



ST MARY'S
CE HIGH SCHOOL

St Mary's CE High School

'Aspire - Challenge - Succeed'

Curriculum Book Year 11

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 adversary
- 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.

However, Ofqual are reviewing the impact that school closure has had on GCSE students and at the time of publishing this booklet, the process of reviewing assessments, coursework and examination content is being undertaken. As a school we will inform you of the outcomes of these consultation and the impact it will have on your child's GCSE qualifications.

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

Examinations

Students will sit two further sets of practice examinations before they sit their public examinations in the Summer of 2021. The dates of these examinations are as follows:

- 9th November 2020
- 22nd February 2021 (Core)

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

KEY	
Subject	
English & MFL Teaching & Learning	English
	French
	Spanish
Maths & ICT Teaching & Learning	Mathematics
	Digital Information Technology
	Computer Science
	Business Studies
Science & Technology Teaching & Learning	Science
	Engineering Design
	Textile Design
	Hospitality and Catering
Humanities Teaching & Learning	Religious Studies
	Geography
	History
Performing Arts Teaching & Learning	Art
	Drama
	Music
	Performing Arts
	Sports Science

ENGLISH & MFL TEACHING & LEARNING AREA

Director of English and Modern Foreign Languages	Ms Caroline Grounds
Lead teacher of English	
Lead English Practitioner	Mrs Sara Attard
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:	http://www.aqa.org.uk/subjects/english/gcse/english-language-8700 http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702

	Curriculum Content	Assessment Opportunities
Autumn Half Term 1	GCSE Literature Paper 1 Section B: 19th Century <ul style="list-style-type: none"> • <u>Dr Jekyll and Mr Hyde</u> (Robert Louis Stevenson) 	Exam Practice: Students will answer one question on Jekyll and Hyde. They will be required to write in detail about an extract from the novella and then to write about the text as a whole.
Autumn Half Term 2	Revision: GCSE Language Paper 1 <ul style="list-style-type: none"> • Explorations in Creative Reading and Writing 	Mock exam Paper 1 Language and Paper 1 Literature
Spring Half Term 3	GCSE Literature Paper 2 Section A: Modern Text <ul style="list-style-type: none"> • <u>An Inspector Calls</u> (J.B.Priestley) 	Exam Practice: Students will answer one essay question from a choice of two.
Spring Half Term 4	GCSE Language and Literature Final Revision <ul style="list-style-type: none"> • <u>GCSE Language Paper 1</u> Explorations in Creative Reading and Writing • <u>GCSE Language Paper 2</u> Writers' Viewpoints and Perspectives • <u>GCSE Literature Paper 1</u> Romeo and Juliet Dr Jekyll and Mr Hyde • <u>GCSE Literature Paper 2</u> An Inspector Calls Power and Conflict Poetry 	Mock Exam Paper 2 Language and Paper 2 Literature
Summer Half Term 5		

	Unseen Poetry	
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	Frequency, Length and Exemplars
Extended Learning	<ul style="list-style-type: none"> • Weekly GCSE Language Practice using the website <i>Educake</i>. • Fortnightly Literature extended writing assignment - self-assessed against mark scheme with exemplar responses. • Ongoing revision – refer to <i>Student Reference Booklet</i> for strategies to support revision and SMHW for additional resources.
Assessment Tasks	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.
Formal Examination	<p>Mock Week 1: November 2020</p> <p>Paper 1 GCSE Language: Explorations in Creative Reading and Writing</p> <p>Paper 1 GCSE Literature: Romeo and Juliet & Dr Jekyll and Mr Hyde</p> <p>Mock Week 2: February 2021</p> <p>Paper 2 GCSE Language: Writers’ Viewpoints and Perspectives</p> <p>Paper 2 GCSE Literature: An Inspector Calls, Power and Conflict Poetry and Unseen Poetry.</p> <p>Students should use their books to revise and will be provided with revision resources on SMHW.</p>

Student Independent Learning Tasks	Use the Collins Content revision books via SMHW: AQA GCSE Advance or Core book & Grammar for GCSE English.
Parent/Carers can help by:	<ul style="list-style-type: none"> ▪ 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.

