy

TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
<b>1</b>	Introduction to health and social care Primary, Secondary and Tertiary care	Component 1 Assignment on the development of different life stages – First assignment  Component 2 Assignment on the different types of health and social care providers – First assignment	Component 3 - Healthy living  Factors affecting unhealthy diets
<b>ASSESSMENT OPPORTUNITIES</b>	Extended writing questions	Report writing Presentation	Exam practice
<b>2</b>	Life stages From infancy to late adulthood	Component 1 Assignment on the development of different life stages – First assignment  Component 2 Assignment on the different types of health and social care providers – First assignment	Monitoring and creating individual health care plans
<b>ASSESSMENT OPPORTUNITIES</b>	Exam questions PowerPoint presentation	Report writing Presentation	Exam practice
<b>3</b>	Types of communications - Verbal - Non verbal	Component 1 Assignment on the development of different life stages – First assignment  Component 2 Assignment on the different types of health and social care providers – First assignment	Revision
<b>ASSESSMENT OPPORTUNITIES</b>	Group work Exam Questions	Component 1 and 2 First Assignment due	FINAL EXAMINATION
<b>4</b>	Barriers to health and social care	Component 1 Assignment on the development of different life stages – Second assignment  Component 2 Assignment on the different types of health and social care providers – Second assignment	Revision
<b>ASSESSMENT OPPORTUNITIES</b>	Presentation and group work	Role play scenario	PPE Exam Questions
<b>5</b>	Component 1 and 2 preparation PPE	Component 1 Assignment on the development of	Revision



	<ul style="list-style-type: none"> <li>- Become familiar with paperwork</li> <li>- Expectations</li> <li>- Trial run</li> </ul>	<p>different life stages – Second assignment</p> <p>Component 2 Assignment on the different types of health and social care providers – Second assignment</p>	
<b>ASSESSMENT OPPORTUNITIES</b>	Exam Questions	Component 1 and 2 Second Assignment due	FINAL EXAMINATION
<b>6</b>	Physical, Intellectual, Emotional and Social aspects of development	Component 3 Introduction Health and wellbeing	
<b>ASSESSMENT OPPORTUNITIES</b>	Exam questions	Exam questions	

## HISTORY: AQA – [\(Back to contents\)](#)

### CURRICULUM INTENT

- Develop students' soft skills such as logical thinking, critical thinking and written and oral communication.
- An inclusive department in which each student feels like they are represented by the curriculum and where students with extra needs or requirements receive bespoke support including help with literacy and numeracy and challenge for all students.
- Allow students to understand how History relates to the present day and the challenges or issues they face in the world.
- Encourage students to identify trends and themes across different periods of History.
- Develop students' historical skills and their understanding of second order concepts.
- Give students the skills to be successful learners so they can know more and remember more.

### CURRICULUM IMPLEMENTATION

- Recall activities are embedded throughout the curriculum to help students learn and remember more and to develop their substantive knowledge.
- Challenge is embedded throughout the curriculum using #challenge focusing on using Thinking Hard strategies.
- Scaffolding is offered throughout the curriculum in order to support and encourage students.
- Model answers are offered so students can see best practice in History and aspire to the highest level.
- Numeracy and literacy skills are offered to develop these key learning skills and support a whole school approach to learning.
- Lesson activities model revision strategies in order to develop self sufficient learners.
- Use of Personal Learning Checklists and Key Word Glossaries allow students to take ownership of their learning and revision.
- Regular use of extended writing in class and practice exam questions allow students to develop their exam skills in order to make progress and achieve success in formative assessments and final exams.
- Targeted interventions are used to support underachieving students or to encourage students achieving on or over their targets to excel even further.
- Wider reading is encouraged in order to broaden students' understanding of the topics as well as broader historical context.
- Curriculum is carefully sequenced to help students understand the topics we study through KS3 and KS4, and to support them in developing their knowledge as they move through the curriculum.
- A range of questioning strategies are used to appropriately target and engage students and is used to both support the students who need it and to challenge all students in the classroom. This strategy is also effective in developing the oracy skills of our students.



## **ASSESSMENT STRUCTURE**

Paper 1: Understanding the modern world

In Section A there is a choice of four period studies, each with a focus on two key developments in a country's history over at least a 50 year period.

In Section B there is a choice of five wider world depth studies. These focus on international conflict and tension.

How it's assessed

- Written exam: 2 hours
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

Questions

- Section A – six compulsory questions (40 marks)
- Section B – four compulsory questions (40 marks)
- Plus 4 marks for spelling, punctuation and grammar

Paper 2: Shaping the nation

In Section A there is a choice of three thematic studies, which look at key developments in Britain over a long period.

In Section B there is a choice of four British depth studies incorporating the study of a specific historic environment.

How it's assessed

- Written exam: 2 hours
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

Questions

- Section A – four compulsory questions (40 marks)
- Section B – four compulsory questions (40 marks)
- Plus 4 marks for spelling, punctuation and grammar

## **GROUPINGS**

History is taught in mixed ability groups.

## **HOMEWORK INFORMATION**

Students are set a variety of homework activities to help consolidate and reinforce learning and to allow students to practise key historical skills. One piece of homework is set each week for History: this will be a research or learning piece (key words, facts, dates etc.) one week and a more written piece the next. While these tasks may average around 40 minutes, they will vary in length depending on the activity and topic.

Homework tasks in Year 9 may provide opportunities for students to extend their learning from lessons, or to present their understanding in a different way. They may also be asked to complete extra research on historical events and individuals. There will also be practice questions for the GCSE.

## **EXTENDED STUDY INFORMATION**

We encourage students to discuss ideas that they have studied in lesson time at home. We would also encourage you to ask your son or daughter about what they have studied in History as this will enrich the discursive element of the subject. Additional reading lists are also made available to students at the beginning of a scheme of work that include novels, online texts and suitable films to watch to acquire more knowledge of specific topics studied. Additionally, all students should try to watch or access international, national and local news in some form at least once a week to help them develop an understanding of the historical issues that influence the way we live our lives today.

## **ENRICHMENT OPPORTUNITIES**

Regular after school sessions offering extra support to students.

Opportunities to study related forms of media such as novels, autobiographies, films and pop songs.





### **EQUIPMENT NEEDED**

A pencil, 30 cm ruler and writing pens (green pen for 'improvement work') are essential in every History lesson. It may also be useful to have the following items: sharpener, eraser, colouring pencils, compass, calculator, highlighter, glue stick, scissors.

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

One of the keys to success at GCSE and developing an in depth knowledge of the topic is the ability to learn facts to support student judgements about historical individuals, events and developments.

Developing the skill of having an opinion about a topic or individual and being able to support that view with evidence and explanation will support their critical thinking in history.

Equally learning to make inferences and forming interpretations from text and images is a key historical skill. Being able to read between the lines is something that students can struggle with. You can support your child by engaging them in discussions about the different messages that exist in modern product advertising and political campaigning.

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

- <http://www.aqa.org.uk/subjects/history/gcse/history-8145>
  - Contains the full AQA GCSE History specification

Individual class Google Classrooms are created to support the students in homework tasks and provide wider reading and support materials.

### **TEXTBOOKS OR REVISION GUIDES**

The following are the textbooks that we use in school that are approved by the examination board.

- For Paper 1
  - Understanding the Modern World, David Ferriby, Dave Martin & Ben Walsh. ISBN 9781471862946.
- For Paper 2
  - Health and the People, Alf Wilkinson. ISBN 9781471864216.
  - **Medieval England: the reign of Edward I, 1272-1307**, Alf Wilkinson. ISBN 9781471864261.

**Currently there is not a single revision guide to cover the whole of the GSCE AQA specification the following cover some of the individual units your child will study.**

- GCSE AQA History, CGP. ISBN 9781782946045.
  - Covers Conflict and tension, 1918-1939 (Paper 1) and Britain: Health and the people: c1000 to the present day (Paper 2).
- My Revision Notes AQA GCSE (9-1) History, Simon Beale, Carmel Bones, David Ferriby, Adele Fletcher, Lizzy James and Tim Jenner. ISBN 9781510404045.
  - Covers Conflict and tension, 1918-1939 (Paper 1) and Britain: Health and the people: c1000 to the present day (Paper 2).
- Workbooks to practise and perfect the knowledge and skills that students need to achieve their best grade.
  - Conflict and Tension, 1918-1939, Adele Fletcher, Kate Harker, Tim Jenner and Alex Stonehouse. ISBN 9781510418622.
  - Health and the People, Adele Fletcher, Kate Harker, Tim Jenner and Alex Stonehouse. ISBN 9781510418974.

### **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mr P. Mitchell





TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	<b>Health and the People: Medicine stands still</b> Students will study the nature of medical diagnosis and treatment in Medieval England and what led to these types of treatment. They will also study developments that were made in this period with a case study on the Black Death.	<b>Russia – Lenin’s new society 1917-1924</b> Students will study how the Bolshevik’s under the leadership of Lenin and Trotsky were able to overthrow the Provisional Government in the November Revolution of 1917 but then consolidate their power during the Russian Civil War 1918-1921	<b>Medieval England: The reign of Edward I</b>  <b>Government: the rights of King and people</b>  Students will study the developments in government during the reign of Edward I and his methods of ruling England and its territories in the thirteenth century.
<b>ASSESSMENT OPPORTUNITIES</b>	End of unit topic assessment (GCSE style) Plus shorter practice GCSE style questions and content ‘tests’		
2	<b>Health and the People: Beginnings of change.</b> Students will study the impact of the Renaissance on medical diagnosis and treatment in Britain. They will also study developments that were made in this period such as William Harvey and John Hunter with a case study on the Great Plague of 1665.	<b>Russia – Stalin’s USSR 1924-1945</b> Students will study how Stalin was able to rise to power and consolidate his position. They will also evaluate the impact of the economic policies Stalin introduced such the Five-Year Plans and the collectivisation of agriculture.	<b>Government: the rights of King and people (Continued)</b>  <b>Life in Medieval England</b>  Students will study the society of thirteenth century England and how life in the towns differed to that of the villages. They will also examine the development of a legal system.
<b>ASSESSMENT OPPORTUNITIES</b>	End of unit topic assessment (GCSE style) Plus shorter practice GCSE style questions and content ‘tests’		
3	<b>A revolution in medicine, c1800-c1900.</b>  Students will study the impact of the revolution that occurred in surgery, improvements in public health and the development of germ term.	<b>Russia – Stalin’s USSR 1924-1945 (Continued)</b>  <b>Conflict and Tension – Peacemaking 1919-1920</b> Students will study the peace treaties designed to resolve the end of the First World War. They will study the challenges faced by the peace makers, the terms of the treaties and the impact of these terms on the defeated nations and the wider world.	<b>Edward I’s military campaigns in Wales and Scotland.</b>  Students will study thirteenth century warfare and Edward I’s conquest of Wales and wars with Scotland.
<b>ASSESSMENT OPPORTUNITIES</b>	End of unit topic assessment (GCSE style) Plus shorter practice GCSE style questions and content ‘tests’		
4	<b>Modern medicine</b>	<b>Conflict and Tension – The League of nations and international peace.</b>	<b>Edward I- Historic Environment</b>



