



ST MARY'S  
CE HIGH SCHOOL

# St Mary's CE High School

*'Aspire - Challenge - Succeed'*

## Curriculum Book Year 10

### Academic Year 2020-21

Dear Parents/Carers

The Curriculum Booklets are written to support you in supporting your child. The triangle partnership between home, student and school is essential, and never more so that this year following school closure. I commend this publication to you as a source of comprehensive information on the curriculum your child will follow this year, and urge you to take time to study it and discuss the contents with your child.

Yours faithfully



Nicholas Simms  
Headteacher

*"Our vision, as a school with a Christian ethos, is founded on The Parable of the Sower, where*

***"Through God's love, we are the rich soil where seeds flourish and roots grow",***  
*Mark 4: 3-9*

*This underpins our motto, **Aspire Challenge Succeed**, and is key to what we do. We provide a safe, nurturing environment in which we can all flourish. We have the very highest aspirations for our students, their families, our local community, and ourselves. We challenge students by having a rich and exciting curriculum provision and by making learning practical, engaging and enjoyable. We enable students to succeed by providing the best possible personalised support."*

Nicholas Simms – Head Teacher

## Curriculum Vision and Values

The school vision and values underpin the curriculum and this ethos permeates to the classroom and whole school experience of our stakeholders. We aspire to work together to create a safe, happy and exciting community where individual skills, talents and cultural heritage are respected and valued. Working in partnership with parents/carers and the wider community ensures that our students experience a broad and balanced education that prepares them to be successful and confident citizens in the twenty first century.

The school is committed to providing an excellent standard of education for all students allowing each individual to achieve their full potential regardless of ability.

Our Christian vision **“Through God’s love, we are the rich soil where seeds flourish and roots grow”** is taken from the Parable of The Sower (Mark 4: 3-9) and is the principle that underpins our work with our students, to support them to grow and develop in to young people who can lead lives of value.

Therefore, the key Christian values of friendship, trust, forgiveness, thankfulness, love and compassion are explicit not only in the curriculum but in all aspects of our work and serve to make our learning community welcoming and successful. All members of our community are expected to strive for excellence to ensure that all students are valued and can achieve.

## Curriculum Intent

At St Mary’s CE High School, we have created a curriculum that is broad, balanced and is designed to foster the intellectual, physical, moral and spiritual development of our students. We believe that the curriculum must be inclusive so that every student has the opportunity to be successful and fulfil their academic potential as well as personal excellence. Therefore, every student at St Mary’s is encouraged to be aspirational in their outlook and to have high expectations of themselves within the classroom and school environment.

As a Church school, our Christian values are central to our curriculum intent:

- A passion for learning where knowledge is appreciated and valued for its intrinsic value
- Strong, confident and happy individuals who are able to live safe, healthy, fulfilling lives and be resilient when challenged with adversity
- To create citizens of the future who make a positive contribution to society and are equipped for the world of work by achieving nationally recognised qualifications that develop career progression
- A strong understanding of social justice which seeks to embed the values of inclusion, equality and human rights so that students can confidently recognise and challenge injustice

## The Recovery Curriculum

This year is unique following school closure and many students being out of formal school learning for over six months. In response to this, we have developed a recovery curriculum for all students. This recovery curriculum is founded on the principles of well-being and compassion but will also focus on revisiting past learning to provide students opportunities to revisit past content and knowledge that may not have been consolidated during the lockdown period. Staff will employ strategies such as metacognition and retrieval practice in order to support students bridge any gaps in skill and knowledge. Metacognition is the explicit teaching of how to learn and is a research based strategy that can enhance progress by over 8 months and retrieval practice is the art of revising past knowledge regularly so that what may not have been learnt or has been forgotten can be revisited, thus becoming embedded in the longer term memory.

## **Extended Learning**

Extended learning is a vital extension of the curriculum offered at school, and is never more important than when students are studying examination subjects. It is designed to promote independent learning and often builds on, or extends, topics covered in the classroom. High levels of attainment in examinations are reliant upon the effective and regular completion of extended learning. Extended learning can be completed at home or in study clubs at school and students in Key Stage 4 would be expected to be studying (as a minimum) between 1.5 and 2 hours each evening. Please provide your child(ren) with a quiet space for their work at home and encourage them to get into regular study habits from the very beginning of term. Details of work and activities set can be found on the website [www.showmyhomework.co.uk](http://www.showmyhomework.co.uk)

## **Examinations**

Students will sit two further sets of practice examinations before they sit their public examinations in the Summer of 2022. The dates of these examinations are the week of **13<sup>th</sup> April 2021**.

Again parents/carers are asked to encourage students to use every possible opportunity to use staff expertise and the study opportunities that are provided for them so that they can stay on track with their studies and gain confidence in their ability to perform well. We will be pleased to hear any feedback that you may have about teaching, learning and life throughout the academic year. We look forward to continuing our partnership work to ensure that all our students optimise their progress and are able to perform to the very best of their abilities.

Thank you in anticipation of your support.

E Watts

Mrs Emma Watts  
Deputy Head Teacher

<b>KEY</b>	
<b>Subject</b>	
English & MFL Teaching & Learning	English
	French
	Spanish
Maths & ICT Teaching & Learning	Mathematics
	ICT
	Computer Science
	Business Studies & Enterprise
Science & Technology Teaching & Learning	Science
	Engineering Design
	Health and Social Care
	Hospitality and Catering
	Textile Design
Humanities Teaching & Learning	Religious Studies
	Geography
	History
	PSHE – Healthy Minds
Performing Arts Teaching & Learning	Music
	BTEC L2 Award in Art & Design
	Sports Science

# ENGLISH & MFL TEACHING & LEARNING AREA

Director of English and Modern Foreign Languages	Ms Caroline Grounds
Lead teacher of English	Yet to be appointed
Lead teacher of French	Mr Chris Rammell
Lead teacher of Spanish	Ms Esperanza Iniesta

## ENGLISH

A high-quality education in English will teach students to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, students have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables students both to acquire knowledge and to build on what they already know.

Exam Board and Syllabus:	AQA GCSE English Language 8700 / AQA GCSE English Literature 8702
Link to website:	<a href="http://www.aqa.org.uk/subjects/english/gcse/english-language-8700">http://www.aqa.org.uk/subjects/english/gcse/english-language-8700</a> <a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a>

	Curriculum Content	Assessment Opportunities
Autumn Half Term 1 & 2	GCSE Literature Paper 1 Section A: Shakespeare <u>Romeo and Juliet</u>	Exam Practice: Students will answer one question on Romeo and Juliet. They will be required to write in detail about an extract from the play and then to write about the text as a whole.
Spring Half Term 3 & 4	GCSE Literature Paper 2 Section B and C: Poetry <u>Power and Conflict</u> (AQA Anthology) Unseen Poetry	Exam Practice: Power and Conflict: Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.  Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.
Summer Half Term 5	GCSE Language <u>GCSE Language Paper 1</u> Explorations in Creative Reading and Writing	Exam Practice: <b>Reading</b> – one single fiction text <ul style="list-style-type: none"> <li>• 1 short form question</li> <li>• 2 longer form questions</li> <li>• 1 extended question</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• 1 extended writing question</li> </ul>
Summer Half Term 6	GCSE Language <u>GCSE Language Paper 2</u> Writers' Viewpoints and Perspectives	Exam Practice: <b>Reading</b> – two linked non-fiction texts <ul style="list-style-type: none"> <li>• 1 short form question</li> <li>• 2 longer form questions</li> <li>• 1 extended question</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• 1 extended writing question</li> </ul>

	<b>Frequency, Length and Exemplars</b>
<b>Extended Learning</b>	Bedrock Vocabulary (2 times a week – marked online) A variety of revision tasks to consolidate learning
<b>Assessment Tasks</b>	One formal assessment every half-term which will be graded by the class teacher. Regular extended writing in green progress books – student will self- assess and/or receive collective feedback with exemplar responses from the class teacher.
<b>Formal Examination</b>	Pre-Public Examination: 13 <sup>th</sup> April 2021 <b>Paper 1 GCSE Literature:</b> Romeo and Juliet <b>Paper 2 GCSE Literature:</b> Power and Conflict Poetry and Unseen Poetry.  Students should use their books to revise and will be provided with revision resources on SMHW.

<b>Student Independent Learning Tasks</b>	Use the Collins Content revision books via SMHW: AQA GCSE Advance or Core book & Grammar for GCSE English
<b>Parent/Carers can help by:</b>	Taking an active interest in the development of literacy (for example: reading the same book as your child, asking questions about what your child is reading, listening to audiobooks together). Support your child's completion of extended learning / revision by quizzing, asking probing questions and getting students to explain what they have learnt. Attend performances / film screenings that will support knowledge, understanding and appreciation of literature (such as: film screenings of Shakespeare plays and performances, going to the Globe Theatre, programmes shown on TV). Purchase revision guides linked to the texts studied.

# ENGLISH & MFL TEACHING & LEARNING AREA

Director of English and Modern Foreign Languages	Ms Caroline Grounds
Lead teacher of English	Yet to be appointed
Lead teacher of French	Mr Chris Rammell
Lead teacher of Spanish	Ms Esperanza Iniesta

## FRENCH

Learning a foreign language should enable students to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purpose and learn new ways of thinking.

Exam Board and Syllabus:	AQA
Link to website:	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>

	Curriculum Content	Assessment Opportunities
Autumn Half Term 1	Me, My Family and Friends	<p><u>Assessment focus: Listening, Reading, Writing, Speaking.</u></p> <p><u>Listening.</u> Listen to texts and answer related questions in either French or English.</p> <p><u>Reading.</u> Read a series of texts about relationships between family and friends and answer related questions in either French or English. Translate a piece of French into English.</p> <p><u>Writing.</u> Write four sentences to describe a picture of a family posing for a photo. Write a 40 word message about who you get on with, who you don't, what you do together, and the members of your family. Write a 90 word paragraph about four bullet points to do with family and friends. Translate a piece of English into French.</p> <p><u>Speaking.</u> Perform a role play about your best friend and your future plans for marriage. Describe a photo of people sitting together having a conversation. Answer questions from module 1 of your general conversation booklet about me, my family and friends.</p>
Autumn Half Term 2	Free-Time	<p><u>Listening.</u> Listen to a series of texts about what people do in their spare time involving eating out, media and sport, and answer related questions in either French or English.</p> <p><u>Reading.</u> Read a series of texts about free-time and answer related questions in either French or English. Translate a text about activities from French to English.</p> <p><u>Speaking.</u> Complete a role play task on the topic of free-time. Describe a picture about somebody in the process of doing sport. Answer a series of questions from your module 2 of your speaking booklet about free-time.</p> <p><u>Writing.</u> Write a 90 word paragraph related to free-time. Translate a text from English to French.</p>

<b>Spring Half Term 3</b>	Customs and Festivals	<p><u>Listening</u> to young French speakers discussing how they celebrate personal and national celebrations and responding to related questions in French and English.</p> <p><u>Reading</u> texts of varying lengths about customs and festivals in francophone countries and answering questions in French or English. Translating a text from French to English.</p> <p><u>Speaking</u> about celebrations in your life by performing a role play. Answering 8 key questions from your general conversation speaking booklet about customs and festivals.</p> <p><u>Writing</u> a 90 and 150 word task about aspects francophone culture to do with celebrations in the present, past, imperfect, future and conditional tenses. Translating a text from English to French.</p>
<b>Spring Half Term 4</b>	Home, Town, Neighbourhood and Region	<p><u>Listening</u> to young French speakers discussing advantages and issues about their region and answer questions in either French or English.</p> <p><u>Reading</u> a variety of texts about where people live and answering questions in either French or English. Translating a text from French to English.</p> <p><u>Speaking</u> about what you do at home through performing a role play. Answer two questions from your speaking booklet about what you did recently and what you are planning to do in future in your town.</p> <p><u>Writing</u> a 90 word and 150 word task about activities to do in your area in the present, past, imperfect and future tenses. Translate a text from English to French.</p>
<b>Summer Half Term 5</b>	Travel and Tourism	<p><u>Listening</u> to people talking about holidays and answer questions in either French or English.</p> <p><u>Reading</u> a variety of texts about holidays and answer questions in either French or English. Translate a text from French to English.</p> <p><u>Speaking</u> to describe a photo about a holiday location, giving your opinions.</p> <p><u>Writing</u> a 90 and 150 word task about holidays, in the present, future and conditional tenses. Translating a text from English to French.</p>

	<b>Frequency and Length</b>	<b>Example of learning and assessment</b>
<b>Extended Learning</b>	<p>Students will have access to a bank of extension resources on Show My homework. Each student is required to attempt at least one extended learning task per week and will self – assess.</p> <p>Students learn 40 words and phrases per week of vocabulary, over six weeks, followed by a vocabulary test on any 20 words and phrases. All vocabulary lists with learning deadlines are available on Show My</p>	<p>Translation tasks, reading comprehensions, literary extracts with question and answers in English.</p> <p>Students can also access the work covered in class by completing additional reinforcement online activities on Active learn. Their MFL teacher will provide them with log in details.</p>

	Homework.	
<b>Assessment Tasks</b>	Students are formally assessed in a focus skill of listening, speaking, reading with translation into English and writing with translation into French.	<p><u>Speaking</u> – Picture description, Role Play, General Conversation.</p> <p><u>Listening</u> – Listening to texts and answering questions in French via multiple choice options or short written answers in French or English.</p> <p><u>Reading</u> – Reading texts and answering questions in French via multiple choice options or short written answers in French or English. Reading a literary extract and answering questions in English. Translating a short text from French to English.</p> <p><u>Writing</u> – Producing four sentences to describe a picture, writing a 40 word message in response to four bullet points. Writing a structured response of 90 words to four bullet points. Writing an open response of 150 words in response to two bullet points.</p>
<b>Formal Examination</b>	<p>Pre-Public examinations Week : 13th April 2020 Writing: All units studied throughout the term.</p> <p>Writing: All units studied throughout the term.</p> <p>Students should use their books to revise and will be provided with revision resources on SMHW.</p>	Students will be assessed in listening, speaking, and reading in lessons after the mock weeks.