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:	www.aqa.org.uk

	Curriculum Content	Assessment Opportunities
Autumn Half Term 1	School Life	<p><u>Assessment focus:</u> Listening, Reading, Writing, Speaking.</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 school life in francophone countries 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 school canteen, containing a group of students chatting over lunch. Write a 40 word message about the subjects you study, your subject likes and dislikes and your 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 you have won in the past and which clubs you are going to take part in this year). Translate a piece of English into French.</p> <p><u>Speaking.</u> Perform a role play about your school facilities, favourite subjects and a description of your teachers. Describe a photo of students in a school library. Answer questions from module 2 of your general conversation booklet about school life.</p>
Autumn Half Term 2	Jobs	<p><u>Listening.</u> Listen to a set of texts which contain details of various jobs and employment conditions, as well as the future plans of young people around the French world and answer related questions in both English and the target language.</p> <p><u>Reading.</u> Read a series of texts about the world of work in various countries within the French world and answer questions in English and French.</p> <p><u>Speaking.</u> Answer a set of general conversation questions about the jobs your parents do and your future job plans. Describe a picture of a typical work scene.</p> <p><u>Writing.</u> Write four sentences about a typical work scene in the target language. Translate a text about future job plans from English to the target language.</p>
Spring Half Term 3	Local and Global Environment	<p><u>Listening.</u> Listen to a series of texts about environmental hazards, recycling, how to look after the planet and ethical shopping, and answer related questions in either French or English.</p>

		<p><u>Reading.</u> Read a series of texts about local environment issues and answer related questions in either French or English. Translate a text about recycling from French to English.</p> <p><u>Speaking.</u> Complete a role play task about how you help at home. Describe a picture about ways to protect the planet. Answer a series of questions from your module 8 of your speaking booklet about the local environment.</p> <p><u>Writing.</u> Write a 90 word paragraph about how you protect the environment at home, how you can protect the environment in public, what you've done recently to protect the planet and how you are going to do so in the future. Translate a text about local environment issues from English to French.</p>
Spring Half Term 4	Examination practice	Practice Examination questions for listening, speaking, reading and writing on all topics to revise the three course themes (1) Identity and Culture (2) Local, national, international and global areas of interest (3) Current and future study and employment.
Summer Half Term 5	Final examination practice	Final preparation for the speaking examination and practice of examination technique for the remaining three skills.

	Frequency and Length	Example of learning and assessment
Extended Learning	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 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 to test understanding of homework. 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>
Assessment Tasks	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</p>

		response of 150 words in response to two bullet points.
Formal Examination	Students will receive a pre-public examination in listening, reading and writing in November. The speaking mock will take place in the spring term. The examinations will test topics covered to date in either the foundation tier or higher tier.	Students will be assessed in listening, reading, speaking and writing on the modules covered.

Student Independent Learning Tasks	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.
Parent/Carers Can help by:	Testing your son / daughter with their weekly vocabulary learning.
Curriculum Links to GCSE skills and content	The GCSE course will focus upon these topic areas and assessments will closely reflect the types of questions found in actual GCSE papers.
Extra-Curricular or enrichment Activities	Students may attend a language club at lunchtime as well as morning and after school intervention sessions to boost confidence.

SPANISH

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 GCSE Spanish
Link to website:	www.aqa.org.uk

	Curriculum Content	Assessment Opportunities
Autumn Half Term 1	Festivals and Customs	<p><u>Listening.</u> Listen to two texts about life in two different Hispanic countries and answer related questions in Spanish and English.</p> <p><u>Reading.</u> Read a variety of texts about the food and festival customs of Hispanic countries and answer questions in Spanish.</p> <p><u>Speaking.</u> Perform a short speech about a tradition within the students own culture that they enjoy.</p> <p><u>Writing.</u> Write a 90 word task about a festival / custom which students take part in, using present, past and future tenses.</p>
Autumn Half Term 2	Jobs	<p><u>Listening.</u> Listen to a set of texts which contain details of various jobs and employment conditions, as well as the future plans of young people around the Hispanic world and answer related questions in both English and the target language.</p>