	Students will study the impact of the World Wars on developments in surgery, the treatment of disease and modern public health with a focus on the NHS.	Students will study the creation of the League of Nations and how it attempted to maintain peace in the 1920s and 1930s with a focus on crises in Manchuria 1931 and Abyssinia 1935.	Students will study a specific historic site (a battlefield, castle, town) and assess how this site fits in with their study of Edward I's reign.
<b>ASSESSMENT OPPORTUNITIES</b>	End of unit topic assessment (GCSE style) Plus shorter practice GCSE style questions and content 'tests'		
<b>5</b>	<b>Russia – The end of Tsardom 1894-1917</b> Students will study the nature of Russia under the Tsar's such as its geography and diversity and how these were challenges to the Tsar's power.	<b>Conflict and Tension – The origins and outbreak of the Second World War</b>  Students will study the Hitler's ideology and rise to power in Germany. They will also examine German foreign policy actions from 1933-1939 that ultimately led to the outbreak of the Second World War	Revision for final examinations
<b>ASSESSMENT OPPORTUNITIES</b>	End of unit topic assessment (GCSE style) Plus shorter practice GCSE style questions and content 'tests'		
<b>6</b>	<b>End of Tsardom continued</b>	<b>Origins and outbreak of the Second World War continued</b>	Revision for final examinations
<b>ASSESSMENT OPPORTUNITIES</b>	End of unit topic assessment (GCSE style) Plus shorter practice GCSE style questions and content 'tests'.		<b>FINAL EXAMINATION</b>

## CREATIVE iMEDIA: OCR – [\(Back to contents\)](#)

### CURRICULUM INTENT

For learners to be able to work with confidence and independence to create materials which reflect thoughtful planning, skilled production and perceptive review.

They will be able to apply knowledge, understanding and skills in a variety of contexts – exploring, and using a range of creative media techniques, identifying and selecting equipment and assets efficiently to create effective media solutions. They will be able to use with confidence suitable features from a range of software commonly found in the workplace and in higher education appropriate to creative media. They will be able to produce work that is complete and coherent, demonstrating originality and with a depth of understanding.

### CURRICULUM IMPLEMENTATION *include pedagogical principles and questioning techniques*

We will facilitate and support students to:

- recall a wide range of information regarding the effective use of creative media
- perceptively evaluate the purpose and uses of creative media
- understand and use a wide range of creative media terminology correctly
- demonstrate, in depth research, analytical and evaluative skills
- interpret and present information with sensitivity to needs and with a flair for effective



- communication
- work independently and manage time efficiently
- use techniques efficiently to source, select and store appropriate assets effectively, in a wide variety of contexts
- create solutions which demonstrate detailed consideration of target audience and for a specific brief
- confidently use and apply a wide range of techniques to create work that is fit for purpose
- perceptively analyse problems encountered in creative media

### **ASSESSMENT STRUCTURE**

OCR Level 1/2 Cambridge National Certificate in Creative iMedia is made up of four units:

Unit R081: Pre-production skills - Written paper 1 hour 15 mins

- contains a scenario on which all questions are based
- consists of two sections, comprising short answer and extended response questions
- assesses the quality of written communication

Unit R082: Creating digital graphics – Centre assessed task

Unit R084: Storytelling with a comic strip – Centre assessed task

Unit R087: Creating interactive multimedia products – Centre assessed task

The centre assessed tasks will be practical tasks in the context of an assignment, selected from the OCR bank of set assignments. **All units are worth 25% of the final grade**

### **GROUPINGS**

All classes are taught as mixed ability sets.

### **HOMEWORK INFORMATION**

Homework is set regularly according to the department policy to support retrieval of knowledge for the R081 pre-production exam. There will be less homework assigned when students are working on set assignment tasks, as these have to be completed with supervision of a teacher. However it is expected that students spend time after school if they are behind with coursework deadlines.

### **EXTENDED STUDY INFORMATION**

Students are encouraged to explore and develop skills in graphical design packages such as Adobe Photoshop and Illustrator. This subject has a strong link to Art and visual creativity.

### **ENRICHMENT OPPORTUNITIES**

Students are encouraged to explore graphics and digital media products that they use throughout their lives. This will give them an understanding of how the products can be effectively designed and understand how effective design can encourage use.

### **EQUIPMENT NEEDED**

It is not necessary to have access to any specialist equipment or computer devices at home, as students will be given the opportunity to use school resources at the end of the day.

However, access to a PC or a laptop with graphic design or image editing tools would be helpful to enable the student to practice advanced skills.

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Parents should encourage their students to use home computers for academic purposes. If parents work in the IT industry then they should engage with their children about how they use computer systems for product design and marketing.

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

Google classroom

<https://www.ocr.org.uk/qualifications/by-type/cambridge-nationals/>

### **TEXTBOOKS OR REVISION GUIDES**

My Revision Notes: OCR Cambridge Nationals in Creative iMedia L 1 / 2: Pre-production skills and Creating digital graphics. Author: Kevin Wells. ISBN: 9781471886683

### **CONTACTS / ANY FURTHER INFORMATION**



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	<b>Unit R081: Pre-production skills</b> <ul style="list-style-type: none"> <li>mood boards</li> <li>mind maps</li> <li>visualisation diagrams</li> <li>storyboards</li> <li>scripts</li> </ul>	<b>Unit R085: Creating a multipage website</b> <ul style="list-style-type: none"> <li>Learning Outcome 1: Understand the properties and features of multipage websites</li> <li>Learning Outcome 2: Be able to plan a multipage website</li> </ul>	<b>Unit R087: Creating Interactive multimedia products</b> <ul style="list-style-type: none"> <li>Learning Outcome 1: Understand the uses and properties of interactive multimedia</li> <li>Products</li> <li>Learning Outcome 2: Be able to plan interactive multimedia products</li> </ul>
2	<b>Unit R081: Pre-production skills</b> <ul style="list-style-type: none"> <li>interpret client requirements for pre-production</li> <li>identify timescales</li> <li>work plan and production schedule</li> <li>identifying the target audience</li> <li>how to conduct and analyse research for a creative digital media product</li> </ul>	<b>Unit R085: Creating a multipage website</b> <ul style="list-style-type: none"> <li>Learning Outcome 3: Be able to create multipage websites using multimedia components</li> <li>Learning Outcome 4: Be able to review a multipage website</li> </ul>	<b>Unit R087: Creating Interactive multimedia products</b> <ul style="list-style-type: none"> <li>Learning Outcome 2: Be able to plan interactive multimedia products</li> <li>Learning Outcome 3: Be able to create interactive multimedia products</li> </ul>
3	<b>Unit R081: Pre-production skills</b> <ul style="list-style-type: none"> <li>the hardware, techniques and software</li> <li>health and safety considerations</li> <li>legislation</li> <li>the properties and limitations of file formats</li> <li>suitable naming conventions</li> </ul>	Completing <b>R082 and R085</b> for submission to OCR in Summer term	<b>Unit R087: Creating Interactive multimedia products</b> <ul style="list-style-type: none"> <li>Learning Outcome 4: Be able to review interactive multimedia products</li> </ul>
4	<b>Unit R081: Pre-production skills</b> <ul style="list-style-type: none"> <li>Learning Outcome 1: Understand the purpose and properties of digital graphics</li> <li>Learning Outcome 2: Be able to plan the creation of a digital graphic</li> </ul>	<b>Unit R081: Pre-production skills</b> <ul style="list-style-type: none"> <li>review a pre-production document</li> <li>identify areas for improvement in a pre-production document</li> </ul>	Retake Revision <b>Unit R081: Pre-production skills</b>
5	<b>Unit R082: Creating digital graphics</b> <ul style="list-style-type: none"> <li>Learning Outcome 2: Be able to plan the creation of a digital graphic</li> <li>Learning Outcome 3: Be able to create a digital graphic</li> </ul>	Revision <b>Unit R081: Pre-production skills</b>	Retake Revision <b>Unit R081: Pre-production skills</b>
6	<b>Unit R082: Creating digital graphics</b> <ul style="list-style-type: none"> <li>Learning Outcome 3: Be able to create a digital graphic</li> <li>Learning Outcome 4: Be able to review a digital graphic</li> </ul>	Revision <b>Unit R081: Pre-production skills</b>  Enter <b>Unit R081</b> Exam	Retake entries for <b>Unit R081 Exam</b>
Curriculum Leader: Mr P Redrup			



## MATHEMATICS: EDEXCEL (1MA1) – ([Back to contents](#))

### CURRICULUM INTENT

Encouraging students to have enquiring minds by supporting them to see links between different areas of mathematics and how they can be used in the real world. Students should leave Year 11 as independent, creative thinkers who will be better equipped to solve problems they encounter.

### CURRICULUM IMPLEMENTATION *include pedagogical principles and questioning techniques*

The mathematics GCSE curriculum is designed in a spiral structure which builds on learnt skills to develop good practice as the demands increase. This has the advantage of allowing students to feel more supported whilst also allowing more confident students to stretch themselves. Regular recall of previous skills will allow students to consolidate their learning. This will increase recall confidence leading to an improved examination performance.

### ASSESSMENT STRUCTURE

Two tiers are available: Foundation and Higher (content is defined for each tier).

- Each student is permitted to take assessments in either the Foundation tier or Higher tier.
- The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.
- All three papers must be at the same tier of entry and must be completed in the same assessment series.
- Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.
- Each paper is 1 hour and 30 minutes long.
- Each paper has 80 marks.

Students will be regularly assessed using past exam questions. This will be through half-termly mini tests and PPE examinations that closely mimic the demands of the GCSE papers.

### GROUPINGS

Students are placed into sets most suitable for their ability.

Students in lower ability groups are taught in smaller class sizes, hence allowing for greater support to be available to them.

At various points during the year, the Curriculum Leader, in collaboration with all relevant teaching staff, will review current data and may decide on appropriate set moves to be actioned where it is felt that a student will benefit in a positive way.

### HOMEWORK INFORMATION

Students should expect to receive one or two pieces of mathematics homework per week which should last approximately 60mins in total.

All students will have homework tasks set by class teachers including revision for upcoming assessments, or end of year examinations. All homework tasks will fall into one of five areas: Reading, Revision, Recall, Responsibility or Response to feedback, in accordance with the whole school homework procedure. Homework will increasingly be set online using platforms like Google Classroom, Dr Frost Maths and EEDI.

### EXTENDED STUDY INFORMATION

Often the most valuable resource tool for students is their exercise book and students should be actively encouraged to review their work on a regular basis. When an assessment is approaching, students will be provided with a revision list which will outline all topics that could be assessed.