<b>Student Independent Learning Tasks</b>	Students are encouraged to use Active Learn on a weekly basis, as well as the app Duo Lingo. Students are also encouraged to access independent reading materials to boost their vocabulary knowledge and understanding of longer texts.
<b>Parent/Carers can help by:</b>	Testing your son / daughter with their weekly vocabulary learning.
<b>Curriculum Links to GCSE skills and content</b>	The GCSE course will focus upon these topic areas and assessments will closely reflect the types of questions found in actual GCSE papers.

# SPANISH

Learning a foreign language should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purpose and learn new ways of thinking.

<b>Exam Board and Syllabus:</b>	AQA GCSE Spanish
<b>Link to website:</b>	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>

	<b>Curriculum Content</b>	<b>Assessment Opportunities</b>
<b>Autumn Half Term 1</b>	My school life (Weeks 1 – 8)	<p><u>Listening.</u> Listen to a variety of texts for key information about school subjects, teachers, a typical school day and school facilities and answer related questions in English or the target language.</p> <p><u>Reading.</u> Read a series of texts about school life and answer related questions in English or the target language. Translate a set of sentences related to school life from the target language into English.</p> <p><u>Writing.</u> Write four sentences to describe a picture of a school canteen, containing a group of students chatting over lunch. Write a 40 word message about the subjects students study, subject likes and dislikes and school facilities. Write a 90 word paragraph about four bullet points (the name, location types of school and facilities it offers, the school rules, details of any competitions students have won in the past and which clubs they are going to take part in this year.</p> <p><u>Speaking.</u> Perform a role play about school facilities, favourite subjects and a description of teachers. Describe a photo of students in a school library. Answer questions from module 2 of your general conversation booklet about school life.</p>
<b>Autumn Half Term 2</b>	Friendships and Relationships (Weeks 9 – 18)	<p><u>Listening.</u> Listen to a series of texts about Hispanic speakers discussing aspects of their appearance and character, their family relationships, leisure interests, aspects of their childhood and a character they admire. Answer related questions in both Spanish and English.</p> <p><u>Reading.</u> Read a variety of texts about self, family and friends and answer related questions in either Spanish or English. Translate a text about family relationships or friendships from Spanish to English.</p> <p><u>Speaking.</u> Complete a role – play task about making arrangements to meet a friend at the cinema. Describe a picture of a group of friends in a social situation. Answer a set of questions from module 1 of your speaking booklet.</p> <p><u>Writing.</u> Write a 40 word piece of writing about character and appearance, relationships with family and friends, and leisure interests. Translate a text about family relationships from English to Spanish.</p>
<b>Spring Half Term 3</b>	My interests (Weeks 19 – 28)	<p><u>Listening</u> Listen to a variety of texts which describe the leisure and sporting interests of young Spanish speakers and answer related questions in both English and the target language.</p> <p><u>Reading</u> Read a set of texts about the typical leisure interests of young people throughout the Hispanic world and answer related questions in</p>

		<p>both English and the target language. Translate a set of sentences about free time interests from the target language to English.</p> <p><u>Writing</u> Study a picture about a typical leisure scene and write four short sentences to describe the picture in Spanish. Write a 40 word message in the target language in response to four bullet points about free time interests. Translate a set of related sentences from English into the target language. Produce a 90 word piece of language in response to four bullet points about what you do in your free time, using present, past and future tenses.</p> <p><u>Speaking.</u> Answer a series of general conversation questions about your leisure interests. Take part in a role – play situation about what you do in your spare time.</p>
<b>Spring Half Term 4</b>	Students complete their work on 'My interests.'	<u>My interests continued (As from Spring Half Term 3)</u>
<b>Summer Half Term 5</b>	Home and area (Weeks 29 – 37)	<p><u>Listening</u> Listen to a set of texts about people describing where they live and answer related questions in both English and Spanish.</p> <p><u>Reading</u> Read a set of texts about a variety of living environments within the Hispanic world and answer related questions in both English and Spanish. Translate a set of sentences from Spanish to English.</p> <p><u>Writing</u> Complete two pieces of extended writing of 90 and 150 words each, related to giving information about your home and area.</p> <p><u>Speaking</u> Answer a set of general conversation questions about your home life. Describe a picture about a typical home scene.</p>
<b>Summer Half Term 6</b>	Students complete the topic of 'Home and area.'	<u>My home and area continued (As from Summer Half Term 5)</u>

	<b>Frequency and Length</b>	<b>Example of learning and assessment</b>
<b>Extended Learning</b>	Students will have access to a bank of extension resources on Show My homework. Each student is required to attempt at least one extended learning task per week and will self – assess. Students learn 40 words and phrases per week of vocabulary, over six weeks, followed by a vocabulary test on any 20 words and phrases. All vocabulary lists with learning deadlines are available on Show My Homework.	<p>Translation tasks, reading comprehensions, literary extracts with question and answers in English.</p> <p>Students can also access the work covered in class by completing additional reinforcement online activities on Active learn. Their MFL teacher will provide them with log in details.</p>
<b>Assessment Tasks</b>	Students are formally assessed in a focus skill of listening, speaking, reading with translation into English and	<p><u>Speaking</u> – Picture description, Role Play, General Conversation.</p> <p><u>Listening</u> – Listening to texts and answering questions in French via multiple choice options or</p>

	writing with translation into French.	short written answers in French or English. <u>Reading</u> – Reading texts and answering questions in French via multiple choice options or short written answers in French or English. Reading a literary extract and answering questions in English. Translating a short text from French to English. <u>Writing</u> – Producing four sentences to describe a picture, writing a 40 word message in response to four bullet points. Writing a structured response of 90 words to four bullet points. Writing an open response of 150 words in response to two bullet points.
<b>Formal Examination</b>	Pre-Public examinations Week : 13th April 2020 Writing: All units studied throughout the term.  Students should use their books to revise and will be provided with revision resources on SMHW.	Students will be assessed in listening, speaking, and reading in lessons after the mock weeks.

<b>Student Independent Learning Tasks</b>	Revision guide: <i>Revise AQA GCSE Spanish 9-1 – Revision guide (Pearson, 2017)</i> Students are encouraged to use Active learn on a weekly basis. Students are also encouraged to access independent reading materials to boost their vocabulary knowledge and understanding of longer texts.
<b>Parent/Carers can help by:</b>	Testing your son / daughter with their weekly vocabulary learning. Monitor any practice tests and extension / revision tasks from Show My Homework and ensure your son / daughter completes them.
<b>Curriculum Links to GCSE skills and content</b>	The GCSE course will focus upon these topic areas and assessments will closely reflect the types of questions found in actual GCSE papers.

# MATHS & ICT TEACHING & LEARNING AREA

<b>Director of Maths and ICT</b>	Mrs Angela Johnston
<b>Lead Teacher of Maths</b>	Appointment yet to be made
<b>Lead Teacher of Business</b>	Mrs Christina Achilleos
<b>Lead Teacher of Computing</b>	Ms Aimee Dowd
<b>KS3 Maths Coordinator</b>	Ms Raina Naik

The Maths curriculum is designed to ensure that students appreciate Mathematics as a subject in its own right, and introduces students to concepts, skills and thinking strategies that are essential in everyday life and support learning across the curriculum.

Our aim is that students will develop a love and appreciation of Mathematics by:

- Becoming fluent in mathematics through frequent and varied practice, so they are able to recall and apply knowledge rapidly
- Being able to reason mathematically by developing an argument, justification or proof using mathematical language

We recognise that Mathematics is of a cumulative nature and the repeated revisiting of content leads to progressively deeper understanding of the underlying principles and fluency. This allows students to apply these principles across a range of subjects and contexts.

## MATHEMATICS

<b>Exam Board and Syllabus:</b>	Pearson Edexcel GCSE (9 -1) Mathematics 1MA1
<b>Link to website:</b>	<a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf</a>

	<b>Curriculum Content</b>	<b>Assessment Opportunities</b>
<b>Autumn Half Term 1</b>	Algebra: Sequences Algebra: Graphs	<p>Students are assessed at the end of each teaching module. This means that they will have 2 assessments in each 6 week half term. (Some adjustments will be necessary for longer/shorter terms)</p> <p>The first assessment will focus on the content of the first three weeks teaching only (interim assessment). The second assessment (final assessment) will be a longer assessment which includes the teaching content for the full half term.</p> <p>These knowledge based assessments are incorporated into each half term to improve students' retention and recall of information.</p> <p>Once assessments have been marked, students will have opportunities within class to review their progress and work on areas of weakness and further extend their knowledge and understanding.</p>
<b>Autumn Half Term 2</b>	Geometry: Properties & Angles Geometry: Measures & Mensuration	
<b>Spring Half Term 3</b>	Number: Structure Number: Calculations	
<b>Spring Half Term 4</b>	Algebra: Manipulation Algebra: Solving	
<b>Summer Half Term 5</b>	Ratio: Ratio & Proportion Geometry: Transformations	

<b>Summer Half Term 6</b>	Data: Probability Data: Statistics	
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	<b>Frequency, Length and Exemplars</b>
<b>Extended Learning</b>	<p>Extended learning tasks are set weekly and could be a pre-lesson learning task or consolidation of content taught during the week. These tasks may be written or set on an online resource website. Additional extended learning may be set for revision purposes in preparation for an assessment</p> <p>Students are encouraged to revisit their learning frequently in order to retain key concepts and knowledge. Revision and guides and workbooks are available for purchase from the school.</p>
<b>Assessment Tasks</b>	Students are assessed at the end of each module. Class assessments are at present written tests.
<b>Formal Examination</b>	<p>Assessment week: Walking Talking Assessments March 2021 Pre Public Assessments (PPE's) April 2021</p> <p>Students will be assessed on content taught over the year. The format will be similar to GCSE style examinations. Students should use their books to revise and will be provided with revision materials and useful website links prior to the exam weeks</p>

<b>Student Independent Learning Tasks</b>	<p>Students can access the school text books through the following link <a href="https://connect.collins.co.uk/school/defaultlogin.aspx">https://connect.collins.co.uk/school/defaultlogin.aspx</a></p> <p>Additional useful websites include: <a href="https://www.mathsgenie.co.uk/gcse.html">https://www.mathsgenie.co.uk/gcse.html</a> <a href="http://m4ths.com/gcse-page.html">http://m4ths.com/gcse-page.html</a> <a href="https://corbettmaths.com/">https://corbettmaths.com/</a></p>
<b>Parent/Carers can help by:</b>	<p>Please help support your child to be organised. It is important that they have the following equipment for all maths lessons: pen, pencil, rubber, maths set and calculator</p> <p>Supporting your child with revision is appreciated. Encourage them to go through their class notes and practice the examples given. Further videos, explanations and practice questions can be found on a variety of websites, including those listed above. Help your child by being positive about maths. Discuss problem solving and encourage them to be involved in real life situations involving maths</p> <p>Review extended learning and discuss assessments results with your child</p> <p>Test your child on basic mathematical concepts regularly</p> <p>Ensure they have adequate space and quiet to review class notes regularly, revise and practice maths questions regularly</p> <p>Encourage them to speak to their maths teacher if they recognise they are unsure about particular concepts</p>
<b>Curriculum Links to GCSE skills and content</b>	All topics covered in year 10 are linked to the knowledge required for the GCSE maths examinations at the end of year 11
<b>Extra-Curricular or enrichment Activities</b>	A number of enrichment activities take place across the academic year. Details will be shared with students and published nearer the time of the events. There may also be opportunities for additional intervention and support for identified students across the academic year.

# DIGITAL INFORMATION TECHNOLOGY, COMPUTER SCIENCE AND BUSINESS ENTERPRISE

At St Mary's CE High School, in line with the 2014 National Curriculum for Computing, we aim to provide a high-quality computing and ICT education which equips children to use computational thinking and creativity to understand and change the world. By building on their knowledge of computer science and how digital systems work, children are equipped to use information technology to create programs, systems and a range of content. Our computing curriculum also ensures that children become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

The Business and ICT department covers a wide range of qualifications designed to prepare students for further study and/or employment. The Economists, Business Leaders, Accountants, Network Managers, IT Consultants and Computer Programmers of the future all start their journey here with teaching and support from experienced, enthusiastic and knowledgeable subject specialists.