		<p><u>Reading.</u> Read a series of texts about the world of work in various countries within the Hispanic world and answer questions in English and Spanish.</p> <p><u>Speaking.</u> Answer a set of general conversation questions about the jobs your parents do and your future job plans. Describe a picture of a typical work scene.</p> <p><u>Writing.</u> Write four sentences about a typical work scene in the target language. Translate a text about future job plans from English to the target language.</p>
Spring Half Term 3	Local and global environment	<p><u>Listening.</u> Listen to a series of texts about environmental hazards, recycling, how to look after the planet and ethical shopping, and answer related questions in either Spanish or English.</p> <p><u>Reading.</u> Read a series of texts about local environment issues and answer related questions in either Spanish or English. Translate a text about recycling from Spanish to English.</p> <p><u>Speaking.</u> Complete a role play task about how you help at home. Describe a picture about ways to protect the planet. Answer a series of general conversation questions about the local environment.</p> <p><u>Writing.</u> Write a 90 word paragraph about how you protect the environment at home, how you can protect the environment in public, what you've done recently to protect the planet and how you are going to do so in the future. Translate a text about local environment issues from English to Spanish.</p>
Spring Half Term 4	Examination practice	Practice examination questions for listening, speaking, reading and writing on all topics, to revise the three course themes (1) Identity and Culture (2) Local, national, international and global areas of interest (3) Current and future study and employment.
Summer Half Term 5	Final examination practice	Final preparation for the speaking examination and practice of examination technique for the remaining three skills.

	Frequency and Length	Example of learning and assessment
Extended Learning / Extension Activities	<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 be self – assessed.</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 to test understanding of homework. All vocabulary lists with learning deadlines are available on Show My Homework.</p>	<p>Translation tasks, reading comprehensions, literary extracts with question and answers in English. Practice test papers with mark schemes.</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> <p>Students also have access to a bank of revision resources which they should use to revise Modules 1 – 3 of the course.</p>
Assessment Tasks	Students are formally assessed in a focus skill of listening, speaking, reading with translation into English	<p><u>Speaking</u> – Picture description, Role Play, General Conversation.</p> <p><u>Listening</u> – Listening to texts and answering questions in Spanish via multiple choice</p>

	<p>and writing with translation into Spanish.</p> <p>Students are also offered frequent trial runs at the GCSE examinations, through the use of walking talking mocks.</p>	<p>options or short written answers in Spanish or English.</p> <p><u>Reading</u> – Reading texts and answering questions in Spanish via multiple choice options or short written answers in Spanish or English. Reading a literary extract and answering questions in English. Translating a short text from Spanish to English.</p> <p><u>Writing</u> – Writing 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>
Formal Examination	<p>Students will receive a pre-public examination in listening, reading and writing in November.</p> <p>The speaking mock will take place in the spring term. The examinations will test topics covered to date in either the foundation tier or higher tier.</p>	<p>Students will be assessed in listening, reading, speaking and writing on the modules covered.</p>
Extended Learning / Extension Activities	<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 be self – assessed.</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 to test understanding of homework. All vocabulary lists with learning deadlines are available on Show My Homework.</p>	<p>Translation tasks, reading comprehensions, literary extracts with question and answers in English. Practice test papers with mark schemes.</p> <p>Students also have access to a bank of revision resources which they should use to revise grammar.</p>

Student Independent Learning Tasks	<p>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.</p>
Parent/Carers Can help by:	<p>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.</p>
Curriculum Links to GCSE skills and content	<p>The GCSE course will focus upon these topic areas and assessments will closely reflect the types of questions found in actual GCSE papers.</p>
Extra-Curricular or enrichment Activities	<p>Students may attend a language club at lunchtime as well as morning and after school intervention sessions to boost confidence. Students should also attend at least one after school session per week to focus on examination technique.</p>