All students have access to the Hegarty Maths (<https://hegartymaths.com/>), Dr Frost Maths (<https://www.drfrostmaths.com/>) and MyMaths (<https://www.mymaths.co.uk/>) online mathematics platforms;

All students will be given a personal login for these websites; these resources can be used both to review learning done in class but also to complete online homework which a teacher can set on topics recently covered.

Students can find out what topics to practice by consulting their individual student Scheme of Work document which is linked from their Mathematics Google Classroom. This will take them to the relevant





part of Hegarty Maths or Dr Frost Maths to access support videos and questions to test their comprehension.

For a more open-ended selection of mathematics problems the nrich website is useful;

<http://nrich.maths.org>

If you click onto the 'Secondary Students' section you will find a selection of problems suitable for a variety of levels and abilities. There is a live problems section titled 'Open for Solution' which provides opportunities for students to submit their own solution to a regularly updated mathematical problem. The website publishes the best solutions each month, referencing and recognising the achievement of the students who submitted these.

### **ENRICHMENT OPPORTUNITIES**

Students in the highest ability classes will have the opportunity to be entered for the UKMT (United Kingdom Mathematics Trust) Intermediate Maths Challenge which takes place in February. Mathematics drop-in session is a voluntary, weekly after school club for students who would like extra help with a specific piece of mathematics work. Run by specialist mathematics staff, this after school club is also a place for students to work independently or with their peers on their mathematics homework, with the opportunity for help and guidance if required.

### **EQUIPMENT NEEDED**

In addition to the student's exercise book (issued at the start of the academic year), the following pieces of equipment are essential in every mathematics lesson: black/blue ballpoint pen, green ballpoint pen, pencil, ruler, eraser, protractor, pair of compasses, scientific calculator (preferably the CASIO fx-83GTX or CASIO fx-85GTX; available online, in most supermarkets and stationary shops).

It may also be useful to have the following items: sharpener, colouring pencils, highlighter, glue stick, scissors.

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Parents can regularly check their child's exercise book. If you look for the latest coloured marking grid, you will see the topics that your child needs to work on to improve. They can also access homework assignments by using the Classcharts app.

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

<https://www.eedi.co.uk/>

<https://www.drfrostmaths.com/>

<http://nrich.maths.org>

### **TEXTBOOKS OR REVISION GUIDES**

#### Textbooks

Collins GCSE Maths - GCSE Maths Edexcel Foundation Student Book ISBN: 978-0-00-811382-7

Collins GCSE Maths - GCSE Maths Edexcel Higher Student Book ISBN: 978-0-00-811381-0

Collins GCSE Maths - GCSE Maths Edexcel Foundation Reasoning and Problem Solving Skills Book ISBN: 978-0-00-811390-2

Collins GCSE Maths - GCSE Maths Edexcel Higher Reasoning and Problem Solving Skills Book ISBN: 978-0-00-811389-6

#### Revision Guides

Collins GCSE 9-1 Revision - Edexcel GCSE 9-1 Maths Foundation All-in-One Revision and Practice ISBN: 978-0-00-811249-3

Collins GCSE 9-1 Revision - Edexcel GCSE 9-1 Maths Higher All-in-One Revision and Practice ISBN: 978-0-00-811036-9

### **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mr A Davis



TERM	FOUNDATION COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
<b>1</b>	Number 1; numbers and the number system. Number 2; calculating using formal written methods (inc. negative numbers). Algebra 1; algebraic manipulation, substitution and index laws.	Algebraic manipulation: terms and expressions, simplifying expressions, indices, expanding and factorising. Formulae: Substituting into an expressions & formula. Using word formulae & writing them. Lines, Angles and Polygons. Congruence and similarity, polygon angles.	Similarity and Congruence Area, perimeter & volume Circles & cylinders Area and Volume: Units and Unit Conversion Transformations - incl. fractional and negative scale factors for enlargements
<b>2</b>	Geometry and Measures 1; visualising and constructing. Number 3; interchangeable work with fractions, decimals and percentages.	Handling Data 1: sampling, organising and representing data, spread and averages. Constructions, Loci, Bearings & Scale Drawings:	Pythagoras' theorem Trigonometry Solving linear equations & inequalities Standard Index Form Percentages 2
<b>3</b>	Ratio and Proportion 1; proportional reasoning (inc. compound units). Algebra 2; generating and describing sequences. Geometry and Measures 2; investigating angles. Number 4; calculating percentage change.	Factors, Powers and Roots, prime factor decomposition. Working in 3D: plans and elevations, 3D shape terminology, symmetry.	Direct and Indirect Proportion Quadratics Simultaneous Equations Drawing and Interpreting Graphs - incl. cubic, reciprocal, quadratics and turning points
<b>4</b>	Algebra 3; graphs of linear functions and distance-time graphs. Geometry and Measures 3; calculating space; circles and cylinders.	Estimates & Reading Scales: Solve problems involving time and timetables. Metric, Imperial & Compound units: Change between related standard units (e.g. time, length, area, volume/capacity, mass) and compound units (e.g. speed, rates of pay, prices, density, pressure) in numerical and algebraic contexts. Scatter Graphs & Correlation: use and interpret scatter graphs of bivariate data; recognise correlation, draw estimated lines of best fit; make predictions; interpolate and extrapolate apparent trends Using a calculator: use a calculator to work out complex calculations Probability: experimental vs. theoretical probability,	Vectors Upper and Lower Bounds - incl. accuracy and compound measures Algebraic Manipulation 2 - incl. SUVAT, unknowns on both sides and powers Proof





		sample space diagrams, mutual exclusivity. Frequency and probability tree diagrams.	
<b>5</b>	Algebra 4; solving linear equations. Probability 1; understanding risk (theoretical and experimental probability). Statistics 1; analysing and comparing the distributions of data sets. Statistics 2; presentation of data.	Averages: Finding the mode, median and the mean. Using stem and leaf to find the averages and range. Using frequency tables to find averages for discrete data. Working from grouped data. Estimating the mean from grouped data. Percentages 1: Converting between percentages, fractions and decimals and ordering them. Finding percentages of quantities. Percentage increase and decrease. Writing one quantity as a percentage of another. Ratio & Scale: Introducing ratio, solving ratio problems, sharing in a ratio, using the unitary method. Applying ratio.	Examination preparation; past papers, examination walkthroughs.
<b>6</b>	Integers and Decimals; see numbers in a context, be able to increase and decrease numbers by integers, four operations with integers and negative numbers - include wordy problems, rounding to nearest 10, 100, 1000, integers, dp, sf. , estimating, manipulating decimals, place value, ordering decimals, four operations with decimals Fractions and Reciprocals; understanding fractions, equivalent fractions (including mixed), ordering fractions, four operations with fractions, reciprocals.	Patterns and Sequences: Generate terms. Recognise and use sequences of triangular, square and cube numbers, simple arithmetic progressions, Fibonacci type sequences, quadratic sequences, and simple geometric progressions. nth term of a linear sequence. Linear graphs: Plot graphs of equations that correspond to straight-line graphs; use the form $y = mx + c$ to identify parallel lines. Find the equation of the line Identify and interpret gradients and intercepts of linear functions graphically and algebraically. Recognise and interpret graphs that illustrate direct and inverse proportion. Drawing & Interpreting Graphs: Real-life graphs, conversion graphs, distance-time graphs. Interpret the gradient of a straight-line graph as a rate of change.	
<b>ASSESSMENT OPPORTUNITIES</b>	Topic Tests, End OF Year Examination	Topic Tests, PPE1 & 2	PPE 1 & 2, FINAL EXAMINATION



TERM	HIGHER COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	Number 1; calculating; standard form, rounding and indices. Geometry and Measures 1; calculating space; arc lengths and areas of sectors. Algebra 1; algebraic vocabulary and factorising.	Algebraic Manipulation: simplifying expressions, indices, expanding and factorising, algebraic fractions. Shapes 1: angles and lines, triangles and quadrilaterals, congruence and similarity, polygon angles, tessellation. Handling Data 1: sampling inc. stratified, organising and representing data, capture/recapture method, histograms.	Trigonometry for non-right-angled triangles Standard form Cones, pyramids and spheres Circle geometry and circle theorems; proof of circle theorems as extension Probability
2	Ratio and Proportion 1; direct and inverse proportion. Algebra 2; quadratic sequences.	Construction and Bearings: Factors, Multiples, Indices and Surds: prime factor decomposition, HCF/LCM inc. Venn diagrams, powers/roots inc. negative & fractional indices, simplifying surds, rationalising the denominator.	Upper & lower bounds; incl. percentage errors and using inequalities to express bounds. Direct and inverse proportion; equations, reciprocals and exponential graphs. Proportion and Graphs Similar Shapes; area and volume.
3	Geometry and Measures 2; introduction to trigonometry. Geometry and Measures 3; conjecturing.	Sequences: linear, quadratic, Fibonacci, geometric progressions, quadratic nth term. Graphs 1: plot graphs, identify parallel/perpendicular lines, equation given a point and gradient or two points, real-life graphs, interpret gradients and y-intercepts. Shapes 2: 3D shape properties, plans and elevations, area, perimeter, simple volume and surface area.	Vectors Quadratic Equations Simultaneous equations Curved Graphs; inc gradient of curve as rate.
4	Algebra 3; plotting and interpreting graphs (inc. kinematics). Probability 1; tree diagrams (dependent and independent events).	Percentages: percentage of an amount, percentage change, reverse percentages, compound interest. Formulae: substituting, deriving, changing the subject. Equations and Inequalities: harder algebraic manipulation, proof, quadratics equations, simultaneous equations,	Graphical Inequalities; inc. regions from quadratics, set notation Composite functions Solving equations using iteration Transforming graphs



		solve inequalities, set notation.	
<b>5</b>	Probability 1 (cont.); tree diagrams (dependent and independent events). Algebra 4; simultaneous equations. Statistics 1; scatter graphs and time series graphs.	Ratio and Proportion: ratio and scales, direct and inverse proportion. Metric Units: unit conversion inc. area and volume, compound units, using SUVAT equations. Circles: circumference, area, arcs, sectors, composite shapes. Handling Data 2: scatter graphs & correlation, averages & spread.	Examination preparation; past papers, examination walkthroughs.
<b>6</b>	Decimals; calculating and manipulating decimals. Fractions; adding and subtracting fractions, multiplying and dividing fractions, solving fraction problems, reciprocals. Converting fractions to decimals; conversion between fractions and decimals, converting recurring decimals to fractions. Introduction to algebra; definition for expression, equation, function, formula and identity, collecting like terms and using substitution.	Handling Data 2 cont'd: median, interquartile range, box plots. Shapes 3: transformations, similarity/congruence, 2D Pythagoras & trigonometry, 3D Pythagoras & trigonometry.	
<b>ASSESSMENT OPPORTUNITIES</b>	Topic Tests, End OF Year Examination	Topic Tests, PPE1 & 2	PPE 1 & 2, FINAL EXAMINATION

## MUSIC: EDUQAS – [\(Back to contents\)](#)

### CURRICULUM INTENT

**To cultivate an understanding and appreciation for music and develop ourselves as individuals & members of society; developing skills for the world of work & life in general.**

- Enrich student's cultural capital through experiences of live performance, professional work, visiting venues and inviting professional artists
- Empower independent and creative learners who are able to appreciate music as a form of expression
- Curriculum allows students to become critical observers of music through developing an understanding and exploration of performance skills range of styles, techniques and professional works
- Curriculum engenders student's curiosity, concentration, communication, co-operation, creativity and critical thinking skills.
- Curriculum encourages reflection of their own development and ability to target set so as to improve their work and that of others



## CURRICULUM IMPLEMENTATION

Music is taught with a “practical first” approach for both performance and composition and performance and composition tasks are set to be bespoke for each student. Students will actively listen to music and be able to develop a significant musical vocabulary to describe music. Students will be deeply familiar with the relevant music theory that is required by the course.