## BTEC LEVEL 2 DIGITAL INFORMATION TECHNOLOGY

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data
- process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct
- attitudes that are considered most important in digital information technology, including personal management and communication
- knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

This Award complements the learning in GCSE programmes by broadening experience and skills participation in different type of performance activities with the opportunity to practically apply knowledge and skills, through project work such as developing ideas and performing for specific audiences.

<b>Exam Board and Syllabus:</b>	<b>BTEC Tech Awards Digital Information Technology</b>
<b>Link to website:</b>	<a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology.html</a>

	<b>Curriculum Content</b>	<b>Assessment Opportunities</b>
<b>Autumn Half Term 1</b>	<b>What is a User Interface</b> Definition of User Interface Types of interface Range of uses Factors affecting the choice of user interface Hardware and software influences <b>Audience needs</b>	<b>Assignment 1</b>  <b>Internally Assessed Coursework:</b>

	<p>Accessibility needs Skill level Demographics</p>	
<p><b>Autumn Half Term 2</b></p>	<p><b>Design Principles</b> Colours Font style/size Language Amount of information Layout User perception of design principles Retaining user attention Intuitive design <b>Designing an efficient user interface</b></p>	<p>Assignment 1  <b>Internally Assessed Coursework</b></p>
<p><b>Spring Half Term 3</b></p>	<p><b>Project Planning Techniques</b> Planning tools Methodologies <b>Create a Project Plan</b> SMART Aims/Objectives Audience and purpose Project Requirements Timescales Constraints Risks</p>	<p>Assignment 2  <b>Internally Assessed Coursework</b></p>
<p><b>Spring Half Term 4</b></p>	<p><b>Create an Initial Plan</b> Produce a design that meets the user requirements and user accessibility needs Produce a design specification that includes; visualisation, hardware requirements, software requirements and a test strategy Produce a design that allows for; increased use confidence, reduced learning time, reduced time to complete tasks, increased user attention and reduced need for specialised knowledge</p>	<p>Assignment 2  <b>Internally Assessed Coursework</b></p>
<p><b>Summer Half Term 5</b></p>	<p><b>Developing a User Interface</b> Learners will use their designs to produce a user interface <b>Refining the User Interface</b> Learners will refine their user interface using an iterative process with potential users</p>	<p>Assignment 3  <b>Internally Assessed Coursework</b></p>
<p><b>Summer Half Term 6</b></p>	<p><b>Review</b> Learners will review the success of the user interface and the use of their chosen project planning techniques  Students will be introduced to the exam component towards the end of this term to help them better prepare for the teaching of this in year 11</p>	<p>Assignment 3  <b>Internally Assessed Coursework</b></p>

	<b>Frequency, Length and exemplars</b>
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Extended Learning	Students will be expected to spend time working on their coursework outside of the classroom. All extended learning activities will be posted on SMHW
Formal Examination	Students will be formally assessed on their coursework and deadlines for each unit will be set

<b>Useful websites</b>	<p><a href="https://accessibility.blog.gov.uk">https://accessibility.blog.gov.uk</a> – search for ‘Dos and don'ts on designing for accessibility’. This website provides useful information on how to create accessible user interfaces to meet a range of different user needs.</p> <p><a href="https://www.apm.org.uk/">https://www.apm.org.uk/</a> – search for ‘What is project management?’ This website introduces students to the basics of project management, including a definition, core components and when project management is actually needed.</p> <p><a href="https://www.computerworld.com/">https://www.computerworld.com/</a> – search for ‘IT's biggest project failures – and what we can learn from them’. This website gives a list of real-life IT projects that have failed and the reasons why.</p> <p><a href="https://www.pinterest.com">https://www.pinterest.com</a> – search for ‘mood boards’. This website displays additional mood boards for different purposes, which enables students to see a range of different mood boards and provokes discussion.</p> <p><a href="https://tinkerlab.com">https://tinkerlab.com</a> – search for ‘9 Inspiring Mood Board Examples’. This website displays various different mood boards for different purposes, which enables students to see a range of different mood boards and provokes discussion.</p> <p><a href="https://www.usability.gov/">https://www.usability.gov/</a> – search ‘What &amp; Why of Usability’ for ‘User Interface Design Basics’. This website provides useful information on how to create user interfaces that are easy to access and easy to understand and use to facilitate those actions.</p> <p><a href="http://usabilitypost.com">http://usabilitypost.com</a> – search the 2009 archive for ‘8 Characteristics of Successful User Interfaces’. This website provides a summary of the areas that should be followed when creating effective user interface design.</p> <p><a href="https://en.wikipedia.org">https://en.wikipedia.org</a> – search for ‘List of failed and overbudget custom software projects’. This website gives an additional list of real-life IT projects that have failed and the reasons why.</p>
<b>Extra-Curricular or enrichment Activities</b>	Students will be able to take advantage of after school support to help with coursework

# COMPUTER SCIENCE

The Computing department at St Mary’s aims to equip students with the skills to participate in a rapidly-changing world through challenging and engaging topics. Students will develop an understanding and application in the fundamental principles of computer science by having the opportunity to write programs, design webpages and produce professional digital products.

Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this.

The national curriculum for computing aims to ensure that all students:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

In Computer Science we are dedicated to ensuring our students leave with the skills to fully embrace a future of rapidly advancing computer technology.

OCR’s GCSE (9–1) in Computer Science will encourage learners to:

- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, and 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.

<b>Exam Board and Syllabus:</b>	OCR J276 Computer Science
<b>Link to website:</b>	<a href="https://ocr.org.uk/qualifications/gcse/computer-science-j276-from-2016/">https://ocr.org.uk/qualifications/gcse/computer-science-j276-from-2016/</a> <a href="https://www.ocr.org.uk/images/225975-specification-accredited-gcse-computer-science-j276.pdf">https://www.ocr.org.uk/images/225975-specification-accredited-gcse-computer-science-j276.pdf</a>

Term	Curriculum Content	Assessment Opportunities
<b>Autumn Half Term 1</b>	1.4 Wired and Wireless Networks 1.5 Network Topologies, Protocols and Layers 2.5 Translators and Facilities	Topic Test Closing the Gap activity
<b>Autumn Half Term 2</b>	1.8 Issues: Legal Issues & relevant laws 1.8 Issues: Legal Issues & relevant laws (open vs proprietary software)	Topic Test Mock Exam Comp1 & 2 Closing the Gap activity

	<p>1.8 Issues: Environmental Issues</p> <p>1.8 Issues: Ethical &amp; Cultural Issues</p> <p>1.8 Issues: Key stakeholder considerations</p> <p>1.8 Issues: Key stakeholder considerations</p> <p>1.8 Issues: Key stakeholder considerations</p> <p>3.1 Programming Techniques</p> <p>3.2 Analysis &amp; 3.3 Design</p> <p>3.4 Development</p> <p>3.5 Testing &amp; Evaluation</p>	
<b>Spring Half Term 3</b>	<p>1.6 Systems Security: Forms of attack</p> <p>1.6 Systems Security: Threats posed to networks</p> <p>1.6 Systems Security: Identifying and preventing vulnerabilities</p> <p>2.2 Programming Techniques: SQL</p> <p>Revision COMP 01</p> <p>Revision COMP 02</p>	<p>Topic Test</p> <p>Closing the Gap activity</p> <p>Practice papers Comp1 &amp; 2</p>
<b>Spring Half Term 4</b>	<p>Revision Comp 1</p> <p>Revision Comp 2</p>	<p>Topic Test</p> <p>Closing the Gap activity</p> <p>Practice papers Comp1 &amp; 2</p>
<b>Summer Half Term 5</b>	<p>Revision</p>	

	<b>Frequency, Length and exemplars</b>
<b>Extended Learning</b>	<p>Weekly revision topics, students should spend one hour per week on the topics given</p> <p>Students have also been provided with revision packs which include learning grids, practice papers including mark schemes and a revision booklet.</p>
<b>Assessment Tasks</b>	<p>Practice Exam Papers</p> <p>Practice Exam Questions</p>
<b>Formal Examination</b>	<p>Students will be expected to complete an NEA</p> <p>Students will also sit 2 formal papers</p> <p>Paper 1 and Paper 2 in early May</p>

<b>Student Independent Learning Tasks</b>	<p>Practice Exam Papers</p> <p>Revision Cards/Notes</p>
<b>Parent/Carers can help by:</b>	<p>Checking revision cards have been completed</p> <p>Downloading Exam papers and mark schemes and working through them with students</p>
<b>Extra-Curricular Activities</b>	<p>Revision sessions will run through the year and will be publicised in advance</p>
<b>Useful websites</b>	<p><a href="https://revisecomputerscience.com/wp-login.php">https://revisecomputerscience.com/wp-login.php</a></p> <p><a href="https://www.bbc.com/bitesize/subjects/z34k7ty">https://www.bbc.com/bitesize/subjects/z34k7ty</a></p> <p><a href="https://www.computerscience.gcse.guru/">https://www.computerscience.gcse.guru/</a></p>

# BUSINESS STUDIES & ENTERPRISE

The Pearson BTEC Level 1/Level 2 Tech Award in Enterprise (603/1916/1), is for learners who wish to acquire knowledge and skills through vocational contexts by studying the knowledge, behaviours and skills related to researching, planning, pitching and reviewing an enterprise idea as part of their Key Stage 4 learning. The qualification enables learners to develop their technical skills, such as market research skills, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring own performance, time management and problem solving) through a practical and skills-based approach to learning and assessment.

Learners will acquire knowledge, understanding and skills to underpin their practical activities in assessment, which will complement their GCSEs. The qualification will broaden their experience and understanding of the varied progression options available to them.

## Intent

- Give students the opportunity to explore real business issues and how businesses work.
- Provide students with the knowledge, understanding and skills necessary to prepare them for employment or higher education
- Give learners the opportunity to gain a broad understanding and knowledge of a vocational sector
- Supporting progression into a more specialised level 3 vocational or academic course or into an apprenticeship.

<b>Exam Board and Syllabus:</b>	Pearson BTEC Level 2 Enterprise
<b>Link to website:</b>	<a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise.html</a>

	<b>Curriculum Content</b>	<b>Assessment Opportunities</b>
<b>Autumn Term</b>	<b>Exploring Enterprises</b> What is an enterprise Types and characteristics of small and medium enterprises (SMEs) The purpose of enterprise	<b>Assignment 1</b> A.2D1 Assess how successful a selected local enterprise has been in achieving its main purpose. A.2M1 Analyse how entrepreneurial characteristics and skills support the purpose of a selected local enterprise. A.2P2 Describe the entrepreneurial characteristics and skills demonstrated in each selected local enterprise. A.2P1 Compare the purpose, activities and aims of two contrasting local enterprises.
<b>Spring Term</b>	<b>Exploring Enterprises</b> Explore how market research helps enterprises meet customer needs and understand competitor behaviour Using market research to understand customers Understanding competitors	<b>Assignment 2</b> B.2D2 Assess the effectiveness of the market research methods used to meet customer needs and understand competitor behaviour in a selected enterprise. B.2M2 Discuss how market research methods are designed to meet customer needs and understand competitor behaviour in two selected enterprises. B.2P3 Explain how two selected enterprises use market research to meet customer needs and understand competitor behaviour.

<b>Summer Term</b>	<b>Exploring Enterprises</b> Investigate the factors that contribute to the success of an enterprise Internal factors Situational analysis Measuring the success of an SME External factors situational analysis	<b>Assignment 3</b> C.2D3 Evaluate the most significant internal and external factors currently affecting a selected enterprise. C.2M3 Analyse how the internal and external factors determine the success of a selected enterprise. C.2P5 Explain ways in which external factors are important for business success. C.2P4 Explain ways in which internal factors are important for business success.
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	<b>Frequency, Length</b>
<b>Extended Learning</b>	Revision materials: <a href="https://www.bbc.com/bitesize/subjects/zpsvr82">https://www.bbc.com/bitesize/subjects/zpsvr82</a>
<b>Assessment Tasks</b>	All coursework will be internally assessed and externally verified
<b>Formal Examination</b>	Students will sit a formal examination in February 2021 and a resit opportunity is available in June 2021

<b>Student Independent Learning Tasks:</b>	Students should focus on completing their internally assessed components. There will be a coursework catch-up offered on a dedicated day after school to support students
<b>Parent/Carers can help by:</b>	Check SMHW for regular deadlines
<b>Useful websites</b>	<a href="https://www.bbc.com/bitesize/levels/zc9d7ty#business_studies">https://www.bbc.com/bitesize/levels/zc9d7ty#business_studies</a> <a href="https://www.tutor2u.net/business">https://www.tutor2u.net/business</a> <a href="http://www.bbc.co.uk/learning/subjects/business_studies.shtml">http://www.bbc.co.uk/learning/subjects/business_studies.shtml</a> <a href="https://www.tutor2u.net/business/reference/starting-a-business-what-is-enterprise">https://www.tutor2u.net/business/reference/starting-a-business-what-is-enterprise</a> <a href="https://www.bbc.com/bitesize/subjects/zpsvr82">https://www.bbc.com/bitesize/subjects/zpsvr82</a>

# SCIENCE & TECHNOLOGY TEACHING & LEARNING AREA

<b>Director of Science and Technology</b>	Mr Michael McDougall
<b>Lead Teacher of Science</b>	Miss Emily Sloan
<b>Lead Teacher of Technology</b>	Mrs Elizabeth McKinney

<b>Exam Board and syllabus:</b>	Twenty First Century Combined Science OCR 2016 <b>Twenty First Century Biology OCR 2016</b> <b>Twenty First Century Chemistry OCR 2016</b> <b>Twenty First Century Physics OCR 2016</b> <b>For students studying Separate Sciences</b>
<b>Link to website:</b>	<a href="https://www.ocr.org.uk/qualifications/gcse/twenty-first-century-science-suite-combined-science-b-j260-from-2016/">https://www.ocr.org.uk/qualifications/gcse/twenty-first-century-science-suite-combined-science-b-j260-from-2016/</a> <a href="https://www.ocr.org.uk/qualifications/gcse/twenty-first-century-science-suite-biology-b-j257-from-2016/specification-at-a-glance/">https://www.ocr.org.uk/qualifications/gcse/twenty-first-century-science-suite-biology-b-j257-from-2016/specification-at-a-glance/</a> <a href="https://www.ocr.org.uk/qualifications/gcse/twenty-first-century-science-suite-chemistry-b-j258-from-2016/specification-at-a-glance/">https://www.ocr.org.uk/qualifications/gcse/twenty-first-century-science-suite-chemistry-b-j258-from-2016/specification-at-a-glance/</a> <a href="https://www.ocr.org.uk/qualifications/gcse/twenty-first-century-science-suite-physics-b-j259-from-2016/">https://www.ocr.org.uk/qualifications/gcse/twenty-first-century-science-suite-physics-b-j259-from-2016/</a>

## SCIENCE

Learners study biology, chemistry and physics using a narrative-based approach. Ideas are introduced within relevant and interesting settings which help learners to anchor their conceptual knowledge of the range of scientific topics required at GCSE level. Practical skills are embedded within the specification and learners are expected to carry out practical work in preparation for a written examination that will specifically test these skills.