MATHS & ICT TEACHING & LEARNING AREA

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

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

	Curriculum Content	Assessment Opportunities
Throughout the year, the curriculum content has been divided into manageable chunks to allow students to consolidate their learning and practice exam skills in preparation for their formal examinations. We have provided a calendar for the year to outline the key content to be taught which will be supported by extended learning tasks for other curriculum content interwoven throughout the year. Students studying the foundation tier programme will not cover all aspects of this timeline		
Autumn Half Term 1	Accuracy Sequences Linear Graphs Linear and Simultaneous Equations Indices Fractions and Percentages Number Types and Surds	Your son/daughter will be assessed at the end of each teaching module to establish areas of strength and development. Practise exam questions will be used regularly to consolidate learning.
Autumn Half Term 2	Factorising Expressions Decimals and Fractions Probability	These knowledge based assessments are incorporated into each half term to improve students' retention of information and recall.

	Trigonometry Statistics	Once assessments have been marked, students will have opportunities within class to review their progress and work on areas of weakness and extend their knowledge and understanding.
Spring Half Term 3	Ratio and Proportion Length, Area and Volume Angles and Circle Theorems Transformation Curved Graphs Functions and Equations	
Spring Half Term 4	Compound Measures and Rates of Change Sampling and Histograms Algebra and Proof Constructions and Congruence	
Summer Half Term 5	Units of Measure (Foundation) Iteration (Higher) Vectors Revision – Calculator use Revision – Problem solving and Reasoning	
Summer Half Term 6	Revision EXAMINATIONS	

	Frequency, Length and Exemplars
Extended Learning	<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> <p>Extended learning tasks are typically related to the current teaching theme. Extended learning will be set twice per week and students would be expected to work on these tasks for approximately 45 minutes for each task.</p> <p>Additional extended learning may be set for revision purposes in preparation for internal assessments.</p>
Assessment Tasks	Students are assessed at the end of each topic. These knowledge based assessments are incorporated into each half term to improve students' retention of information and recall.
Formal Examination	<p>Students will be assessed on the GCSE exam content at the end of year 11</p> <p>Walk and Talk assessments and Pre Public Exams (PPE's) will take place during year 11 to provide students with the opportunity to complete GCSE papers both non calculator paper and calculator papers</p> <p>Revision lists and revision resources will be available on SMHW prior to the assessments</p>

Student Independent Learning Tasks	<p>Students can access the school text books through the following link https://connect.collins.co.uk/school/defaultlogin.aspx</p> <p>Additional useful websites include: https://www.mathsgenie.co.uk/gcse.html http://m4ths.com/gcse-page.html https://corbettmaths.com/</p>
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Parent/Carers can help by:	<ol style="list-style-type: none"> 1. 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 2. 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. 3. Help your child by being positive about maths. Discuss problem solving and encourage them to be involved in real life situations involving maths 4. Review extended learning and discuss assessments results with your child 5. Test your child on basic mathematical concepts regularly 6. Ensure they have adequate space and quiet to review class notes regularly, revise and practice maths questions regularly 7. Encourage them to speak to their maths teacher if they recognise they are unsure about particular concepts
Curriculum Links to GCSE skills and content	<p>All topics covered in year 11 are linked to the knowledge required for the GCSE maths examinations at the end of year 11</p>
Extra-Curricular or enrichment Activities	<p>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.</p>

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.

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

	Curriculum Content	Assessment Opportunities
Autumn Half Term 1	<p><u>Component 2 :</u></p> <ul style="list-style-type: none"> • Characteristics of Data and Information • Representing Information • Ensuring Data is Suitable For Processing <ul style="list-style-type: none"> • Validation Methods • Verification Methods <p>Data Collection</p> <ul style="list-style-type: none"> • Data Collection Methods • Data Collection Features • Big Data <p><u>Component 3:</u> A1 Modern Technologies A2 Impact of modern technologies B1 Threats to data</p>	<p>Assignment 1 Internally Assessed Coursework</p> <p>End of topic tests</p>