## ASSESSMENT STRUCTURE

The GCSE content for music falls into three parts, and these are studied throughout the three years:

### 1. Performing (30% - Coursework)

Students are required to perform on an instrument or as a singer and ***should be performed at grade 3 standard***. This can be on any instrument, and the two performances can be on different instruments if the student prefers. The performance can be any style of music.

Students are required to provide at least 4 minutes of performances. This must be a mixture of solo and ensemble performing (performing with other people). The ensemble can be anything from a piano duet or a string quartet to a rock band! There must be at least one minute of solo performance, and at least one minute of ensemble performance. These performances are teacher marked and moderated by the exam board.

### 2. Composing (30% - Coursework)

Students are required to submit two compositions for this part of the GCSE. There must be at least three minutes' worth of music from both compositions.

One composition is written to a brief set by the board. That is, they will tell you what the music is for, and then you must compose for that situation.

The other composition is a completely free choice.

### 3. Listening and Appraising (40% - Exam)

This is the only part of the GCSE that is an examination.

Over the two years, students study pieces of music ranging in style from classical music to popular music and music from other cultures. They also learn about the general characteristics of various styles of music. They are expected to study in detail two set works: *Africa* by Toto and *Badinerie* by Bach.

In this 1  $\frac{3}{4}$  hour exam, which takes place at the end of Year 11, students are played extracts of selected unheard music and answer questions on the music. Each piece is played 3, 4 or 5 times, with gaps to allow you to answer the questions. There are further questions regarding the two set works. The final question is a long answer question and will require in depth knowledge of both the set works and other pieces of music.

## GROUPINGS

GCSE Music students study in small classes of fewer than 15 in a class in a mixed ability environment

## HOMEWORK INFORMATION

Homework is dependent on the unit, but students should expect at least one piece a week. This may take the form of listening back to work recorded in class, rehearsing their own work or writing about music they listen to. There is an expectation that all students practice at home at least three times a week for 20 minutes on their chosen instrument.

## EXTENDED STUDY INFORMATION

Students will be given the opportunity to practise their music at home or after school in the Music Department. They may wish to listen to examples of music at home to extend their listening breadth and ability.

60% of the overall qualification comes from coursework and students are encouraged to explore music from many different times and places.

## ENRICHMENT OPPORTUNITIES

There is a thriving extra curricular programme in the Music Department.

Instrumental lessons: It is important that all GCSE Music students take weekly instrumental lessons. At school, these are provided by Berkshire Maestros and occur after school. For more information or to sign up, please visit <http://www.berkshiremaestros.org.uk>

## EQUIPMENT NEEDED

None required, but if students wish to bring in their own musical instrument, then this is encouraged. Students may leave their instrument in the appropriate music cupboard.



### HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Parents should support their child by actively listening to them rehearse their instrument. Parents should encourage good technique and encourage students to practise scales and technical studies.

### USEFUL ONLINE INFORMATION/ONLINE RESOURCES

A significant amount of information, listening guides and own recordings can be found on the Google Classroom, code sqrs7f

### TEXTBOOKS OR REVISION GUIDES

*Step Up to GCSE Music*, Rhinegold, ISBN 978-1-78558-175-5

*Eduqas GCSE Music Revision Guide*, Illuminate Publishing – **To be published January 2021**

*WJEC/Eduqas GCSE Music Music Listening Tests*, Rhinegold, ISBN 978-1785582141

### CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr M Butchers

TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	The History of Music Minimalism, repetition and associated compositional devices, including an understanding of harmonic devices	Set works: <i>Africa</i> Understanding the key musical characteristics of these this set work.	Wider listening skills
ASSESSMENT OPPORTUNITIES	Solo performance The ability to recognise and differentiate between different periods of music history by examining the elements of a piece of music. The ability to recognise how repetition is used and manipulated in music from different styles. The ability to recognise and differentiate between different styles of music. The ability to participate in a class piece of Minimalism The ability to compose using a given ground bass and be able to write effective harmonies The ability to compose a piece of minimalism	Solo performance The ability to identify, describe and contextualise the musical characteristics of each of the set works.	Solo performance The ability to compare and contrast set works with other unseen music
2		Composing music to a word setting.	Composition 1: To a brief given by the exam board
ASSESSMENT OPPORTUNITIES	Ensemble performance	Ensemble performance, Developing a composition that demonstrates an understanding of effective	Ensemble Performance Developing a composition that demonstrates an understanding of the given brief



		word setting and melodic writing	
<b>3</b>	Music for Stage and Screen, including a wide understanding of many compositional devices and how this can create an effect in both stage and screen	Set work: Badinerie Understanding the key musical characteristics of these this set work.	Set work revision and wider listening based on film music and music for ensemble
<b>ASSESSMENT OPPORTUNITIES</b>	Solo performance The ability to recognise how different genres of film and musicals use instruments, style and other compositional techniques to affect a narrative. The ability to recognise how a leitmotif may be used effectively in music for stage or screen. The ability to compose a piece of music suitable for a musical.	Solo performance The ability to identify, describe and contextualise the musical characteristics of each of the set works.	Final performances: Solo and Ensemble
<b>4</b>		Music for Ensemble Studying and composing music for ensembles	Set work revision and wider listening based on film music and music for ensemble Composition 2: A free composition
<b>ASSESSMENT OPPORTUNITIES</b>	<i>Musical Futures</i> performance, either ensemble or solo (without music)	Ensemble Performance Continuous assessment of composing work	Developing a composition that demonstrates good compositional techniques
<b>5</b>	An introduction to the set works	Film Music Understanding the genre, key musical characteristics	Set work revision and wider listening based on film music and music for ensemble , examination technique
<b>ASSESSMENT OPPORTUNITIES</b>	Solo performance Ability to recognise musical features from each of the set works and place them in context historically and musically.	Solo performance The ability to identify, describe and contextualise the musical characteristics of each of the set works.	Continuous assessment and in depth analysis
<b>6</b>		Composing given a free brief	Set work revision and wider listening based on film music and music for ensemble , examination technique
<b>ASSESSMENT OPPORTUNITIES</b>	Ensemble performance	Ensemble Performance	FINAL EXAMINATION





**PHYSICAL EDUCATION: CORE – [\(Back to contents\)](#)**

**CURRICULUM INTENT**

To provide a broad and balanced programme which allows students to develop skills and tactics in a variety of invasion, net and wall games and individual activities. To be confident enough to transfer skills between game activities and lead small sessions to their peers.

**CURRICULUM IMPLEMENTATION**

Through the activities the students are learning, they will take on different roles within their group. Warm up coach, skills leaders, captain etc.

Through question and answer techniques, a deeper knowledge of the rules will enable students to lead more of the officiating side of the game which will promote fair play and sportsmanship.

**ASSESSMENT STRUCTURE**

Students are not directly assessed in these activities; however, they are constantly given feedback to improve their overall performance and health.

**GROUPINGS**

Students are taught in single or mixed sex groups for their lessons and these are based on the timetable, and/or option that they chose.

**HOMEWORK INFORMATION**

Students occasionally get homework which consists of finding out new tactics which enable them to have a greater understanding of how to play the game, as well as practising any skills they have been taught. This can also be visualising themselves performing a skill and writing down skills that they have learnt. The homework should not take any longer than 30 minutes to complete.

**EXTENDED STUDY INFORMATION**

Students are encouraged to participate in sporting clubs as extra-curricular activities. This includes fixtures and tournaments which take place outside the school day on a week day. Students are encouraged to write these in their homework diary as a form of communication home. The fixtures list can be found on the school website.

**ENRICHMENT OPPORTUNITIES**

We encourage students to take part in our extra-curricular programme throughout the year whether it be to continue to progress their skills further and/or to represent the school in competitive game situations. Each term consists of new sports and activities due to the nature of the Reading Schools leagues that we enter.

**EQUIPMENT NEEDED**

Students require the following equipment over the course of the year – all named.

Maiden Erlegh Navy blue polo shirt

Maiden Erlegh Navy blue long contact shirt – boys only

Maiden Erlegh Navy blue fleece – girls only

Navy blue shorts/tracksuit bottoms

Navy blue football/rugby socks

White socks

Sports Trainers (not canvas shoes)

Football boots (studs not astros)

Shin pads – for football

\*Gum shield – recommended for contact rugby (boys and girls)

Students should change into PE kit for every lesson (even when excused) and ensure that a note is provided in the event of needing to be excused.

\*This is compulsory if playing a competitive game for the school

**HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

You can support your child by making sure they are fully prepared to take part in all activities and to encourage them to be active outside of school life.





**USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

[www.bbc.com/education](http://www.bbc.com/education)

[www.bbc.co.uk/sport](http://www.bbc.co.uk/sport)

**TEXTBOOKS OR REVISION GUIDES**

N/A

**CONTACTS / ANY FURTHER INFORMATION**

Curriculum Leader: Mrs N Roberts

TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1-3	<p>Students complete a compulsory half term on each of the following activities.</p> <p><b>Focus: Tactics and game strategies.</b></p> <p><b>Developing outwitting skills:</b> Contact Rugby Football Basketball Badminton Netball Cricket Rounders Tennis</p> <p><b>Developing how to increase fitness:</b> Fitness</p> <p><b>Developing expressive skills:</b> Dance</p> <p><b>Developing excelling skills:</b> Athletics:</p>	<p>Students in <b>Year 10+11</b> will continue with some programmes of study from year 9. The main purpose in the selection of these activities is to support GCSE attainment. However, they will also offer greater variety to students and hopefully stimulate greater enjoyment of their experiences with us.</p> <p><b>Focus: Tactics, game strategies and keeping fit</b></p> <p><b>Mastering outwitting skills:</b> Contact Rugby Football Basketball Badminton Netball Cricket Rounders Tennis Volleyball Handball</p> <p><b>Mastering fitness:</b> Fitness</p> <p><b>Mastering expressive skills:</b> Dance</p> <p><b>Mastering excelling skills:</b> Athletics:</p>	
<b>ASSESSMENT OPPORTUNITIES</b>	<p>Ongoing throughout, but final practical assessment at the end of every half term out of 10 which will contribute towards an overall level.</p> <p>Performance and capabilities are judged against GCSE PE performance indicators.</p>		



## CURRICULUM INTENT

To develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance.