	<b>Curriculum Content</b>	<b>Potential Assessment Opportunities</b>
<b>Autumn term</b>	<p><b>The following topics, in any order (different classes follow a different sequence. Please check with your teacher).</b></p> <p><b>B3. Living together – food and ecosystems</b>                      What happens during photosynthesis?                      How do producers get the substances they need?                      How are organisms in an ecosystem interdependent?                      How are populations affected by conditions in an ecosystem?</p> <p><b>C3. Chemicals of the natural environment</b>                      How are the atoms held together in a metal?                      How are metals with different reactivities extracted?                      What are electrolytes and what happens during electrolysis?                      Why is crude oil important as a source of new materials?</p>	Students will be formatively assessed by their class teacher at least once per topic (in books); there will be a focus on scientific skills such as writing methods, analysing data to draw conclusions and drawing graphs of results. Mathematical skills will be assessed and developed in line with curriculum expectations.
<b>Spring term</b>	<p><b>The following topics, in any order (different classes follow a different sequence. Please check with your teacher).</b></p>	

	<p><b>P3. Electric circuits</b>  <i>What is electric charge? (separate science only)</i>          What determines the current in an electric circuit?          How do series and parallel circuits work?          What determines the rate of energy transfer in a circuit?          What are magnetic fields?          How do electric motors work?  <i>What is the process inside an electric generator? (separate science only)</i></p> <p><b>B4. Using food and controlling growth</b>          What happens during cellular respiration?          How do we know about mitochondria and other cell structures?          How do organisms grow and develop?  <i>How is plant growth controlled? (separate science only)</i>          Should we use stem cells to treat damage and disease?</p>	Summative topic assessments will be completed at the end of each topic to assess student progress
Summer term	<p><b>The following topics, in any order (different classes follow a different sequence. Please check with your teacher).</b></p> <p><b>C4. Material Choices</b>          How is data used to choose a material for a particular use?  <i>What are the different types of polymers? (separate science only)</i>          How do bonding and structure affect properties of materials?          Why are nanoparticles so useful?          What happens to products at the end of their useful life?</p> <p><b>P4. Explaining motion</b>          What are forces?          How can we describe motion?          What is the connection between forces and motion?          How can we describe motion in terms of energy transfers?</p>	

	<b>Frequency, Length and exemplars</b>
<b>Extended Learning</b>	Science task set once a week for 60 minutes that the teacher will mark. Students can purchase a revision work book and complete, self-mark which will highlight priority area for revision.
<b>Assessment Tasks</b>	6 summative assessments over the school year to assess units taught and progress made. Formative assessments fortnightly completed in exercise books, to improve a student's application of science and mathematical skills. Feedback for each assessment will be given to guide students on how to improve the development of necessary skills.
<b>Formal Examination</b>	Pre-public examinations: 13 <sup>th</sup> April 2021 Students will be examined in the main hall with their teacher as moderator. Students will be assessed on any content taught over the year through GCSE style questions in one-hour exam. Students should use their books to revise and will be provided with revision lists and questions three weeks prior to the exam week.
<b>Student Independent Learning</b>	Students could broaden their knowledge of the natural world by watching documentary programs such as David Attenborough and Brian Cox series' with wider links to the relevant science topics covered in school.

<b>Tasks:</b>	Students will be given an individual log in for Kerboodle interactive software to carry out revision and independent study.
<b>Parent/Carers Can help by:</b>	<p>By reviewing student exercise books and reading through targets together.</p> <p>Checking on time management for home learning projects.</p> <p>Encouraging students to learn the meanings of keywords for each topic.</p> <p>Ensure home learning tasks are completed on time.</p> <p>Encouraging pre-reading on the next topic (e.g. BBC Bitesize reading and activities)</p> <p>Useful websites:</p> <p><a href="https://www.bbc.co.uk/bitesize/subjects/zp266yc">https://www.bbc.co.uk/bitesize/subjects/zp266yc</a></p> <p><a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a></p>
<b>Curriculum Links to GCSE skills and content</b>	<p>The GCSE science courses develop knowledge and understanding of the science topics studied at Key Stage 3 and show how topics relate.</p> <p>Assessments prepare students for questions and skills expected in the GCSE paper</p>
<b>Extra-Curricular or enrichment Activities</b>	Students can attend the Science Enrichment club, once per week after school to carry out investigations, participate in discussions and debate, and share knowledge with other students.

# ENGINEERING DESIGN

<b>Exam Board and Syllabus:</b>	OCR Cambridge National: Engineering Design Level 2 Certificate
<b>Link to website:</b>	<a href="https://www.ocr.org.uk/qualifications/cambridge-nationals/cambridge-nationals-engineering-design-level-1-2-award-certificate-j831-j841/">https://www.ocr.org.uk/qualifications/cambridge-nationals/cambridge-nationals-engineering-design-level-1-2-award-certificate-j831-j841/</a>

In Engineering Design, all students are given the opportunity to develop their knowledge of the design cycle, through identifying, designing, optimising and validating skills further. Pupils will be working with a range of materials, including timbers and polymers, as well as developing their existing skills and knowledge when using hand and machine tools. Students are given the opportunity to express their creativity through the designing and optimising phase of the coursework, and will be encouraged to push the boundaries of design. Engineering will also teach information regarding industrial manufacturing methods, environmental issues, ergonomics and influential products. Students are also given the opportunity to develop their self and peer assessment skills, including how to provide effective and specific feedback to others. We aim to, wherever possible, link work to other disciplines such as mathematics, science, computing and art.

	<b>Curriculum Content</b>	<b>Assessment Opportunities</b>	<b>Extended Learning /Extension Activities</b>
<b>Autumn Half Term 1</b>	Pizza Wheel project	<ul style="list-style-type: none"> <li>• Analysis of Ergonomics and Anthropometrics of everyday products</li> <li>• Modelling and prototyping ergonomic pizza wheel handle</li> <li>• Material testing and material analysis</li> <li>• Hand and machine tool practice</li> <li>• Understanding various drawing skills and when to choose the appropriate method, including third angle projections</li> <li>• Presentation of ideas including analysis</li> </ul>	Online subject knowledge tests Completion of classwork Attending afterschool practical workshops Independent research regarding a products life cycle
<b>Autumn Half Term 2</b>	Pizza Wheel project- Manufacture	<ul style="list-style-type: none"> <li>• Independently and confidently using machine and hand tools to manufacture</li> <li>• Ability to identify quality control checks in order to produce a high quality outcome</li> <li>• Understanding the use of solvents and resins</li> <li>• Accuracy of manufacture</li> <li>• Understanding how to effectively evaluate a finished product and suggest further developments</li> </ul>	Online subject knowledge tests Independent research

<b>Spring Term</b>	Unit R106 – Electric Drill Analysis	<ul style="list-style-type: none"> <li>Understand how commercial production methods, legislation and standards impact on design.</li> <li>Research existing products and produce a detailed analysis</li> <li>Analyse an existing product through disassembly</li> </ul>	Completion of coursework. Attending afterschool workshops and interventions
<b>Summer Term</b>	Unit R107 - Developing and presenting engineering design	<ul style="list-style-type: none"> <li>Developing and presenting design proposals</li> <li>Developing designs using engineering drawing techniques, including third angle projections and exploded drawings</li> <li>Produce and communicate design proposals using Computer Aided Design</li> <li>Designing using a range of 3D and 2D computer software (CAD)</li> </ul>	Online subject knowledge tests Completion of coursework Attending afterschool practical workshops

	<b>Frequency and Length</b>	<b>Example of learning and assessment</b>
<b>Extended Learning</b>	Homework will be set regularly. Students will be set up to 2hrs worth of homework across the 2 week timetable	Students will be set a number of independent research tasks to be completed both individually and as a group. Online tests will be set regularly for students to reflect upon their learning and teachers monitor understanding. When completing coursework students will be expected to complete work not completed during the lesson.
<b>Assessment Tasks</b>	Students will complete 4 units, each worth 25% of their final grade. 3 units will be completed as coursework in school	<ul style="list-style-type: none"> <li>Product analysis</li> <li>Developing and presenting engineering designs</li> <li>3D design realisation</li> </ul>
<b>Formal Examination</b>	Pre-public examinations: 13 <sup>th</sup> April 2021 Students will sit a 1 hour exam in January of Year 11.	Unit R105 – Identifying design needs – this is a written exam, set by the exam board. It is worth 25%

<b>Student Independent Learning Tasks</b>	Students will be set a number of independent research tasks both individually and as a group. The tasks will aid develop teamwork skills, presentation skills and independent learning
<b>Parent/Carers Can help by:</b>	By regularly checking Show My homework to see the homework tasks set by teachers. Asking their child to explain what they have been doing in lessons, recapping what they have learnt.
<b>Extra-Curricular Activities</b>	Coursework club will run each week on Tuesday and Thursdays afterschool for all of KS4 and KS5

# HEALTH STUDIES

The Technology department at St Mary’s aims to equip students with the skills to participate in engage in their world through challenging and exciting topics. Students will develop an understanding and application in the fundamental principles of healthcare by having the opportunity to explore the care system, its values and service, alongside body systems and basic first aid.

The skills outlined and delivered are designed and tailored to prepare students with essential life skills yet also develop their understanding of an area of the healthcare industry.

	<b>Curriculum Content</b>	<b>Skills developed</b>
<b>Autumn Half Term 1</b>	<b>R022 communicating and working with individuals</b> Students will explore the wide varieties of communication to ensure high quality provision for the care user.	<ul style="list-style-type: none"> <li>Understand the need of communication and how positive interactions with a care user can enhance their experience</li> <li>Understand the different types of communication, exploring further than just verbal and written communication</li> <li>Explore basic Basic Sign language and Braille.</li> </ul>
<b>Autumn Half Term 2</b>		
<b>Spring Half Term 3</b>	<b>R031 Basic first aid procedures</b> Students will be taught the skills in order to assess the medical need at the scene of an accident and be able to apply basic procedures.	<ul style="list-style-type: none"> <li>Be able to assess the scene of an accident</li> <li>Identify risks and continuing dangers</li> <li>Understand the first aid procedures for a range of injuries</li> <li>Be able to apply basic first aid procedures for a range of injuries</li> </ul>
<b>Spring Half Term 4</b>		
<b>Summer Half Term 5</b>	<b>R021 Essential values of care for use with individuals in care settings</b> Students will be taught the values of care, exploring the rights of care users and how to provide this service	<ul style="list-style-type: none"> <li>Understand the rights of a care user and their value to care provision</li> <li>Importance of confidentiality</li> <li>To be able to identify and protect care users from abuse and harm</li> </ul>
<b>Summer Half Term 6</b>		

	<b>Frequency and Length</b>	<b>Example of learning and assessment</b>
<b>Extended Learning</b>	Students will be given differentiated tasks linked to their learning in lessons. On occasion where a student fails to complete the classwork set, they will be expected to finish work at home. For the majority of homework tasks, students will be asked to continue/complete the coursework started in lessons.	<ul style="list-style-type: none"> <li>Independent research on sign language and its uses</li> <li>How to assess the scene of an accident</li> <li>Independent research on hand gestures and their meanings across the world</li> </ul>
<b>Exemplar Assessment Opportunities</b>	Students will be assessed on subject knowledge and practical skills.	<ul style="list-style-type: none"> <li>Giving basic first aid</li> <li>Identifying communication needs</li> <li>Assessing the scene of an accident (practical demonstration)</li> </ul>

<b>Formal Examination</b>	During the examinations week, students will be tested on the project they are learning about that term.
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<b>Student Independent Learning Tasks</b>	Students will mostly be asked to complete and update coursework started in lessons
<b>Independent Active learning</b>	Students are encouraged to rehearse and practice first aid procedures at home, in the safe way demonstrated in lesson. In addition to this, studying BSL and braille.
<b>Parent/Carers Can help by:</b>	By regularly checking Show My homework to see the homework tasks set by teachers. Asking their child to explain what they have been doing in lessons, recapping what they have learnt.