Autumn Half Term 2	<u>Component 2:</u> <ul style="list-style-type: none"> Quality of Information and Its Impact on Decision Making Sectors that use Data Modelling Threats to Individuals <u>Component 3:</u> B2 Prevention and management of threats to data B3 Policy C1 Responsible use	Assignment 1 Internally Assessed Coursework End of topic tests
Spring Half Term 3	<u>Component 2:</u> <ul style="list-style-type: none"> Data Processing Methods Produce a Dashboard <u>Component 3:</u> C2 Legal and Ethical D1 Forms of notation	Assignment 1 Internally Assessed Coursework First sit exam (Feb 2021)
Spring Half Term 4	<u>Component 2:</u> <ul style="list-style-type: none"> Drawing Conclusions Based On The Data How Presentation Affects Understanding 	All coursework to be completed and submitted for moderation by 15 th April at the latest.
Summer Half Term 5	Resit preparation	
Summer Half Term 6	Resit preparation	

	Frequency, Length and exemplars
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 Students will also sit an exam in Feb 2020 on Component 3

Useful websites	<p>https://accessibility.blog.gov.uk – 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>https://www.apm.org.uk/ – 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>https://www.computerworld.com/ – 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>https://www.pinterest.com – 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>
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	<p>https://tinkerlab.com – 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>https://www.usability.gov/ – search ‘What & 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>http://usabilitypost.com – 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>https://en.wikipedia.org – 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>
Extra-Curricular or enrichment Activities	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.

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

Term	Curriculum Content	Assessment Opportunities
Autumn Half Term 1	1.4 Wired and Wireless Networks 1.5 Network Topologies, Protocols and Layers 2.5 Translators and Facilities	Topic Test Closing the Gap activity
Autumn Half Term 2	1.8 Issues: Legal Issues & relevant laws 1.8 Issues: Legal Issues & relevant laws (open vs proprietary software) 1.8 Issues: Environmental Issues 1.8 Issues: Ethical & Cultural Issues 1.8 Issues: Key stakeholder considerations 1.8 Issues: Key stakeholder considerations 1.8 Issues: Key stakeholder considerations 3.1 Programming Techniques 3.2 Analysis & 3.3 Design 3.4 Development 3.5 Testing & Evaluation	Topic Test Mock Exam Comp1 & 2 Closing the Gap activity
Spring Half Term 3	1.6 Systems Security: Forms of attack 1.6 Systems Security: Threats posed to networks 1.6 Systems Security: Identifying and preventing vulnerabilities 2.2 Programming Techniques: SQL Revision COMP 01 Revision COMP 02	Topic Test Closing the Gap activity Practice papers Comp1 & 2
Spring Half Term 4	Revision Comp 1 Revision Comp 2	Topic Test Closing the Gap activity Practice papers Comp1 & 2
Summer Half Term 5	Revision	

	Frequency, Length and exemplars
Extended Learning	Weekly revision topics, students should spend one hour per week on the topics given Students have also been provided with revision packs which include learning grids, practice papers including mark schemes and a revision booklet.

Assessment Tasks	Practice Exam Papers Practice Exam Questions
Formal Examination	Students will be expected to complete an NEA see here for further details Students will also sit 2 formal papers Paper 1 and Paper 2 in early May

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

BUSINESS STUDIES

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.
- providing students with the knowledge, understanding and skills necessary to prepare them for employment or higher education
- gives 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.

Topics

- development of key skills that prove aptitude in planning an enterprise activity, including market research, planning, carrying out financial transactions, communication and problem solving
- knowledge that underpins effective use of skills, such as the features and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the performance of an enterprise
- attitudes and ways of working that are considered most important for enterprise, including monitoring and reflecting on performance of an enterprise idea and own use of skills

Exam Board and Syllabus:	Pearson BTEC Level 2 Enterprise
Link to website:	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise.html