To understand how the physiological and psychological state affects performance in physical activity and sport.

To perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.

To develop the ability to analyse and evaluate to improve performance in physical activity and sport.

To understand the contribution that physical activity and sport make to health, fitness and well-being.

To understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

## CURRICULUM IMPLEMENTATION

Students, of all abilities, to achieve success within a safe, caring and supportive environment which includes catering for all abilities. To provide students with secure physical and healthy living foundations for work, higher education and adulthood which will enable them to further their education, specialising in a sporting degree. Students to be motivated and enjoy dynamic, varied PE lessons through individual and group tasks which develop confidence in becoming leaders and officials, as well as participants. To establish clear expectations which drive academic success through questioning and answering tasks. Through regular monitoring and feedback, students, parents and teachers, will know the progress they are making and what they can do to improve further.

## ASSESSMENT STRUCTURE

The course has been designed to enable all students of varying ability to perform to their highest possible level. Students study a range of sports and activities during the 3 years, including basketball, handball, badminton, volleyball, athletics and fitness training. Students will then be asked to select 3 for their final assessment in Year 11. In addition, they may also offer alternative sports or pursuits, which they may follow outside of school.

Regardless of their eventual assessment portfolio students will be assessed in combination of:

- skills in isolation
- performance of skills in the game situation
- providing feedback
- observation and analysis
- rules and regulations

Students taking the course should be interested in physical education and the range of physical activities that are offered by the school. They should enjoy practical activities and have an interest in personal fitness. In addition, it would be an advantage if students were actively involved in sports outside of school.

### Theoretical Component (60%)

#### Component 1: Fitness and Body Systems

- Written examination: 1 hour and 45 minutes
- 36% of the qualification
- 90 marks

#### Content overview

- Topic 1: Applied Anatomy and Physiology
- Topic 2: Movement Analysis
- Topic 3: Physical Training
- Topic 4: Use of Data

#### Component 2: Health and Performance

- Written examination: 1 hour and 15 minutes
- 24% of the qualification



- 70 marks

#### **Content overview**

- Topic 1: Health, Fitness and Well-being
- Topic 2: Sport Psychology
- Topic 3: Socio-cultural Influences
- Topic 4: Use of Data

Both of these written examinations take place at the end of Year 11.

#### **Practical Component (30%)**

##### **Component 3: Practical Performance**

- Non-Examined Assessment (NEA): internally marked and externally moderated
- 30% of the qualification
- 90 marks (30 marks per activity)

#### **Content overview**

- Skills during individual and team activities
- General performance skills

#### **Assessment overview**

- The assessment consists of learners completing **three** physical activities from a set list.
- One must be a **team** activity.
- One must be an **individual** activity.
- The final activity can be a **free** choice.

#### **Coursework Component (10%)**

##### **Component 4: Personal Exercise Programme (PEP)**

- NEA: internally marked and externally moderated
- 10% of the qualification
- 20 marks

#### **Content overview**

- Aim and planning analysis
- Carrying out and monitoring the PEP
- Evaluation of the PEP

#### **Assessment overview**

- The assessment consists of learners producing a PEP.
- Learners will be required to analyse and evaluate their performance.
- These will be assessed by the tutor and moderated by Pearson.

#### **GROUPINGS**

Students are taught in mixed sex classes dependent upon option choices

#### **HOMEWORK INFORMATION**



Students are set a variety of homework activities to help consolidate and reinforce learning and to allow students to practise key skills. One piece of homework is set each week for Theoretical Lessons and may involve learning key definitions to extended writing tasks.

### **EXTENDED STUDY INFORMATION**

The aims and objectives of this qualification are to enable students to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance
- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport
- Understand the contribution that physical activity and sport make to health, fitness and well-being
- Understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

### **ENRICHMENT OPPORTUNITIES**

Students are actively encouraged to participate in sporting clubs as extra-curricular activities. This includes fixtures and tournaments which take place outside the school day on a week day. Students are encouraged to write these in their homework diary as a form of communication home.

The fixtures list can be found on the school website.

### **EQUIPMENT NEEDED**

#### **PRACTICAL LESSONS:**

Students require the following equipment over the course of the year – all named.

Maiden Erlegh Navy blue polo shirt

Maiden Erlegh Navy blue long contact shirt – boys only

Maiden Erlegh Navy blue fleece – girls only

Navy blue shorts/tracksuit bottoms

Navy blue football/rugby socks

White socks

Sports Trainers (not canvas shoes)

Football boots

Shin pads – for football

\*Gum shield – recommended for contact rugby (boys and girls)

Student should change into PE kit for every lesson (even when excused) and ensure that a note is provided in the event of needing to be excused.

\*This is compulsory if playing a competitive game for the school

#### **THEORETICAL LESSONS:**

A folder, pencil, ruler, writing pens (green pen for 'improvement work') are all essential in every theoretical PE lessons. It may also be useful to have the following items: sharpener, eraser, colouring pencils, calculator, highlighter, glue stick and scissors.

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Encourage an enquiring mind towards sport and the media.

Discuss with your child their work and asking them to explain the principles of what they are trying to achieve.

Discuss relevant issues in sport and the media. Example could be who should host the next Olympics and why? Encourage your child to get actively involved in sport and activities to promote a healthy lifestyle

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

[www.bbc.com/education](http://www.bbc.com/education)



[www.bbc.co.uk/sport](http://www.bbc.co.uk/sport)

Students have access to My PE Exam which is an online revision tool

### TEXTBOOKS OR REVISION GUIDES

Edexcel GCSE (9-1) Physical Education

ISBN: 978-1-292-12988-4

Revise Edexcel GCSE (9-1) Physical Education Revision Guide

ISBN: 978-1-29213-512-0

### CONTACTS / ANY FURTHER INFORMATION

**Curriculum Leader:** Mrs N Roberts

TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	<b>Health, Fitness and Well-being (Paper 2: Health and Performance)</b> Physical, emotional and social health benefits.	<b>Physical Training (Paper 1: Fitness and Body Systems)</b> Components of fitness and fitness testing  <b>Coursework:</b> Plan, carry out and review 6 week training programme	<b>Theory:</b> All topics are covered through revision. Focus is on examination questions and exam techniques. <b>Practical:</b> Student focus on their chosen sports and prepare for assessments.
<b>ASSESSMENT OPPORTUNITIES</b>	End of unit topic test assessment (GCSE exam style questions) Short scenario questions throughout unit on reasons why people make choices	End of unit topic test assessment (GCSE exam style questions) Short scenario questions throughout unit on fitness	<b>Theory:</b> Examination techniques Past papers Timed assessment <b>Practical:</b> Assessments take place in March/April and the moderator will
2	<b>Health, Fitness and Well-being (Paper 2: Health and Performance)</b> Lifestyle choices and impact on performance Balanced diet and diet in sport	<b>Physical Training (Paper 1: Fitness and Body Systems)</b> Components of fitness and fitness testing  <b>Coursework:</b> Plan, carry out and review 6 week training programme	<b>Theory:</b> All topics are covered through revision. Focus is on examination questions and exam techniques. <b>Practical:</b> Student focus on their chosen sports and prepare for assessments.
<b>ASSESSMENT OPPORTUNITIES</b>	End of unit topic test assessment (GCSE exam style questions) Short exam style questions throughout the unit and recall of bones and muscles	End of unit topic test assessment (GCSE exam style questions) Short scenario questions throughout unit on fitness	<b>Theory:</b> Examination techniques Past papers Timed assessment <b>Practical:</b> Assessments take place in March/April and the moderator will



3	<b>Applied Anatomy (Paper 1: Fitness and Body Systems)</b> Skeletal System – functions of skeleton, classification of bones, identification of bones, role of ligaments and tendons	<b>Physical Training (Paper 1: Fitness and Body Systems)</b> Long and Short term effects of training and injuries	<b>Theory:</b> All topics are recover through revision. Focus is on examination questions and exam techniques. <b>Practical:</b> Student focus on their chosen sports and prepare for assessments.
ASSESSMENT OPPORTUNITIES	End of unit topic test assessment (GCSE exam style questions)  Short scenario questions throughout unit and recall of structures and functions of heart and lungs	End of unit topic test assessment (GCSE exam style questions) Long 9 mark essay questions on relationships of body systems	<b>Theory:</b> Examination techniques Past papers Timed assessment <b>Practical:</b> Assessments take place in March/April and the moderator will
4	<b>Applied Anatomy (Paper 1: Fitness and Body Systems)</b> Muscular System – functions of muscles, location of muscles, how they work as pairs, types	<b>Component 1, Topic 2: Movement Analysis (Paper 1: Fitness and Body Systems)</b> Lever systems and planes of movement	<b>Theory:</b> All topics are recover through revision. Focus is on examination questions and exam techniques. <b>Practical:</b> Student focus on their chosen sports and prepare for assessments.
ASSESSMENT OPPORTUNITIES	End of unit topic test assessment (GCSE exam style questions) Short questions of application of levers in sporting situations, full movement analysis of a sport of choice	End of unit topic test assessment (GCSE exam style questions) Short and long scenario questions throughout unit on levers in sport	<b>Theory:</b> Examination techniques Past papers Timed assessment <b>Practical:</b> Assessments take place in March/April and the moderator will
5	<b>Applied Anatomy (Paper 1: Fitness and Body Systems)</b> Cardiovascular System – functions, structure, vessels, vascular shunting, transport of blood	<b>Component 2, Topic 2: Sport Psychology (Paper 2: Health and Performance)</b>  Classification of skill, types of guidance and feedback	
ASSESSMENT OPPORTUNITIES	End of unit topic test assessment (GCSE exam style questions) Questions on goal setting, students devising their own goals for next years coursework	End of unit topic test assessment (GCSE exam style questions) Questions on feedback and practical scenarios	
6	<b>Applied Anatomy (Paper 1: Fitness and Body Systems)</b> Respiratory System – composition of air, lung volumes, location, structure and function of components, energy sources.	<b>Component 2, Topic 2: Sport Psychology (Paper 2: Health and Performance)</b>  Classification of skill, types of guidance and feedback	
ASSESSMENT OPPORTUNITIES	End of unit topic test assessment (GCSE exam style questions) End of year examination on all sections	End of unit topic test assessment (GCSE exam style questions) Questions on feedback and practical scenarios	FINAL EXAMINATION





### **CURRICULUM INTENT**

To apply theoretical knowledge about different types of sport and physical activity, skill development and sports leadership to their own practical performance.