<b>Links to GCSE and wider studies</b>	<ul style="list-style-type: none"> <li>• communication</li> <li>• Risks and dangers</li> <li>• Childcare</li> <li>• Elderly Care</li> <li>• Basic First Aid</li> <li>• Communication</li> </ul>
<b>Extra-Curricular and Enrichment Activities</b>	Students will have access to a coursework club, 1 day per week after school.

# HOSPITALITY AND CATERING

<b>Exam Board and Syllabus:</b>	WJEC Level 2 Hospitality and Catering
<b>Link to website:</b>	<a href="http://www.wjec.co.uk/qualifications/hospitality-and-catering/hospitality-and-catering-level-1-2-award.html">http://www.wjec.co.uk/qualifications/hospitality-and-catering/hospitality-and-catering-level-1-2-award.html</a>

The Technology department at St Mary's aims to equip students with the skills to participate in engage in their world through challenging and exciting topics. Students will develop an understanding and application in the fundamental principles of hospitality studies by having the opportunity design menus and produce professional dishes as well as experience in the service industry.

Hospitality and catering skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this.

The Technology department aims to ensure that all pupils:

- Can understand and apply the fundamental principles and concepts of hospitality, catering, working conditions as well as the operation thereof.
- Can analyse menus, and have repeated practical experience of designing menus suitable for people on special diets or with allergies.
- Can evaluate and apply information, including new or unfamiliar techniques when cooking.
- Are responsible, competent, confident and creative.

Year 10	Curriculum Content		Assessment Opportunities	Extended Learning /Extension Activities
	Theory	NEA		
<b>Autumn Half Term 1</b>	AC 1.1 Structure of Hospitality and Catering industry	AC1.1 Nutrition AC1.2 Special Diets	Self-reflection Evaluation task at the end of each practical  Teachers cannot give feedback for any portfolio work – as stipulated by the exam board. Students will regularly reflect on their own work using the marking criteria from the exam board.	For NEA, students will begin tasks in the classroom and where possible tasks can be completed outside the classroom, both at home and during afterschool clubs.  Gathering of ingredients in preparation of practical lessons
<b>Autumn Half Term 2</b>	AC 1.2 Job requirements	AC1.3 Poor Nutrition AC1.4 Cooking methods		
<b>Spring Half Term 3</b>	AC 1.3 Working conditions of job roles	AC 2.1 Dish proposal factors AC 2.2 Environmental issues		
<b>Spring Half Term 4</b>	AC 1.4 Factors affecting success of Hospitality and Catering	AC 2.3 Customer Needs AC 2.4 Production Plan		
<b>Summer Half Term 5</b>	AC 2.1 Operation of the kitchen	Plan AC 3.1-3.5		
<b>Summer Half Term 6</b>	AC 2.2 Operations of front of the house AC 2.3 Meet Customer requirements	MAKING FINAL CHOSEN DISHES		

<b>Year 11</b>	<b>Autumn Half Term 1</b>	AC 3.1 Personal Safety AC 3.2 Risk Assessment AC 3.3 Control measures "AC 4.1 Food related causes of ill health"			<ul style="list-style-type: none"> <li>• Revision calendar with weekly questions to guide revision</li> <li>• Gathering of ingredients in preparation of practical lessons</li> </ul>
	<b>Autumn Half Term 2</b>	AC 4.2 The role and responsibilities of the EHO AC 4.3 Food Safety legislation AC 4.4 Types of Food poisoning AC 4.5 Symptoms of food induced health			
	<b>Spring Half Term 3</b>	AC5.1, AC 1.2, Dish proposals REVISION LESSONS FOR EXAMS			
	<b>Spring Half Term 4</b>	REVISION LESSONS FOR EXAMS			
	<b>Summer Half Term 5</b>	REVISION LESSONS FOR EXAMS			

	<b>Frequency and Length</b>	<b>Example of learning and assessment</b>
<b>Extended Learning</b>	Homework will be set regularly. Students will be set 2-3hrs worth of homework across the 2 week timetable. Depending on the time of year this will either be a revision task or completion of NEA.	When completing their NEA students will be expected to complete work not completed during the lesson. Students will be set a number of independent research tasks to be completed both individually and as a group.
<b>Assessment Tasks</b>	Hospitality and Catering in Action Unit 2 The purpose of the unit is for learners to safely plan, prepare, cook and present nutritional dishes This is worth 60% of the final grade	<ul style="list-style-type: none"> <li>• understand the importance of nutrition when planning menus</li> <li>• understand menu planning</li> <li>• be able to cook dishes</li> </ul>
<b>Formal Examination</b>	The Hospitality and Catering Industry Unit 1 This is worth 40% of the final grade	<ul style="list-style-type: none"> <li>• Understand the environment in which hospitality and catering providers operate</li> <li>• Understand how hospitality and catering provisions operate</li> <li>• Understand how hospitality and catering provision meets health and safety</li> </ul>

		requirements <ul style="list-style-type: none"> <li>• Know how food can cause ill health</li> <li>• Be able to propose a hospitality and catering provision to meet specific requirements</li> </ul>
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<b>Student Independent Learning Tasks</b>	Students will be set a number of independent research tasks both individually and as a group. The tasks will aid develop teamwork skills, presentation skills and independent learning
<b>Parent/Carers Can help by:</b>	By regularly checking Show My homework to see the homework tasks set by teachers. Asking their child to explain what they have been doing in lessons, recapping what they have learnt.
<b>Extra-Curricular Activities</b>	Students should all be encouraged to attend additional support clubs after school in the Technology department where they can use the facilities to develop their project work

## TEXTILE DESIGN

<b>Exam Board and Syllabus:</b>	AQA GCSE Art & Design: Textile Design
<b>Link to website:</b>	<a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206</a>

In Textile design, students will demonstrate their ability to develop ideas through engagement with given or self-determined sources. Students will work from teacher-led, externally set or self-generated starting points. Students will demonstrate their ability to explore, progress and refine their ideas through a developmental journey of experimentation, trials, samples and/or problem-solving as their work develops. Furthermore, students will demonstrate their ability to record ideas, observations and insights through drawing and annotation and any other appropriate means as their work progresses. Students will demonstrate an ability to present a personal response, both informed and meaningful.

		<b>Curriculum Content</b>	<b>Assessment Opportunities</b>	<b>Extended Learning /Extension Activities</b>
<b>Year 10</b>	<b>Autumn Half Term 1</b>	Skills Project: Natural Forms	Self-reflection Evaluation task at the end of the project and Teacher Feedback	Students will be expected to complete a minimum of two hours per week continuing with the project (evaluations and development work)
	<b>Autumn Half Term 2</b>	NEA Portfolio Project 1: Mythical Creatures	Teachers cannot give feedback for any portfolio work – as stipulated by the exam board. Students will regularly reflect on their own work using the marking criteria from the exam board.	When completing their NEA students will be expected to complete work not completed during the lesson and continuing to develop their ideas using a range of different decoration methods. All practical work must also be annotated and evaluated
	<b>Spring Half Term 3</b>			
	<b>Spring Half Term 4</b>			
	<b>Summer Half Term 5</b>	NEA Portfolio Project 2: Mad Hatter's Tea Party Hair Accessories		
	<b>Summer Half Term 6</b>			
<b>Year 10</b>	<b>Autumn Half</b>	NEA Portfolio Project 3:		

11	Term 1	Structure	External Moderator Assessment	Preparation for the examinations; developing project work to create a final piece that is created in the examination
	Autumn Half			
	Term 2			
	Spring Half Term 3	NEA Externally Set Project		
	Spring Half Term 4			
Summer Half Term 5	NEA Externally Set Project Examination & Evaluation			

	Frequency and Length	Example of learning and assessment
<b>Extended Learning</b>	All students are expected to complete a minimum of two hours per week on developing their portfolio work. Some of this will be self-directed.	When completing their NEA students will be expected to complete work not completed during the lesson.
<b>Assessment Tasks</b>	<p>Component 1: Portfolio (60% of the final GCSE grade) Students will complete 3 Portfolio projects where they develop a range of skills and samples to produce a final outcome, which is documented throughout the portfolio; drawing on work of existing Textiles designers</p> <p>Component 2: Externally set assignment (40% of the final GCSE grade) Students to choose an AQA set assignment and respond to it developing their work to produce a final outcome which will be completed in a 10 hour examination</p>	
<b>Formal Examination</b>	A final 10 hour examination will take place for Component 2; where students will need to produce a final outcome	

<b>Student Independent Learning Tasks</b>	All work is independently led where students will need to develop ideas from a given starting point, to create a final outcome. There will be approved guidance to support students to meet the Assessment Objectives; however students will need to independently use the resources to develop their portfolios.
<b>Parent/Carers Can help by:</b>	Encouraging students to make use of the additional support after school in the Technology department. Ensure students are regularly checking Show My Homework to support them with meeting deadlines. Encouraging students to actively research work of other Textiles Designers that could inspire their own design work
<b>Extra-Curricular Activities</b>	Students should all be encouraged to attend additional support clubs after school in the Technology department where they can use the facilities to develop their project work

# HUMANITIES TEACHING & LEARNING AREA

Director of Humanities	Ms Debbie Davies
Lead Teacher of Religious Studies	Ms Tanitta Sandiford
Lead Teacher of Geography	Ms Louise Douglas
Lead Teacher of History	To be confirmed
Lead Teacher of PSHE	To be confirmed

## RELIGIOUS STUDIES

### Question Understand Accept

- Religious Studies allows students to respectfully **question** the views of others and their own.
- Religious Studies provides students with a good **understanding** of the thoughts, values and practices of others.
- Religious Studies encourages students to **accept** people and the diverse communities in which we live in.

The purpose of Religious Studies at St Mary's CE High School is to provide students with the tools to critically participate and reflect on the dynamics and the essence of society. It aims to educate young people in the development of religions and religious practices, as well as allowing them to explore and question philosophical and ethical viewpoints. It provides students with fundamental transferable skills of evaluation, analysis, communication, critical thinking and critical judgement. It encourages students to think beyond themselves and understand the world from a variety of views, building their character in the process. Through the exploration of ethical topics and questions concerning the ultimate nature of reality, Religious Studies allows students to consider concepts such as Right and Truth.

Throughout every lesson we have a range of skills that will develop students both academically and socially. Our curriculum is designed to draw on memory skills by recalling knowledge from lesson to lesson and year to year. Each lesson will require an element of comprehension through; religious text, sociological data or philosophical teachings. We use the text studied to teach students how to apply the beliefs of others to their practices and encourage students to introspect on their own application of the moral codes etc. We also allow students to analyse the text and the doctrine created by a variety of faiths and create their own justification for the purpose, usefulness and relevance of the teachings today.

The outline below therefore shows each of the units that will be taught throughout the two-year period although the order in which they are taught will vary between the groups.