	Curriculum Content	Assessment Opportunities
Autumn Half Term 1	<p>Component 2: Plan for a micro-enterprise activity Learners will draw on their exploration of enterprises to draw up an implementation plan for their chosen idea, to include:</p> <ul style="list-style-type: none"> • Aims of the micro-enterprise • Product or service to be sold • Identifying the target market • Methods of communication with the customer <p>Component 3: Elements of the promotional mix and their purposes; The use of advertising to persuade and inform. Advertising methods</p> <ul style="list-style-type: none"> • Sales promotion • Methods • Personal selling • Public relations activities • Direct marketing to establish an individual relationship between the enterprise and the customer <p>Targeting and segmenting the market; Learners will consider why an enterprise targets its market, and the impact this has on promotion.</p> <p>Factors influencing the choice of promotional methods; Learners will consider the factors affecting the choice of promotional method for an enterprise</p>	<p>Coursework: A.2D1 Prepare a comprehensive and realistic plan for a final micro-enterprise activity, supported by clear individual research. A.2M1 Prepare a detailed, well-structured realistic plan for a final micro-enterprise activity, giving detailed reasons for choice of idea supported by individual research. A.2P2 Prepare a realistic plan for a final micro-enterprise activity, fully explaining reasons for choice of final idea.</p> <p>End of topic tests</p>
Autumn Half Term 2	<p>Component 2</p> <ul style="list-style-type: none"> • Resources required; Physical, Financial and Human resources • Risk assessment, and contingency plans <p>Component 3: Financial records:</p> <ul style="list-style-type: none"> • Financial documents • Payment methods • Sources of revenue and costs • Terminology in financial statements • Statement of comprehensive income • Statement of financial position <p>Profitability and liquidity</p>	<p>Coursework: A.2D1 Prepare a comprehensive and realistic plan for a final micro-enterprise activity, supported by clear individual research. A.2M1 Prepare a detailed, well-structured realistic plan for a final micro-enterprise activity, giving detailed reasons for choice of idea supported by individual research. A.2P2 Prepare a realistic plan for a final micro-enterprise activity, fully explaining reasons for choice of final idea.</p> <p>Exam prep: End of Topic test Mock Exam</p>

<p>Spring Half Term 3</p>	<p>Component 2 Learning aim B: Pitch a micro-enterprise activity;</p> <ul style="list-style-type: none"> • Pitching a micro-enterprise activity • Presenting a business pitch <p>Learners will demonstrate own skills by pitching an individual summary of the final plan to an audience.</p> <p>Component 3: Financial planning and forecasting;</p> <ul style="list-style-type: none"> • Using cash flow data • Financial forecasting • Suggesting improvements to cash flow problems • Break-even analysis and break-even point • Sources of business finance 	<p>Coursework: B.2D2 Deliver an effective pitch of the plan to an audience, demonstrating excellent communication and presentational skills. B.2M2 Deliver a confident pitch of the plan to an audience, demonstrating good communication and presentation skills. B.2P3 Deliver a pitch of the plan, demonstrating a range of appropriate communication and presentation skills. Exam prep: End of Topic test First sit exam Jan 2020</p>
<p>Spring Half Term 4</p>	<p>Learning aim C: Review own pitch for a micro-enterprise activity Using feedback and review to identify possible changes to the pitch</p> <p>Learners will develop critical thinking skills as they review and reflect on the success of their business plan and pitch, to include their presentation and communication skills.</p> <ul style="list-style-type: none"> • Receive feedback from audience on: • Reviewing plan and personal performance, reflecting on feedback gathered from others • Recommending improvements 	<p>C.2D3 Evaluate the success of the plan and pitch, and recommend how improvements to the plan and pitch could be made. C.2M3 Analyse the success of the plan and pitch, giving detailed examples, and suggesting improvements. C.2P4 Describe the elements of the business plan that contributed to the success of the pitch. C.2P5 Review the success of the pitch, using examples to reference own skills, and suggest improvements.</p>
<p>Summer Half Term 5</p>	<p>NA</p>	<p>Retake exam June 2020</p>

	<p>Frequency, Length</p>
<p>Extended Learning</p>	<p>Revision materials: https://www.bbc.com/bitesize/subjects/zpsvr82</p>
<p>Assessment Tasks</p>	<p>All coursework will be internally assessed and externally verified</p>
<p>Formal Examination</p>	<p>Students will sit a formal examination in Feb 2020 and a resit opportunity is available in June 2020</p>