To learn about the contemporary issues in sport such as funding, participation, eth and role models, and sport and the media.

To develop and appreciation of the importance of sport locally and nationally, different ways of being involved in sport and how this shapes the sports industry.

To perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.

### **CURRICULUM IMPLEMENTATION**

Students, of all abilities, to achieve success within a safe, caring and supportive environment which includes catering for all abilities. To provide students with secure physical and healthy living foundations for work, higher education and adulthood which will enable them to further their education, specialising in a sporting degree. Students to be motivated and enjoy dynamic, varied Cambridge National PE lessons through individual and group tasks which develop confidence in becoming leaders and officials, as well as participants. To establish clear expectations which drive academic success through questioning and answering tasks. Through regular monitoring and feedback, students, parents and teachers, will know the progress they are making and what they can do to improve further.

### **ASSESSMENT STRUCTURE**

OCR Level 1/2 Cambridge National Certificate in Sport Studies is made up of four units:

Unit R051 Contemporary issues in sport

Written paper 1 hour, OCR set and marked

- Multiple choice questions
- Short answer questions
- 1x 8 mark essay

Unit R052 Developing sport skills – Centre assessed task

Unit R053 Sports Leadership – Centre assessed task

Unit R054 Sport and the media – Centre assessed task

The centre assessed tasks will be practical tasks in the context of an assignment, selected from the OCR bank of set assignments. **All units are worth 25% of the final grade**

### **GROUPINGS**

Students are taught in mixed sex classes dependent upon option choices

### **HOMEWORK INFORMATION**

Students are set a variety of homework activities to help consolidate and reinforce learning and to allow students to practise key skills. One piece of homework is set each week for the external exam unit R051.

### **EXTENDED STUDY INFORMATION**

Students are encouraged to participate in sport outside of school to deepen their knowledge and understanding of skills and tactics.

### **ENRICHMENT OPPORTUNITIES**

Students are actively encouraged to participate in sporting clubs as extra-curricular activities. This includes fixtures and tournaments which take place outside the school day on a week day. Students are encouraged to write these in their homework diary as a form of communication home.

The fixtures list can be found on the school website.

### **EQUIPMENT NEEDED**

#### **PRACTICAL LESSONS:**

Students require the following equipment over the course of the year – all named.

Maiden Erlegh Navy blue polo shirt

Maiden Erlegh Navy blue long contact shirt – boys only





Maiden Erlegh Navy blue fleece – girls only

Navy blue shorts/tracksuit bottoms

Navy blue football/rugby socks

White socks

Sports Trainers (not canvas shoes)

Football boots

Shin pads – for football

\*Gum shield – recommended for contact rugby (boys and girls)

Student should change into PE kit for every lesson (even when excused) and ensure that a note is provided in the event of needing to be excused.

\*This is compulsory if playing a competitive game for the school

### **THEORETICAL LESSONS:**

A folder, pencil, ruler, writing pens (green pen for 'improvement work') are all essential in every PE lesson. It may also be useful to have the following items: sharpener, eraser, colouring pencils, calculator, highlighter, glue stick and scissors.

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Encourage an enquiring mind towards sport and the media.

Discuss with your child their work and asking them to explain the principles of what they are trying to achieve.

Discuss relevant issues in sport and the media. Example could be who should host the next Olympics and why? Encourage your child to get actively involved in sport and activities to promote a healthy lifestyle

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

**Google Classroom based resources**

[Cambridge Nationals - Sport Studies Level 1/2 Award/Certificate - J803, J813 - OCR](#)

### **TEXTBOOKS OR REVISION GUIDES**

OCR Cambridge National Level 1/2 Sport Studies.

Authors: Mike Murry + Ross Howitt

ISBN: 9781510468917

### **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Mrs N Roberts

TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	<b><u>R051: Developing Sports Skills</u></b> Able to use skills, techniques and tactics as an individual + team performer in a sporting activity	<b><u>R051: Contemporary issues in sport</u></b> Understand the issues which affect participation in sport.	<b><u>R054: Sport and the media</u></b> Understand the relationship between sport and the media
2	<b><u>R051: Developing Sports Skills</u></b> Able to officiate in a sporting activity	<b><u>R051: Contemporary issues in sport</u></b> Know about the role in sport in promoting values	<b><u>R054: Sport and the media</u></b> Able to evaluate media coverage of sport
3	<b><u>R051: Developing Sports Skills</u></b>	<b><u>R051: Contemporary issues in sport</u></b>	<b><u>Revision R051: Contemporary issues in sport</u></b>



	To apply practice methods to support improvement in a sporting activity	Understand the importance of hosting major sporting events	
<b>4</b>	<b><u>R053: Sports Leadership</u></b> Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership	<b><u>R051: Contemporary issues in sport</u></b> Know about the role of national governing bodies in sport	<b><u>Revision</u></b> <b><u>R051: Contemporary issues in sport</u></b>
<b>5</b>	<b><u>R053: Sports Leadership</u></b> Able to plan and deliver a sports activity session	<b><u>R054: Sport and the media</u></b> Know how sport is covered across the media Understand the positive effects that media can have on sport	
<b>6</b>	<b><u>R053: Sports Leadership</u></b> Able to evaluate their own performance in delivering a sports activity session	<b><u>R054: Sport and the media</u></b> Understand the negative effects that media can have on sport	

## RELIGIOUS STUDIES: EDEXCEL B (Beliefs in Action) – [\(Back to contents\)](#)

### CURRICULUM INTENT

#### Curriculum intent overview

- Teaching and learning will infuse a passion within students to explore and understand other people's beliefs, values and cultural practices.
- Students will become well rounded individuals who can confidently express their own beliefs and values while remaining open-minded to those of others.
- Students will find truth and beauty in the human search for identity and purpose found in religion.
- Students will be 'able to think' - to use their critical faculties to evaluate and filter information to which they are exposed.
- Students will gain understanding of the breadth of belief and practice within religions.
- We will recognise and celebrate British values as lived out in a multicultural society.
- Students will develop transferable skills in preparation for the next phase of their education and be able to identify what these are specifically in RS.
- Learning will be high quality over time, including substantial knowledge and key terms acquisition.
- Quality first teaching and assessment for learning will be exemplary, leading to all students making strong progress in RS, including the best possible academic results.
- Students will be given opportunities to learn from authentic faith representatives.

#### Intent of PSHE and SRE

- Students will be able to make positive, informed life choices.
- They will learn the importance of high self-esteem, human dignity and self-care.
- Pressures on young people will be identified and explored.

### CURRICULUM IMPLEMENTATION

#### Pedagogical Principles

- Lessons will encourage students to wrestle with 'big questions' relating to meaning, identity and morality.
- Target language will be an ongoing focus, including key terms and analytical language.



- Clear routines/expectations in place for transitions, presentation or work/DIRT, pair/group work etc.
- Students will be taught how to use research materials including books, online sources, revision guides and Kerboodle.
- Knowledge/skills reviews will take place after each sequence of learning.
- Homework will be used to consolidate and extend knowledge and skills.
- Teachers will ensure that students understand the place of each learning within sequences of learning.

#### **Questioning and Differentiation**

- Hands down questioning to allow for targeted questions.
- Appropriate differentiation will be made for SEN and DA students.
- Higher ability students will be stretched through questioning, choices of tasks, and, where appropriate, group leadership.

#### **Assessment**

- Clear and phase-appropriate scale descriptors are in place for each year group – knowledge, skills and understanding.
- The department will have shared assessments against curriculum goals for each sequence of learning.
- Assessments are standardised across the team to ensure they are appropriate and that all students can be challenged.
- Teacher assessments are moderated.
- Underachievement is identified and targeted at each level.

#### **Feedback strategies**

- Students will understand their personal strengths and areas for improvement in line with their “own targets”.
- Parents will understand the common feedback and DIRT strategies so they understand their child’s strengths and areas for improvement.
- Students will receive formal feedback at least twice in a half term and respond with a significant piece of DIRT.
- All assessments will be opportunities for formative practice.
- Students will have access to clear and appropriate model responses (especially of writing and speaking).

#### **ASSESSMENT OBJECTIVES**

There are four sets of a-d questions to test students’ knowledge of religious teachings and beliefs, as well as their ability to evaluate and analyse different religious, secular and humanist perspectives.

#### **GROUPINGS**

Mixed ability groupings, with approximately 24 students per group.

#### **HOMEWORK INFORMATION**

Reviewing and revising the content of lessons. • Researching different, specific aspects of the ethical issue being studied. • Sorting and ordering information. • Personal reflection on course content. • Writing, crafting and redrafting essay responses to examination style questions. (These may be subject to time restrictions.) • Preparation and completion of milestone assessments.

Homework will be set once a week and should take approximately 40-60 minutes to complete.

#### **EXTENDED STUDY INFORMATION**

- Maintaining an awareness of current affairs by having frequent contact with newspapers and news broadcasts.
- Watch topical, ethical programming on television e.g. ‘The Big Questions’. Attempt past examination questions.
- Use websites to enhance understanding: [www.bbc.co.uk/religion](http://www.bbc.co.uk/religion) [www.bbc.co.uk/ethics](http://www.bbc.co.uk/ethics) [www.reonline.org.uk](http://www.reonline.org.uk) <http://www.bbc.co.uk/schools/gcsebitesize/rs> <http://revisionworld.com/gcse-revision/rs-religious-studies>
- Regular uses of our google classrooms page (fypn88) and Kerboodle resource.



### ENRICHMENT OPPORTUNITIES

Speakers are invited to speak in lessons and assemblies. In the second half of year 10, revision corridor sessions are planned up until the examination in May to support students' revision.

### EQUIPMENT NEEDED

A pencil, ruler and writing pens (green pen for 'improvement work') are essential in every RS lesson. It may also be useful to have the following items: sharpener, eraser, colouring pencils, highlighter, glue stick, scissors.

### HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Students are issued with detailed booklets for all units of study. Please familiarise yourself with these and monitor the completion of activities.

Engage in discussion with the student about different ethical issues.

Encourage students to share with you what they have learnt in the lesson and question their understanding.

Provide a quiet, focused environment for completion of essays. Help monitor time restrictions when necessary.

### USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Google classroom code: ifya3ui

Both text books used for the course are available to students on Kerboodle free of charge.