Exam Board and Syllabus:	AQA Religious Studies A (8062)
Link to website:	<a href="http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062">http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062</a>

	Curriculum Content	Assessment Opportunities
Islam Unit 1	<p><b>Islamic Beliefs.</b> <b>Key Beliefs</b></p> <ul style="list-style-type: none"> <li>• The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences.</li> </ul>	<p>End of unit test (covering all 5 exam style questions).</p> <p>Explain <b>two</b> Islamic teachings about the nature of Allah. <b>(5 Mark)</b></p>

	<ul style="list-style-type: none"> <li>• The Oneness of God (Tawhid), Qur'an Surah 112.</li> <li>• The nature of God: omnipotence, beneficence, mercy, fairness and justice (Adalat in Shi'a Islam), including different ideas about God's relationship with the world: immanence and transcendence.</li> <li>• Angels, their nature and role, including Jibril and Mika'il.</li> <li>• Predestination and human freedom and its relationship to the Day of Judgement.</li> <li>• Life after death (Aakhirah), human responsibility and accountability, resurrection, heaven and hell.</li> </ul>	<p>Refer to sacred writings or another source of Jewish belief and teaching in your answer.</p> <p>'All that matters is getting to paradise.'</p> <p>Evaluate this statement. <b>(12 Mark)</b></p> <p>In your answer you should:</p> <ul style="list-style-type: none"> <li>• refer to Islamic teachings</li> <li>• give reasoned arguments to support this statement</li> <li>• give reasoned arguments to support a different point of view</li> <li>• reach a justified conclusion.</li> </ul>
<b>Islam Unit 2</b>	<p><b>Islam Practises.</b></p> <ul style="list-style-type: none"> <li>• The Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam.</li> <li>• Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur'an 96:1-5.</li> <li>• Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam.</li> <li>• Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance.</li> <li>• Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad.</li> <li>• Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura.</li> </ul>	<p>Explain <b>two</b> Christian teachings about judgement. <b>(5 Mark)</b></p> <p>Refer to sacred writings or another source of Christian belief and teaching in your answer.</p> <p>'If God were loving, there would be no suffering in the world.'</p> <p>Evaluate this statement. <b>(12 Mark)</b></p> <p>In your answer you should:</p> <ul style="list-style-type: none"> <li>• refer to Christian teaching</li> <li>• give reasoned arguments to support this statement</li> <li>• give reasoned arguments to support a different point of view</li> <li>• reach a justified conclusion.</li> </ul>
<b>Christianity Unit 1</b>	<p><b>Christianity Beliefs</b></p> <p><b>Key beliefs</b></p> <ul style="list-style-type: none"> <li>• The nature of God</li> <li>• Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).</li> <li>• Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.</li> </ul>	<p>End of unit test (covering all 5 exam style questions).</p> <p>Explain <b>two</b> Christian teachings about judgement. <b>(5 Mark)</b></p> <p>Refer to sacred writings or another source of Christian belief and teaching in your answer.</p>

	<p><b>Jesus Christ and salvation</b></p> <ul style="list-style-type: none"> <li>• Beliefs and teachings about:</li> <li>• the incarnation and Jesus as the Son of God</li> <li>• the crucifixion, resurrection and ascension</li> <li>• sin, including original sin</li> <li>• the means of salvation, including law, grace and Spirit</li> <li>• the role of Christ in salvation including the idea of atonement.</li> </ul>	<p>‘If God were loving, there would be no suffering in the world.’ Evaluate this statement. <b>(12 Mark)</b></p> <p>In your answer you should:</p> <ul style="list-style-type: none"> <li>• refer to Christian teaching</li> <li>• give reasoned arguments to support this statement</li> <li>• give reasoned arguments to support a different point of view</li> <li>• reach a justified conclusion.</li> </ul>
<p><b>Christianity Unit 2</b></p>	<p><b>Christianity Practises</b></p> <p><b>Worship and festivals</b></p> <ul style="list-style-type: none"> <li>• Different forms of worship and their significance:</li> <li>• liturgical, non-liturgical and informal, including the use of the Bible</li> <li>• private worship.</li> <li>• Prayer and its significance, including the Lord’s Prayer, set prayers and informal prayer.</li> <li>• The role and meaning of the sacraments:</li> <li>• the meaning of sacrament</li> <li>• the sacrament of baptism and its significance for Christians; infant and believers’ baptism; different beliefs about infant baptism</li> <li>• the sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning.</li> <li>• The role and importance of pilgrimage and celebrations including:</li> <li>• two contrasting examples of Christian pilgrimage: Lourdes and Iona</li> <li>• the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.</li> </ul> <p><b>The role of the church in the local and worldwide community</b></p> <ul style="list-style-type: none"> <li>• The role of the Church in the local community, including food banks and street pastors.</li> <li>• The place of mission, evangelism and Church growth.</li> <li>• The importance of the worldwide Church including:</li> <li>• working for reconciliation</li> <li>• how Christian churches respond to persecution</li> <li>• the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.</li> </ul>	<p>End of unit test (covering all 5 exam style questions).</p> <p>Explain <b>two</b> ways in which Christian street pastors carry out their Christian duty. <b>(5 Mark)</b></p> <p>Refer to sacred writings or another source of Christian belief and teaching in your answer.</p> <p>‘The best way for Christians to reach an understanding of God is by practising prayer.’ Evaluate this statement. <b>(12 Mark)</b></p> <p>In your answer you should:</p> <ul style="list-style-type: none"> <li>• refer to Christian teaching</li> <li>• give reasoned arguments to support this statement</li> <li>• give reasoned arguments to support a different point of view</li> <li>• reach a justified conclusion.</li> </ul>

	<b>Frequency, Length and exemplars</b>
<b>Extended Learning</b>	Extended learning will be set once a week and students should spend between 45 mins- 1 hour. Tasks will vary from exam practise to reading and revision-based tasks.
<b>Assessment Tasks</b>	At the end of each unit, students will complete a GCSE assessment to assess progress on the various skills within each unit Knowledge tests will take place regularly in lessons to ensure that students are consistently going over the content
<b>Formal Examination</b>	Pre-public Examinations 13 <sup>th</sup> April 2021. There will be an end of year exam at the end of Year 10 whereby students will be assessed on all content form the year.

<b>Student Independent Learning Tasks:</b>	Students will be expected to make continuous notes from the news and current affairs throughout their studies, to be able to use as evidence or examples in their written answers. This is specifically important for the <i>Themes</i> studied in Year 11.
<b>Parent/Carers can help by:</b>	Reviewing exercise books and reading through targets together Checking on time management for home learning projects- Reviewing assessment feedback Discussing key content / facilitating regular revision Purchasing revision materials to support each unit Discussing current events considering topics studied in the course, encourage students to visit museums or places of worship.

## GEOGRAPHY

Geography helps to provoke and answer questions about the natural and human worlds, encouraging students to develop a greater understanding of their world and their place in it. It helps to develop a range of decision making and enquiry skills that are transferable to other curriculum areas and which can be used to promote students' spiritual, moral, social and cultural development. Geography is, by nature an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in students a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote students' interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We seek to prepare students for the world of work and for the future global challenges which they will need to grapple with.

Geography is a facilitating subject which means that students are taught a range of skills and knowledge which opens up a wide variety of further study options and career opportunities. Some of the careers open to geographers are: lawyer, medical professional, architect, journalist, investment banker, surveyor, microbiologist, photographer or even Prime Minister.

Students will cover 8 topics across the 2 years. In addition to these 8 topics they will also learn a wide range of literacy skills, numeracy skills and fieldwork techniques.

Exam Board and Syllabus:	<b>OCR Geography B (Geography for Enquiring Minds) (9-1) - J384</b>
Link to website:	<a href="https://www.ocr.org.uk/qualifications/gcse/geography-b-geography-for-enquiring-minds-j384-from-2016/">https://www.ocr.org.uk/qualifications/gcse/geography-b-geography-for-enquiring-minds-j384-from-2016/</a>

	<b>Curriculum Content</b>	<b>Extension Activities</b>
<i>Paper 1 – Our Natural World</i>		
<b>Topic 1</b>	Global Hazards <ul style="list-style-type: none"> <li>• Why do we have weather extremes?</li> <li>• When does extreme weather become a hazard?</li> <li>• What processes occur at plate boundaries?</li> <li>• How can tectonic movement be hazardous?</li> <li>• How does technology have the potential to save lives in hazard zones?</li> </ul>	Visit the Natural History Museum in London. Watch one of the many films or documentaries about earthquakes, volcanoes or hurricanes E.G. Volcano, Dante’s Peak, San Andreas or Eye of the Hurricane
<b>Topic 2</b>	Changing Climate <ul style="list-style-type: none"> <li>• What evidence is there for climate change?</li> <li>• Is climate change a natural process?</li> <li>• Why is climate change a global issue?</li> </ul>	Watch ‘An Inconvenient Truth’ by Al Gore. Visit the National Geographic Website and read some articles on Climate Change
<b>Topic 3</b>	Distinctive Landscapes <ul style="list-style-type: none"> <li>• What is a landscape?</li> <li>• Where are the physical landscapes of the UK?</li> <li>• What physical processes shape landscapes?</li> <li>• What are the characteristics of your chosen landscapes?</li> </ul>	Visit a local river and/or coast and research the processes occurring in these locations. Identify the features formed.
<b>Topic 4</b>	Sustaining Ecosystems <ul style="list-style-type: none"> <li>• What are ecosystems?</li> <li>• What biodiversity exists in tropical rainforests?</li> <li>• Why are tropical rainforests being ‘exploited’ and how can this be managed sustainably?</li> <li>• What is it like in Antarctica and the Arctic?</li> <li>• How are humans seeking a sustainable solution for polar environments?</li> </ul>	Read the information on the British Antarctic Survey Website focusing on how the areas are used.
<i>Paper 2 – People and Society</i>		
<b>Topic 5</b>	Urban Futures <ul style="list-style-type: none"> <li>• How is the global pattern of urbanisation changing?</li> <li>• What does rapid urbanisation mean for cities?</li> <li>• What is life like for people in a city?</li> <li>• How can cities become more sustainable?</li> </ul>	Find out about (and possibly visit) BedZED – where is it and is it successful? Watch the film Slumdog Millionaire Have a look through TED talks which are available online
<b>Topic 6</b>	Dynamic Development <ul style="list-style-type: none"> <li>• What is development and how can it be measured?</li> <li>• What has led to uneven development?</li> <li>• How has an LIDC developed so far?</li> <li>• What global connections influence its development?</li> <li>• What development strategy is most appropriate?</li> </ul>	Visit the United Nations Website and have a look around. Find out what they do and where they work. Research in detail Yemen and the conflict there and the impact conflict is having. Read ‘The Almighty Dollar’ by Dharshini David

<b>Topic 7</b>	UK in the 21 <sup>st</sup> Century <ul style="list-style-type: none"> <li>• What does the UK look like in the 21st century?</li> <li>• How is the UK's population changing?</li> <li>• How is the UK's economy changing?</li> <li>• What is the UK's political role in the world?</li> <li>• How is the UK's cultural influence changing?</li> </ul>	Research an area of the UK with an ageing E.G. East Dorset Find out which TV programmes created in the UK are watched around the world and their popularity
<b>Topic 8</b>	Resource Reliance <ul style="list-style-type: none"> <li>• How has increasing demand for resources affected our planet?</li> <li>• What does it mean to be food secure?</li> <li>• How can countries ensure their food security?</li> <li>• How sustainable are these strategies?</li> </ul>	Put the key term 'Food Security' into Youtube and a number of short and longer films will be found. Watch some of them and think about how important Food Security is.

	<b>Frequency and Length</b>
<b>Extended Learning</b>	Extended learning will be set at least once a week and students should spend between 45 mins- 1 hour. Tasks will vary from exam practise to reading and revision-based tasks.
<b>Assessment Tasks</b>	At the end of each topic, students will complete a GCSE assessment to assess progress on the various skills within each topic. Knowledge tests will take place regularly in lessons to ensure that students are consistently going over the content.
<b>Formal Examination</b>	Year 10 students will have exams during the week of 13 <sup>th</sup> April 2021 All these formal exams will contain questions on all the content the students have covered during their GCSE course and will be able to use the revision materials provided as well as online sites such as GCSE Bitesize. In the Autumn term all GCSE Geography students will have the opportunity to purchase a CGP revision guide and workbook through the school. Letters will be e-mailed out regarding this order.

<b>Student Independent Learning Tasks</b>	Students should be watching the news and reading topical news stories ensuring they are fully aware of global current affairs. This can be by watching the news, reading a newspaper (online or printed) or by downloading a news app. Following the geography department twitter account will give students a good range of reading and other information sources @SMHSch_Geog There are many documentaries which cover key geographical ideas. Look out for presenters such as Simon Reeve who documents his global travels in a very accessible way. Every week Geogglebox is available to identify TV which can be watched to extend geographical knowledge.
<b>Parent/Carers can help by:</b>	Checking on time management for home learning tasks. Reviewing assessment feedback, discussing strategies for improvement and areas of weakness. Discussing key content. Encouraging and facilitating regular revision. Purchasing revision materials to support each unit. Making trips to key case study locations or places which link to the content i.e. coasts or rivers. Discussing key case studies and asking questions about dates, facts and figures. Asking students to justify any decisions they make for example what mode of transport should be used for a journey with the advantages and disadvantages of each.

	Looking at maps with students of the local area, the UK and the world. Talk to students about where you are travelling to, how long it will take and what you are passing.
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<b>Extra-Curricular Activities</b>	<p>Geography Study Support is offered every Monday after school in Hu7. Students can access resources as well as teacher input during these sessions in order to catch up, get ahead, revise or complete home learning tasks.</p> <p>Geography film club is available for all students every Friday in Hu7. In this, we will be watching a film with a geographical slant such as Lion and Everest.</p> <p>Fieldwork is compulsory for all GCSE Geography students. This will consist of 2 days of off-site activities learning the skills required to carry out a piece of investigation. This is examined in all of the Geography GCSE papers and so is an essential part of the curriculum. This fieldwork is subsidised by the school but will require a financial contribution.</p>
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## HISTORY

<b>Exam Board and Syllabus:</b>	60180924 Pearson Edexcel Level 2 GCSE (9-1) in History
<b>Link to website:</b>	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html</a>

History is taught on a yearly carousel to ensure that all students receive specialist knowledge and teaching. The outline below shows each of the units that will be taught throughout the 2-year period. Students will have the same teacher for Year 10 teaching Crime and Punishment and Anglo-Saxon England and a new teacher in Year 11 who will teach them Germany and Cold War.

<b>YEAR 10 Curriculum Content</b>	<b>Assessment Opportunities Extended Learning /Extension Activities</b>	<b>Unit and exam weighting</b>
<p><b>Anglo Saxons</b></p> <ul style="list-style-type: none"> <li>Saxon England under Edward the Confessor</li> <li>Contenders for the throne of England in January 1066</li> <li>Conquest of England in 1066 and major battles</li> <li>Establishment of Norman Control and securing the kingdom</li> <li>Anglo Saxon Resistance</li> <li>The feudal system</li> </ul> <p><b>The Normanisation of the church</b></p> <ul style="list-style-type: none"> <li>Norman government</li> <li>William I and his sons</li> </ul>	<p>Describe two features of Anglo-Saxon society (4)</p> <p>Explain why William won the Battle of Hastings (12)</p> <p>William controlled England through fear. Using your own knowledge how far do you agree with this statement?</p>	<p>Unit 2</p> <p>40%</p> <p>(20% each unit)</p> <p>1 hour 45 minutes</p>

<p><b>Crime and Punishment</b></p> <ul style="list-style-type: none"> <li>• Saxon England – law and order</li> <li>• Explain how the Normans impacted in Crime and punishment</li> <li>• The impact of King and Church in the Later Middle Ages on crime and punishment</li> <li>• New crimes in the Early Modern Period</li> <li>• Law Enforcement and the introduction of the Bloody Code</li> <li>• Transportation in the Early Modern and Industrial period</li> <li>• Industrial Britain and the introduction of the Metropolitan Police Force</li> <li>• The end of the Bloody Code and the impact of the enlightenment</li> <li>• The end of public execution</li> <li>• Twenty First Century crimes, policing and punishments</li> <li>• Revision of Whitechapel (taught in Year 9)</li> </ul>	<p>Exam questions are set weekly and students will sit a mock exam on two occasions over the two years</p> <p>Example extended learning questions:</p> <p>Explain why Trial by Ordeal was used in 1000-1215 (12 marks)</p> <p>Explain why William I changed law and order after the Norman Conquest (12 marks)</p> <p>‘It was fear of vagrancy that caused society to implement harsh laws’ How far do you agree? (16 marks)</p>	<p>Unit 1</p> <p>30%</p> <p>1 hour 15 minutes</p>
<p><b>YEAR 11 Curriculum Content</b></p>	<p><b>Assessment Opportunities Extended Learning /Extension Activities</b></p>	<p><b>Unit and exam weighting</b></p>
<p><b>Weimar &amp; Nazi Germany</b></p> <ul style="list-style-type: none"> <li>• Impact of WW1 on Germany and abdication of the Kaiser</li> <li>• Setting up of the Weimar Republic</li> <li>• Challenges to the Weimar Republic between 1918-1923</li> <li>• Recovery of the Republic 1924-1929</li> <li>• Wall Street Crash</li> <li>• Rise of the Nazis</li> <li>• Consolidation of Nazi control</li> <li>• Police State and Propaganda</li> <li>• Life in Nazi Germany, including women, children, workers and minorities</li> </ul>	<p>Question 1: Give two things you can infer from Source A about .... (4 marks)</p> <p>Question 2: Explain why..... (12)</p> <p>Question 3: How useful are Sources B and C for an enquiry into .....Explain your answer, using Sources B and C and your knowledge of the historical context. (8)</p> <p>Question 3b. Study Interpretations 1 and 2. They give different views about.....What is the main difference between the views? (4)</p> <p>Question 3c: Suggest one reason why interpretations 1 and 2 give different views about .....You may use sources B and C to help explain (4)</p> <p>Question 3d: How far do you agree with Interpretation 2 about ..... Explain your answer, using both interpretations and your knowledge of the (20)</p>	<p>Unit 3</p> <p>30%</p> <p>1 hour 20 minutes</p>

<b>Cold War</b> <ul style="list-style-type: none"> <li>• Impact of World War Two</li> <li>• Start of tension between the USSR and USA</li> <li>• Iron Curtain / Berlin Wall</li> <li>• Space Race</li> <li>• Korea</li> <li>• The Hungarian Uprising</li> <li>• Cuban Missile Crisis</li> <li>• Afghanistan</li> <li>• Fall of Communism in the Eastern Bloc</li> </ul>	<p>Explain two consequences of the Space Race on relations between the USSR and USA</p> <p>Write a narrative account of the Hungarian Uprising</p> <p>Explain the Importance of the Yalta Conference on Germany</p>	<p>Part of Unit 2</p> <p>40%</p> <p>(20% each unit)</p> <p>1 hour 45 minutes</p>
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<b>Frequency, Length and exemplars</b>	
<b>Extended Learning</b>	<p>Extended learning will be set once a week and students should spend between 45 mins- 1 hour.</p> <p>Tasks will vary from exam practise to reading and revision-based tasks</p> <p>Students should also form good habits of revising subject matter regularly, reviewing and completing work in their exercise books and practicing exam questions in timed conditions.</p>
<b>Assessment Tasks</b>	<p>At the end of each unit, students will complete a GCSE assessment to assess progress on the various knowledge and skills within each unit</p> <p>Knowledge tests will take place regularly in lessons to ensure that students are consistently going over the content for all subjects taught</p>
<b>Student Independent Learning Tasks:</b>	<p>GCSE's are highly pressurised and require significant time so it is important that students take time to relax.</p> <p>However, students with an interest in history can enhance their knowledge by reading around the subject matter, watching documentaries and visiting historical sites to help contextualise the periods studied.</p>
<b>Parent/Carers can help by:</b>	<p>Reviewing exercise books and reading through targets together</p> <p>Testing students using the knowledge organisers</p> <p>Reviewing assessment feedback and using collective feedback to encourage students to improve their marks</p> <p>Discussing key content / facilitating regular revision</p> <p>Purchasing revision materials to support each unit</p> <p>Making trips to museums or places of Historical interest such as the Churchill War Rooms, Bletchley Park Museum, Imperial War Museum, London dungeons,</p>

## PSHE – HEALTHY MINDS

PSHE at KS4 will be taught via tutor teams with 1 x 20 minute session every week, on the same day of the week (to be agreed with Year Leads).

Assessment will consist of a mind map of what know at the beginning of each half term in one colour pen. This will then be added to at the end of the half term in a different colour pen. Each student will keep the mind maps in an individual assessment folder to be kept by their Tutor.

UNIT	LESSON TITLE
<b>Healthy minds</b>	Mental wellbeing and promoting a health mind
	Coping strategies
	Reducing mental health stigma
<b>Healthy Relationships</b>	Relationship Types
	Same Sex Relationships
	Forced Marriages
	Conflict Management
	Break Ups
	Body Shaming
<b>Sexual Relationships</b>	Unsafe Sex
	Consent and Rape
	Revenge Porn
<b>Living in the Wider World</b>	Personal Safety
	Anti-Social Behaviour
	Keeping financially savvy and avoiding debt
<b>PREPARING FOR THE WIDER WORLD: FINANCE AND CAREERS</b>	Managing our money: Accounts, savings, loans and financial organisations
	What are my consumer rights?
	Employability – Applying and preparing for the world of work
<b>PREPARING FOR THE WIDER WORLD: CAREERS AND ENTERPRISE</b>	Taking control of my future
	Work skills, enterprise and the work environment
	What is enterprise and what are enterprising skills and qualities?

# PERFORMING ARTS TEACHING & LEARNING AREA

Director of Performing Arts	Mr Tony Crosby
Lead Teacher of Art	Ms Tina Papadopoullos
Lead Teacher of Physical Education	Mr Rosco Hunt
Phoenix Academy Lead	Ms Deborah King

## MUSIC

The Performing Arts provide students an opportunity to engage the mind, body and spirit in creative pursuits. **In KS4**, we offer BTEC Music to ensure that the curriculum is inclusive and suitable for all. KS4 Music offers students the chance to deepen their knowledge of musical theory and the opportunity to further develop their practical performance and composition skills. Our BTEC music course also introduces students to the world of music careers and a greater understanding into the music industry.

Exam Board and Syllabus:	BTEC first award EDEXCEL/PEARSON
Link to website:	<a href="https://qualifications.pearson.com/en/qualifications/btec-firsts/music-2013-nqf.html">https://qualifications.pearson.com/en/qualifications/btec-firsts/music-2013-nqf.html</a>

	Curriculum Content	Assessment Opportunities	Extended Learning /Extension Activities
<b>Autumn Half Term 1</b>	<b>The Music Industry</b> (Job Roles and connections) Extended writing (industry and event planning) <b>Introducing Music Performance</b> (including performance skills/opportunities for individual practice and self-evaluation/targeting)	<b>Music Industry:</b> (4 mock papers/4 written assignments across the term) <b>Music Performance:</b> (half termly performance recordings) Portfolio/diary of targets and evaluations (every lesson)	'Memory revision' homework set for entirety of the first term to support Unit 1 examination in January 2021 <i>*subject to adaptations – Covid19</i> (see Memory homework file attached)
<b>Autumn Half Term 2</b>	<b>Introducing Music Composition</b> <b>Introducing Music Performance</b> <b>The Music Industry</b>	Criteria A –composition (4 completed/assessed musical ideas to mp3) Criteria A – Performance 3-4 performance audits and completed daily practice diary compiled for evidence/assessment)	Memory Homework continues to support unit 1. Performance diary and practice is updated weekly and assessed at audit points across the course. (expected rehearsal at least 3x45 min rehearsals as H/W.
<b>Spring Half Term 3</b>	<b>Introducing Music Composition</b> <b>Introducing Music Performance</b>  <b>The Music Industry</b>	(As above – continued diary evidence with audit points)  January - External Examination <i>*subject to adaptations –Covid19</i> (The Music Industry)	Memory Homework continues to support unit 1.

<b>Spring Half Term 4</b>	<p><b>Managing a music product:</b> (Managing and producing the music festival and a recording of the winners/contestants)</p> <p><b>Introducing Music Performance</b></p> <p><b>Introducing Music Composition</b></p>	<p>Students design, plan and produce the annual music festival event.</p> <p>Continued collation of evidence to support both performance and composition briefs.</p>	<p>Music product homework tasks are research based and involve ICT/marketing/health and safety summarising and formal writing skills and creating display for impact.</p>
<b>Summer Half Term 5</b>	<p><b>Introducing Music Performance</b></p> <p><b>Introducing Music Composition</b></p> <p><b>Managing a music product:</b></p>	<p>Continued collation of evidence to support both performance and composition briefs.</p> <p><b>Managing a music product:</b> (folder of evidence supporting the creation/minutes/design and planning elements of the festival culminating in a final CD recording)</p>	<p>Practice and rehearsals weekly with diary entries to support evidence collation.</p> <p>Music product homework tasks are research based and involve ICT/marketing/health and safety summarising and formal writing skills and creating display for impact.</p>
	<p><b>Introducing Music Performance</b></p> <p><b>Introducing Music Composition</b></p>	<p>Final performance audits and final extended composition with full recordings and scores and supporting evidence.</p>	<p>Practice and rehearsals weekly with diary entries to support evidence collation.</p>

	<b>Frequency and Length:</b>
<b>Extended Learning</b>	Students will receive at least 1 homework task per week. Students are also expected to provide evidence (diary) to support a regime of practice/rehearsal both in and outside of the classroom
<b>Assessment Tasks</b>	Assessment for unit 1 is in the form of a 1 hour examination. All other units are assessed via audit points, diaries and recordings collated throughout the course.
<b>Formal Examination</b>	Unit 1 Music industry – 1 hour paper January

<b>Student Independent Learning Tasks</b>	<p>Students interested in music and the performing arts can complete additional study into traditional theory of music. Additional learning opportunities are provided every Monday evening and support entry to ABRSM theory of music examinations grades 1-8.</p> <p>It is expected that students interested in practical performance are completing additional rehearsal/practice at home and/or in pre-booked rehearsal studios at the school. A wide variety of extra-curricular groups are available each day to further support excellence in performance and theoretical skills. Instrumental and vocal tuition is also provided weekly with support from the Hertfordshire Music Service. For further information contact Ms D King.</p>
<b>Parent/Carers can help by:</b>	<p>Checking on time management for home learning projects</p> <p>Reviewing assessment feedback</p> <p>Listening to and encouraging rehearsals and attending performances/showcases</p> <p>Making trips to theatre/concerts/proms to widen viewing/listening skills</p>

# ART AND DESIGN

The Art department aims to promote an awareness of the visual language as a means of communication. With this students can develop their imagination and creative expression to communicate and understand their thoughts and concepts of the world they live in. Curiosity is developed through the exploration of subject, materials and techniques. Our aim is to provide an exceptional learning experience through a curriculum that engages, empowers and encourages students to reach their highest potential in the area of art.