### TEXTBOOKS OR REVISION GUIDES

- **Revision guide recommended:** Revise Edexcel GCSE (9-1) Religious Studies B, Christianity & Islam Revision Guide: (with free online edition) (Revise Edexcel GCSE Religious Studies 16) Paperback  
**ISBN-13:** 978-1292148823

### CONTACTS / ANY FURTHER INFORMATION

**Curriculum Leader:** Mr A. Greener

### COURSE CONTENT: Knowledge and skills

TERM	Year 9	Year 10
1	Belief in Allah Living the Muslim Life	Crime and Punishment (Christianity) Matters of Life and Death (Islam)
<b>ASSESSMENT OPPORTUNITIES</b>	GCSE style questions – 2 full questions per unit.	GCSE mock paper – PPE1 exam.
2	Belief in God Living the Christian Life	Peace and Conflict (Christianity) REVISION
<b>ASSESSMENT OPPORTUNITIES</b>	GCSE style questions – 2 full questions per unit.	GCSE mock paper – PPE2 exam.
3	Living the Christian Life Marriage and Family Life (Islam) Including PSHE	EXTERNAL EXAMINATION (May)
<b>ASSESSMENT OPPORTUNITIES</b>	GCSE style questions – 2 full questions per unit.	PSHE



## CURRICULUM INTENT

- Science will be taught through hands on experiences and excitement to generate enthusiasm. The hands on approach will still be maintained where possible
- Excellent progress will be made by all students to develop a scientific approach.
- Success at GCSEs will be the target by harnessing the enthusiasm generated in lessons.
- Students will be given the opportunity to develop excellent recall, analysis, understanding and bridging skills.
- There will be a focus on key tier 2 and tier 3 vocabulary.
- Students will benefit from tuition by subject specialists in Biology, Chemistry, Physics.
- Students will have exposure to the significance of science in the modern world including careers, scientific thinking and future global issues.
- Quality first teaching and assessment for learning will imbedded within the learning experience.

## CURRICULUM IMPLEMENTATION *include pedagogical principles and questioning techniques*

Students will be taught by subject experts delivering effective, quality first lessons.

Students will receive regular formative assessment and feedback in order to demonstrate progression and to facilitate further development of scientific knowledge and understanding.

DIRT tasks will be used to bridge gaps and address skill deficits.

Students will develop skills and knowledge in a stepwise fashion as they progress though the course(s).

Frequent use of recall and use knowledge will be used to embed ideas as well as development of longer style answers to reflect the demand of the GCSEs.

Students will be encouraged to take pride in their work, teachers will both praise and reward effort as well as achievement.

A metacognitive approach will be fostered with students so students developing independent skills such as BBBB and use of PLCs

## ASSESSMENT STRUCTURE

### Triple Award Science

**Biology Paper 1 (1hr 45) Paper 2 (1hr 45)**

**Physics Paper 1 (1hr 45) Paper 2 (1hr 45)**

**Chemistry Paper 1 (1hr 45) Paper 2 (1hr 45)**

### Combined Science (Dual Award)

**Biology Paper 1 (1hr 15) Paper 2 (1hr 15)**

**Physics Paper 1 (1hr 15) Paper 2 (1hr 15)**

**Chemistry Paper 1 (1hr 15) Paper 2 (1hr 15)**

**Triple Award Science** (sometimes known as 'Separate Sciences' or 'Single Sciences') is where students study all three sciences and end up with three GCSEs.

**Double Award Science** (also known as 'Combined Science' or 'Trilogy') is where students study all three sciences (Biology, Chemistry and Physics) but end up with two GCSEs. The majority of GCSE students in England follow the Double Award course, which covers approximately two thirds of the content covered by Triple Award Science students. They are awarded two GCSE grades based on their overall performance across all three science subjects

## GROUPINGS

Students are taught mixed ability groups in year 9 but then grouped according to ability in years 10 & 11 to allow effective and appropriate level teaching .

## HOMEWORK INFORMATION

The type of homework tasks set during KS4 are online assessments, research tasks and consolidation exercises where the students will be expected to revise and build on their knowledge from class.

Homework will be set once a week

## EXTENDED STUDY INFORMATION

GCSE Extension Science AQA Revision Guide



### **ENRICHMENT OPPORTUNITIES**

Students have access to a Science drop in support group one day after school. There is also a science club as well as an environmental club available for pupils to join and expand their learning

### **EQUIPMENT NEEDED**

Students are expected to have general stationary and a scientific calculator

#### **Free Software**

Google Apps for Education

Kerboodle – This will also provide the student with an online text book for home study which should be used for consolidating their understanding

### **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Parents can encourage their child to spend time consolidating their learning, for example, reading around the subject content so they are able to make links with abstract concepts. They should practise examination questions regularly and encourage them to revise theory topics as an ongoing process and not to leave it until the end of Year 11.

### **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

BBC Bitesize Science

Cyberphysics.com

[www.kerboodle.com](http://www.kerboodle.com)

### **TEXTBOOKS OR REVISION GUIDES**

CGP Revision Guides

### **CONTACTS / ANY FURTHER INFORMATION**

Curriculum Leader: Mr R James



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
<b>1</b>	Energy and Efficiency Atomic Structure Animal Organisation	Atoms and Radiation	Momentum Chemistry of the atmosphere
<b>ASSESSMENT OPPORTUNITIES</b>	Topic Tests	Topic Tests	PPE1
<b>2</b>	Forces Bonding Structure and Properties Plant Organisation	Materials gases and kinetic theory Energy electrolysis Enzymes	Pressure and moments
<b>ASSESSMENT OPPORTUNITIES</b>	Topic Tests + Termly Test 1	PPE 1	Topic test
<b>3</b>	Mechanics Quantitative (Chemical Calculations) Cells	Waves Calculations Photosynthesis	Astrophysics Using resources
<b>ASSESSMENT OPPORTUNITIES</b>	Topic Tests + Termly Test 2	Topic Tests	PPE 2
<b>4</b>	Simple Electric Motors Reactivity of Metals Cell Transport	Forces Rates of reaction Respiration	Revision
<b>ASSESSMENT OPPORTUNITIES</b>	Topic Tests + Termly Test	PPE 2	
<b>5</b>	Materials and Changes of State Reactions of Acids Cell Division	Circuits Organic chemistry Inheritance/genetics	Revision
<b>ASSESSMENT OPPORTUNITIES</b>	Topic Test + Termly Test	Topic Tests	FINAL EXAMINATION
<b>6</b>	Periodic Table Infectious Disease Energy Efficiency	Energy efficiency Chemical analysis Ecosystems	
<b>ASSESSMENT OPPORTUNITIES</b>	End of Year Test	Topic Test	





## CURRICULUM INTENT:

- *Cultural understanding and enrichment:* Learning languages gives opportunities to question and to break down prejudices and stereotypes. It allows students to celebrate differences and similarities between different cultures and languages, thus increasing tolerance. It can develop pupils' curiosity and awareness of the Spanish speaking world.
- *Linguistic confidence:* by focusing on communicating in Spanish, confidence and self-esteem can improve. It will also help students to improve in their ability to speak publicly.
- *Transferable skills:* students can work with other students improving teamwork and communication skills. By looking at unknown texts and words, students' analytical skills can be challenged and enhanced.
- *Employability:* an awareness of other languages (even if you are not using it fluently or every day as part of a job) can demonstrate the ability and willingness to communicate with a global market.
- *Self-fulfilment:* learning a language improves confidence, understanding of their own language (literacy), spotting patterns and applying them to new vocabulary (numeracy) and gives your brain a boost.

## CURRICULUM IMPLEMENTATION *include pedagogical principles and questioning techniques*

Student will be able to engage with the curriculum by working on skills such as:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment
- develop language strategies, including repair strategies

## ASSESSMENT OBJECTIVES

Covering the 4 skills – Speaking, writing, reading and listening. Students to get used to the AQA new grading criteria.

## ASSESSMENT STRUCTURE

The GCSE Spanish specification is a linear course with terminal examinations in listening, speaking, reading and writing at the end. There are two tiers of entry, Foundation (Grades 1-5) and Higher (Grades 4-9). Thematic and linguistic revision will therefore be strategically planned.

Paper 1: Examination - Listening: 25% of GCSE

Paper 2: Examination - Speaking: 25% of GCSE

Paper 3: Examination – Reading: 25% of GCSE,

Paper 4: Examination – Writing: 25% of GCSE

## GROUPINGS

Mixed ability

## HOMEWORK INFORMATION

Weekly homework may include differentiated tasks to practise classroom-taught language, or vocabulary rote learning. Tasks will vary and cover the 4 different skills – speaking, writing, reading and listening.

The aim is to turn our pupils into confident, effective and enthusiastic communicators who have acquired the independent learning skills that enable them to use and improve their second language, not only in lessons, but also outside school. Students are usually given one week for vocabulary learning and written homework. For most pupils this will average up to an hour per week.



## **EXTENDED STUDY INFORMATION**

Guide them towards extra vocabulary and grammar practice eg:

<http://www.languagesonline.org.uk>

<https://www.spanishplayground.net>

<https://www.bbc.com/education/subjects/z4dqxnb>

[www.linguascope.com](http://www.linguascope.com)

## **ENRICHMENT OPPORTUNITIES**

After school catch up and revision

European day of languages in September. Possible school trips to Spain

Celebration day for MFL in April – testing food and recognising students' progress/effort.

## **EQUIPMENT NEEDED**

A pencil, rubber, glue sticks, ruler and a couple of writing pens are always essential in every Spanish lesson. Students may find that their own set of highlighters may be useful, but these are not compulsory. There are dictionaries in each classroom but their own dictionary may be useful as well.

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

Even if you don't speak a word of Spanish you can help:

Test them on the meanings of Spanish words/sentences when they have to learn vocab or grammar

For longer pieces of writing, ask them to talk you through the plan of their work in English before they start – to make them think about the structure of what they write

Ask them to show you where they have included the elements required by the mark scheme to get the grade they are aiming for.

If they are doing reading or listening, get them to summarise what the text/extract is about in English – how fluently can they talk about it?

Ask them what certain words mean – how spontaneously can they answer you?

If they are preparing a speaking exam – listen to them for 10 minutes 2-3 times a day so they become confident in their topics.

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

[www.linguascope.com](http://www.linguascope.com) (password and username to be shared in class).

Google Classroom – notices are added usually before assessment or for important assignments. Google Classroom – notices are added usually before assessment or for important assignments. All resources from lessons will also be available in Google Classroom and we strongly advise students to check weekly.