	Curriculum Content	Assessment Opportunities
<b>Term 1 &amp; 2 (Year 1)</b>	<p><b>Students will complete 2 units of work in Year 1</b></p> <ul style="list-style-type: none"> <li>• Unit 3: Communicating Ideas in 2D</li> <li>• Explore 2D visual language and working practices.</li> <li>• Investigate 2D artists, craftspeople and designers.</li> <li>• Apply 2D visual language using materials, equipment and techniques, observing and recording safe working practices.</li> <li>• Apply 2D visual language, selecting and using a diverse range of materials, equipment and techniques effectively and with consistency.</li> <li>• Apply 2D visual language, combining and using a diverse range of materials, equipment and techniques, creatively and imaginatively.</li> <li>• Describe four of the skills and associated materials, techniques and processes required by practitioners working in 2D.</li> <li>• Select and present effective investigations into a diverse range of 2D practitioners, explaining how they communicate their ideas.</li> <li>• Select and present in-depth investigations into a diverse range of 2D practitioners, analysing how they communicate their ideas.</li> <li>• Select and present examples of work by at least four 2D professional practitioners, illustrating their different approaches.</li> <li>• Apply 2D visual language with a limited range of materials, equipment and techniques using safe working practices.</li> <li>• Identify how artists, craftspeople and designers communicate in 2D.</li> </ul>	<p>The Edexcel BTEC Level 1/Level 2 First Award: This is a coursework Unit and set internally and worth 30 credits.</p> <p>The unit will be assessed as a whole portfolio of work, internally. Is a 120 guided-learning-hour qualification (equivalent in teaching time to one GCSE)</p> <ul style="list-style-type: none"> <li>• Has core units and optional units</li> <li>• Has 25 per cent of the qualification that is externally set, internally marked and externally moderated.</li> <li>• Is a level 2 qualification; however, it is graded at Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*, Level 1 and Unclassified</li> <li>• Learning aim A: Use specialist materials, techniques, equipment and processes in response to client briefs</li> <li>• Learning aim B: Record formal elements within specialist pathways</li> </ul>

<p><b>Term 2 &amp; 3 (Year 2)</b></p>	<ul style="list-style-type: none"> <li>• Unit 1: Introduction to Specialist Pathways in Art and Design</li> <li>•</li> <li>• Select and apply at least four specialist materials, techniques, equipment and processes safely to create outcomes that meet the requirements of client briefs.</li> <li>• Consistently select a diverse range of specialist materials, techniques, equipment and processes to create effective outcomes that meet the requirement of client briefs.</li> <li>• Consistently select a diverse range of specialist materials, techniques, equipment and processes to create effective outcomes that meet the requirement of client briefs.</li> <li>• Select and use specialist materials, techniques, equipment and processes to record a minimum of four formal elements to meet the requirements of specialist briefs.</li> <li>• Competently select and use specialist materials, techniques, equipment and processes to effectively record a diverse range of formal elements to meet the requirements of specialist briefs.</li> <li>• Competently select and use specialist materials, techniques, equipment and processes to effectively record a diverse range of formal elements to meet the requirements of specialist briefs.</li> </ul>	<p>The Edexcel BTEC Level 1/Level 2 First Award: This is a coursework Unit and set internally and worth 30 credits.</p> <p>The unit will be assessed as a whole portfolio of work, internally and verified by an external moderator.</p> <ul style="list-style-type: none"> <li>• The unit will be assessed as a whole portfolio of work, internally. Is a 120 guided-learning-hour qualification (equivalent in teaching time to one GCSE)</li> <li>• Has core units and optional units</li> <li>• Has 25 per cent of the qualification that is externally set, internally marked and externally moderated.</li> <li>• Is a level 2 qualification; however, it is graded at Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*, Level 1 and Unclassified</li> <li>• Learning aim A: explore 2D visual language and working practices</li> <li>• Learning aim B: investigate how artists, craftspeople and designers communicate in 2D. Learning aim C: Communicate ideas using 2D knowledge and skills in response to a brief</li> </ul>
<p><b>Term 1 &amp; 2</b></p>	<p><b>Students will complete 2 Units of work in Year 2</b></p> <ul style="list-style-type: none"> <li>• Unit 4: Communicating Ideas in 3D</li> <li>• How 3D visual language is used in different ways in 3D disciplines</li> <li>• How to use 3D making processes and techniques.</li> <li>• Exploring how elements are created, modified and refined, e.g combining 3D formal elements and media</li> <li>• Experimenting with different 3D making techniques and processes</li> <li>• Practising sketching out design ideas</li> <li>• Creating experimental 3D test pieces, trials, maquettes</li> <li>• Discussing and reviewing exploratory work</li> </ul>	<p>The Edexcel BTEC Level 1/Level 2 First Award: This is a coursework Unit and set internally and worth 30 credits.</p> <p>The unit will be assessed as a whole portfolio of work, internally.</p> <ul style="list-style-type: none"> <li>• Learning aim A: Explore 3D visual language and working practices</li> <li>• Learning aim B: Investigate how artists, craftspeople and designers communicate in 3D</li> <li>• Learning aim C: Communicate ideas using 3D knowledge and skills in response to a brief</li> </ul>

	<ul style="list-style-type: none"> <li>• using different 3D media in response to investigating constructing or modelling</li> <li>• Finding ways of assembling and joining in response to exploring the properties of materials in given tasks</li> <li>• Combining 3D materials or processes such as using two different 3D disciplines in experimental making</li> <li>• Using combinations of 3D formal elements in Experimental pieces such as a wire model, a ceramic</li> <li>• Investigating and understanding the design process in given tasks</li> <li>• Creating sketches, roughs and maquettes in exploring the design process for given tasks</li> <li>• Using digital design programmes</li> <li>• Making annotated sketches of experimental pieces</li> <li>• Evaluating exploratory work</li> <li>• How to explore and investigate examples of 3D work by designers, artists and craftspeople</li> <li>• Researching different 3D specialisms</li> <li>• Understand the requirements of a brief through learning about</li> <li>• How to initiate and develop ideas which might be generated through recording from a range of different sources</li> </ul>	
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## DRAMA

The drama curriculum aims to inspire an interest and passion for live theatre. This is where students can then create and develop skills in drama as a way of exploring the world, building on their confidence, communication skills and ability to convey characters using meaningful dialogue in rehearsal and performance.

Exam Board and Syllabus:	Pearson Edexcel Level 1/Level 2 GCSE Drama (9-1) in Drama (1DR0)
Link to website:	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html</a>

	Curriculum Content	Assessment Opportunities	Extended Learning /Extension Activities
<b>Autumn Half Term 1</b>	<p><b>Component 3: Theatre Makers in Practice</b></p> <p>Practical and theoretical study of a complete and substantial play script – focusing on the role of the performer, designer and director</p>		<ul style="list-style-type: none"> <li>• Research</li> <li>• Directorial notes</li> <li>• Rehearsal</li> <li>• Exam practice</li> </ul>

<b>Autumn Half Term 2</b>	<b>Component 3: Theatre Makers in Practice</b> Practical and theoretical study of a complete and substantial play script – focusing on the role of the performer, director and designer	Internal exams: focusing on the set text	<ul style="list-style-type: none"> <li>• Research</li> <li>• Directorial notes</li> <li>• Rehearsal</li> <li>• Exam practice</li> </ul>
<b>Spring Half Term 3</b>	<b>Component 3: Theatre makers in Practice</b> Consolidation of the Component 3 work; focusing on examination practice		<ul style="list-style-type: none"> <li>• Exam practice</li> <li>• Directorial notes</li> <li>• Design concept</li> </ul>
<b>Spring Half Term 4</b>	<b>Practitioner Study</b> Practical and theoretical study of at least three drama practitioners including Konstantin Stanislavski, Bertolt Brecht and Stephen Berkoff		<ul style="list-style-type: none"> <li>• Research</li> <li>• Rehearsal</li> <li>• Reading</li> </ul>
<b>Summer Half Term 5</b>	<b>Component 1: Devising</b> Students work in groups to create a practical performance in response to a given stimulus in the style of a chosen practitioner	Internal exams: focusing on the Component 3 set text Assessment of the rehearsal process by teacher/examiner	<ul style="list-style-type: none"> <li>• Research</li> <li>• Rehearsal</li> <li>• Drama diary</li> </ul>
<b>Summer Half Term 6</b>	<b>Component 1: Devising</b> Practical performance which is supported by the verbal or written portfolio which answers six given questions	Assessment of the final performance by teacher/examiner Final submission of the portfolio	<ul style="list-style-type: none"> <li>• Portfolio</li> </ul>

Extended Learning	A variety of extended learning tasks is set each week and allows students to extend their knowledge through research, rehearsal and discussion. Students should aim to complete at least one examination question a fortnight.
Assessment Tasks	<ul style="list-style-type: none"> <li>• For the formal Component 1 exam, students are assessed during rehearsal, in the final performance and in the verbal or written portfolio (the verbal portfolio follows the format of a speech and the written portfolio follows the format of a written assessment)</li> <li>• All other internal assessments are completed throughout the course in the format of practical assessments and written practice exams.</li> </ul>
Formal Examination	<ul style="list-style-type: none"> <li>• Component 1: Devising (Component code: 1DR0/01): Practical performance and supporting portfolio</li> </ul>

<b>Student Independent Learning Tasks</b>	A keen interest in the theatrical world would benefit all individuals and the opportunity to visit the theatre or different exhibitions through lateral learning will benefit the wider learning of the drama student. Participation in a performing arts group would enable students to develop their performance experience.
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<b>Parent/Carers Can help by:</b>	<ul style="list-style-type: none"> <li>• Discussing the scripts and practitioners being studied</li> <li>• Checking SMHW for extended learning deadlines</li> <li>• Helping students to learn lines</li> <li>• Watching the young people rehearse and perform</li> </ul>
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## SPORTS SCIENCE

Physical Education aims to create rounded students who find a passion in leading a well-balanced and healthy lifestyle through life long participation in sport and physical activity. We aim to give students the appropriate experiences and skills to be successful in further study and career opportunities in the sport industry.

<b>Exam Board and Syllabus:</b>	OCR Cambridge Nationals Sport Science
<b>Link to website:</b>	<a href="https://www.ocr.org.uk/Images/82412-specification.pdf">https://www.ocr.org.uk/Images/82412-specification.pdf</a>

	<b>Curriculum Content</b>	<b>Assessment Opportunities</b>	<b>Extended Learning /Extension Activities</b>
<b>Autumn Half Term 1</b>	<b>R041: Reducing the risks of sports injury</b> <ul style="list-style-type: none"> <li>• Understand different factors which influence the risk of injury</li> <li>• Understand how appropriate warm up and cool down routines can help to prevent injury</li> <li>• Know how to respond to injuries within a sporting context</li> <li>• Know how to respond to common medical conditions</li> </ul>	<b>Examination:</b> 1 hr written paper Friday January 2021  <i>*subject to adaptations –Covid19</i>	<ul style="list-style-type: none"> <li>• Revision activities in preparation for exam, January 2021 (classroom based and SMHW)</li> <li>• Extended question answers and feedback (classroom based and SMHW)</li> <li>• Revision of topics covered using revision guide</li> <li>• Completion of independent learning tasks via SMHW</li> </ul>
<b>Autumn Half Term 2</b>			
<b>Spring Half Term 3</b>			
<b>Spring Half Term 4</b>	<b>R042: Applying principles of training</b> <ul style="list-style-type: none"> <li>• Know the principles of training in a sporting context</li> <li>• Know how training methods target different fitness components</li> <li>• Be able to conduct fitness tests</li> <li>• Be able to develop</li> </ul>	Please refer to OCR Sport Science assessment plan (working document, dates variable)	<ul style="list-style-type: none"> <li>• Acting on feedback to achieve higher grade</li> <li>• Extended and wider reading of topics</li> <li>• Completion of independent learning tasks via SMHW</li> <li>• Coaching and officiating opportunities</li> </ul>
<b>Summer Half Term 5</b>			
<b>Summer Half Term 6</b>			

	fitness training programmes		
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	<b>Frequency, Length and exemplars</b>
<b>Extended Learning</b>	Students are set frequent independent learning tasks in support of their studies. It is encouraged that students complete wider reading around topics covered to gain a broader and deeper understanding. Students have access to a variety of revision materials and it is expected that these are used independently in preparation for the exam.
<b>Assessment Tasks</b>	<p>Students are assessed using a variety of methods. Students sit a formal written assessment in one of the mandatory units. This comprises short answer questions, extended response questions and some use of multiple choice questions. This assessment is set and marked by OCR.</p> <p>In the remaining three units students are assessed through completion of assignment tasks. These tasks give students the opportunity to present their understanding of topics and apply them in a sporting context. The assignments are marked by the student's class teacher and moderated by OCR.</p>
<b>Formal Examination</b>	Students complete one formal written examination in January 2021 <i>*subject to adaptations –Covid19</i> . The exam covers the content included in unit 'R041: Reducing the risks of sports injury'.

<b>Student Independent Learning Tasks</b>	<p>Students are expected to complete revision for the examination unit using the revision guide and all tasks set on SMHW. It is advised that students re-cap content covered in lessons.</p> <p>Students are required to use the knowledge taught in lessons to complete tasks independently for the assignment based units.</p>
<b>Parent/Carers can help by:</b>	<ul style="list-style-type: none"> <li>• Encouraging students to complete work independently</li> <li>• Supporting students in meeting assignment deadlines</li> <li>• Ensuring students are re-capping content covered in lessons and completing revision for exam unit</li> <li>• Aiding students in arriving to lesson with the required equipment</li> <li>• Encouraging students to engage with feedback to improve work</li> </ul>
<b>Extra-Curricular or enrichment Activities</b>	<p>An extensive range of opportunities for extra-curricular involvement are offered daily. Activities available to students are seasonal and lead to the possibility of representing St Mary's through one of our sports teams. A full extra-curricular schedule can be found on display in the PE department or by contacting Mr Hunt.</p> <p>The department has a number of links with sports clubs in the local community and are able to support parents/carers with students participating in sporting teams outside of school.</p> <p>It is expected that students who have chosen to study at level 2 are engaging with extra-curricular sport in order to support their studies.</p>