## **TEXTBOOKS OR REVISION GUIDES**

- GCSE Spanish AQA Complete Revision & Practice (with CD & Online Edition) - Grade 9-1 Course (CGP GCSE Spanish 9-1 Revision)
- GCSE Spanish AQA Revision Guide - for the Grade 9-1 Course (with Online Edition) (CGP GCSE Spanish 9-1 Revision)
- Grade 9-1 GCSE Spanish AQA All-in-One Complete Revision and Practice (with free flashcard download) (Collins GCSE 9-1 Revision)

## **CONTACTS / ANY FURTHER INFORMATION**

**Curriculum Leader:** Ms A Bruna



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	<p>Recap – using target language, modal verbs agreeing and disagreeing with people.</p> <p>Holidays – visiting countries and opinions in the past</p> <p>Holidays – activities and weather</p> <p>Holidays – describing your accommodation</p> <p>Holidays – holidays activities using the preterite and imperfect tense.</p> <p>Travel and tourist transactions – booking accommodation.</p>	<p>Revision - Using the present tense and the past (preterite) tense</p> <p>Reflexive verbs</p> <p>Using desde hace</p> <p>Using the present, preterite and imperfect tense.</p> <p>More describing words.</p> <p>Relationship in the past and present tense.</p> <p>Extending answers</p> <p>Using 3 time frames</p> <p>Film and television.</p> <p>Expressing a range of opinions</p> <p>Describing words and agreement</p> <ul style="list-style-type: none"> <li>•Interests/pocket money</li> <li>Using conjugated verbs and infinitives.</li> <li>•Sport/sport events</li> <li>Using the past and the present tense.</li> <li>•Extreme sports</li> <li>Decoding texts -</li> <li>•Socialising with friends and family</li> <li>Use of usted</li> </ul>	<p>Recap – talking about myself, sports, hobbies.</p> <p>Being 'green' Using the conditional of DEBER</p> <ul style="list-style-type: none"> <li>• Campaigns and good causes</li> <li>The present subjunctive</li> <li>• Being 'green'</li> <li>Using a variety tense to say what we used to do/will do to be green.</li> <li>• Being 'green'</li> <li>• Being a good citizenship</li> <li>Using if ... + present tense</li> <li>Talking about homelessness</li> <li>The pluperfect tense.</li> </ul>
<b>ASSESSMENT OPPORTUNITIES</b>	Written, Spoken, Listening and Reading assessments	Written, Spoken, Listening and Reading assessments	Written, Spoken, Listening and Reading assessments
2	<p>Who am I?</p> <p>Travel and tourist transactions – making complaints.</p> <p>Use of the past tense – ir.</p> <p>Conjugating regular verbs in the preterite. Opinions in the past</p> <p>Conjugating regular verbs in the preterite. Opinions in the past</p> <p>Weather using the past tense</p> <p>More past tense verbs – use of the imperfect tense – tenia and estaba.</p> <p>Use of opinions and justifications</p> <p>Preterite and imperfect tense together. Focus on time phrases to trigger the correct tense.</p>	<p>Using the present continuous</p> <p>Extended conversation</p> <ul style="list-style-type: none"> <li>•Film and television/writing a review</li> <li>Using the absolute superlative (-isimo)</li> <li>•Social media and technology (use of, advantages and disadvantages)</li> <li>Revising comparatives</li> <li>•Film and television</li> </ul>	<p>New technology – using internet, mobile phone and social media</p> <p>Catching up, interventions, festival and cultural project.</p> <p>Speaking reinforcement.</p>



	<p>Quisiera and Me gustaria</p> <p>Use of formal and informal language – usted/tú</p> <p>Use of the verbs PODER - CAN</p> <p>Ser vs estar</p> <p>Ma hace falta – I need</p> <p>Celebrations and Festivals in Spain. How they compare with UK.</p>		
<b>ASSESSMENT OPPORTUNITIES</b>	Written, Spoken, Listening and Reading assessments	Speaking Mock	Written, Spoken, Listening and Reading assessments
<b>3</b>	<p>School subjects</p> <p>Describing your school routine</p> <p>Describing teachers/people</p> <p>What school is like – the future</p> <p>Me gusta/me gustan – some use of the imperfect tense</p> <p>Using the present tense with time expressions</p> <p>Using the imperfect and the present tense</p> <p>Infinitive sentences – Está prohibido/hay que/deberías +infinitive</p> <p>Using sentences that are more complex.</p> <p>Using quantifiers</p> <p>Practising listening skills.</p> <p>Using the future tense</p>	<p>Rooms in the house</p> <p>Prepositions (delante de, detrás de ...etc)</p> <p>Using relative clauses - donde</p> <p>Opinions and justification about where we live.</p> <p>Using the present tense + Opinion phrases: No soporto, Me da rabia + porque</p> <p>Places in town Using the present and the imperfect tense.</p> <p>Tan/Tanto/tantos – so, so much, so many</p> <ul style="list-style-type: none"> <li>Revision of celebrations</li> <li>Indirect object pronouns – me/te/le/nos/os/les</li> </ul>	<p>Revision sessions – covering all topic seen in the past:</p> <p>Focus on the 4 skills – listening, speaking reading and writing.</p>
<b>ASSESSMENT OPPORTUNITIES</b>	Written, Spoken, Listening and Reading assessments	Written, Spoken, Listening and Reading assessments	Written, Spoken, Listening and Reading assessments
<b>4</b>	<p>What my friends and family are like</p> <p>Relationships</p> <p>Customs and everyday life – my routine</p> <p>Customs and everyday life – helping around/at home</p> <p>Relationships</p> <p>What my friends and family are like</p> <p>What my friends and family are like</p> <p>Relationships</p> <p>What my friends and family are like</p> <p>Challenge:</p> <p>Describing school uniform and rules.</p> <p>Describing school pressure and problems</p> <p>Describing the school of the future.</p> <p>How do school compare to Spain – cultural aspects and differences.</p>	<p>How would you change your town Using the conditional tense</p> <ul style="list-style-type: none"> <li>Shopping for clothes</li> <li>Direct object pronoun – lo compro</li> <li>Demonstrative adjectives – este/ese/aquel</li> <li>Shopping</li> <li>Asking for help and dealing with problems</li> </ul> <p>Body and illnesses</p> <p>Reflexive verbs – revision of tengo/estoy and the imperfect tense.</p> <p>Being fit Using the present and the imperfect tense.</p> <p>Time phrases</p> <p>Being healthy Using the conditional and the future tense</p>	<p>Revision sessions – covering all topic seen in the past:</p> <p>Focus on the speaking booklet.</p>



<b>ASSESSMENT OPPORTUNITIES</b>	Speaking presentation – in front of the class	Written, Spoken, Listening and Reading assessments	Written, Spoken, Listening and Reading assessments
<b>5</b>	Jobs, careers and professions. The present tense – to be. Tener que + infinitive Extending answers Using the present, imperfect and future tense The present and the preterite. Using the imperfect tense. Focus on time frames Further study Volunteering Training - Different ways to express a future event Using IF clauses Employment - Using the conditional tense Interviews and experiences - Forming the perfect tense Using IF clauses + present tense Using IF + subjunctive + future tense	Being healthy and healthy lifestyle At the market/restaurant. Using the present and the imperfect tense. Time phrases Meals – misconceptions – desayuno/como/almuerzo ...  Using the conditional and the future tense Giving advice. Understanding phrases with subjunctive Using the present and the conditional tense – Awareness – issues facing young people	Revision sessions – covering all topic seen in the past: Focus on the reading and listening skills only.
<b>ASSESSMENT OPPORTUNITIES</b>	Written, Spoken, Listening and Reading assessments – end of year exam	Speaking Mock	
<b>6</b>	Catching up, interventions, festival and cultural project. Projects based on movies in Target Language	Catching up, interventions, festival and cultural project. Projects based on movies in Target Language	

## Unit Award Scheme ([Back to Contents](#))

### **CURRICULUM INTENT**

- To allow access to education to those who may otherwise struggle in identified lessons
- Targeted support to students to enable success
- Official certification issued upon completion of unit Extensive unit of study available to study for all types of students, despite
- Allows students flexibility in how they complete their unit, for example project books, PowerPoints, presentations or practical work.
- To develop knowledge and understanding in a variety of areas, giving flexibility on specific topics within an area of choice.
- To develop wider skills to help them post 16 including training, employability and knowledge in specific areas to support potential careers and jobs.

### **CURRICULUM IMPLEMENTATION** *include pedagogical principles and questioning techniques*

For students of all abilities to achieve success in an area which interests them. AQA sessions to be completed around studies, or allocated periods as selected by the Head of Year.

For selected sessions to be fully supported, alongside independent sessions.



## **OVERVIEW**

Students can be offered the opportunity to complete a unit award as part of their bespoke curriculum to fit their needs. As part of this scheme students can identify units that fit their individual learning interests. UAS has been offered by AQA as a recording of achievement scheme for over 30 years. It is a tried and tested means by which learners, no matter what their age or ability, can have their achievement formally recognised.

## **ASSESSMENT OBJECTIVES**

- To independently complete a unit of choice, meeting all identified criteria – project work

## **ASSESSMENT STRUCTURE**

- Assessments can be completed in a variety of way as long as students can evidence their work in line with the criteria. Units generally comprise of 4 – 8

## **GROUPINGS**

- Students will work independently on selected units of work.

## **HOMEWORK INFORMATION**

No set home – research should the student wish.

## **ENRICHMENT OPPORTUNITIES**

- Practical work such as bricklaying and engine building
- Where possible the opportunity to meet with external professional in their field of expertise (if appropriate) to support the completion of their unit.

## **EQUIPMENT NEEDED**

- Equipment to vary depending on unit of choice
- Pen and pencil.
- Folder

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

- To encourage research at home to support school learning
- To identify potential units of interest
- To ask questions regarding the topic to improve knowledge and interest.

## **USEFUL ONLINE INFORMATION/ONLINE RESOURCES**

[AQA | Programmes | Unit Award Scheme](#)

## **TEXTBOOKS OR REVISION GUIDES**

Specific to unit choice, where applicable. No set texts, but optional should the student want this to support their research.

## **CONTACTS / ANY FURTHER INFORMATION**

**Leader: Miss C Burns**





## **CURRICULUM INTENT**

- To develop awareness and understanding with regards to barriers to learning and pathways in education.
- To improve social, emotional and behaviour elements in order to access lessons more productively to improve outcomes for students.
- To improve self-awareness and understanding and how actions and consequences are linked.
- To improve understanding of education and it's importance and role within our lives, now and post 16.

## **CURRICULUM IMPLEMENTATION** *include pedagogical principles and questioning techniques*

- Therapeutic approach to behaviour management and understanding of pupils needs
- Students will have a mentor assigned to them throughout this process
- Students will receive weekly sessions both pastoral and supportive alongside one hour of English tutoring and one hour of Mathematics tutoring off site.
- Record of Achievement to capture positive interactions in lesson
- Group reflection sessions

## **OVERVIEW**

The STEPS programme is a spiralled 6-week model for each year group (7 – 11) focusing on key topics to support the typical development at this age. Each course will ensure progressive development should a rereferral be needed, but also provide enough information and guidance should this be a one-off referral to support a student. This programme will run alongside any other interventions in place by Inclusion.

## **ASSESSMENT OBJECTIVES**

- No assessment – rather impact of intervention measured.

## **ENRICHMENT OPPORTUNITIES**

- Work with external agencies and professionals identified for alternative provision, on and off site as arranged for cohort.

## **EQUIPMENT NEEDED**

- . Pens, Pencil, Workbook.

## **HOW CAN PARENTS SUPPORT THEIR CHILDREN?**

- To review the record of achievement daily
- To support the school in new implementations bespoke to their child following and during the programme

## **CONTACTS / ANY FURTHER INFORMATION**

Leader: Miss C Burns