<p>Student Independent Learning Tasks:</p>	<p>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</p>
<p>Parent/Carers can help by:</p>	<p>Check SMHW for regular deadlines</p>
<p>Useful websites</p>	<p>https://www.bbc.com/bitesize/levels/zc9d7ty#business_studies https://www.tutor2u.net/business</p>

	http://www.bbc.co.uk/learning/subjects/business_studies.shtml https://www.tutor2u.net/business/reference/starting-a-business-what-is-enterprise https://www.bbc.com/bitesize/subjects/zpsvr82
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SCIENCE & TECHNOLOGY TEACHING AND LEARNING AREA

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

Exam Board and Syllabus:	Twenty First Century Combined Science OCR 2016 Twenty First Century Biology OCR 2016 Twenty First Century Chemistry OCR 2016 Twenty First Century Physics OCR 2016 For students studying Separate Sciences
Link to website:	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-biology-b-j257-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/ https://www.ocr.org.uk/qualifications/gcse/twenty-first-century-science-suite-physics-b-j259-from-2016/

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.

	Curriculum Content	Potential Assessment Opportunities
Autumn term	<p>The following topics, in any order (different classes follow a different sequence. Please check with your teacher).</p> <p>B5. The human body – staying alive</p> <ul style="list-style-type: none"> • How do substances get into, out of and around our bodies? • How does the nervous system help us respond to changes? • How do hormones control responses in the human body? • Why do we need to maintain a constant internal environment? • What role do hormones play in human reproduction? • What can happen when organs and control systems stop working? <p>P5. Radioactive materials</p> <ul style="list-style-type: none"> • What is radioactivity? 	<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.</p> <p>Summative topic assessments will be completed at the end of each topic to assess student progress.</p>

	<ul style="list-style-type: none"> • How can radioactive materials be used safely? • <i>How can radioactive materials be used to provide energy? (separate science only)</i> <p>C5. Chemical Analysis</p> <ul style="list-style-type: none"> • How are chemicals separated and tested for purity? • <i>How do chemists find the composition of unknown samples? (separate science only)</i> • How are the amounts of substances in reactions calculated? • How are amounts of chemicals in solution measured?
Spring term	<p>The following topics, in any order (different classes follow a different sequence. Please check with your teacher)</p> <p>B6. Life on Earth – past, present and future</p> <ul style="list-style-type: none"> • How was the theory of evolution developed? • <i>How do sexual and asexual reproduction affect evolution? (separate science only)</i> • How does our understanding of biology help us classify the diversity of organisms on Earth? • How is biodiversity threatened and how can we protect it? <p>C6. Making useful chemicals</p> <ul style="list-style-type: none"> • What useful products can be made from acids? • How do chemists control the rate of reactions? • What factors affect the yield of chemical reactions? • <i>How are chemicals made on an industrial scale? (separate science only)</i>
Summer term	<p>P6. Matter – models and explanations</p> <ul style="list-style-type: none"> • How does energy transform matter? • How does the particle model explain the effects of heating? • How does the particle model relate to materials under stress? • <i>How does the particle model relate to pressure in fluids? (separate science only)</i> • <i>How can scientific models help us understand the Big Bang? (separate science only)</i>

	Frequency, Length and exemplars
Extended Learning	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.

Assessment Tasks	<p>6 summative assessments over the school year to assess units taught and progress made.</p> <p>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.</p>
Formal Examination	<p>Assessment week: 2nd November 2020</p> <p>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.</p> <p>Students should use their books to revise and will be provided with revision lists and questions prior to the exam week.</p> <p>All examinations for the Combined Science and Separate Sciences GCSE qualifications will take place in the Summer term of year 11 (May/June).</p>
Student Independent Learning Tasks:	<p>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.</p> <p>Students will be given an individual log in for Kerboodle interactive software to carry out revision and independent study.</p> <p>Students have the opportunity to purchase CGP Revision Guides and Workbooks.</p>
Parent/Carers Can help by:	<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>https://www.bbc.co.uk/bitesize/subjects/zp266yc</p> <p>https://www.senecalearning.com/</p>
Curriculum Links to GCSE skills and content	<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>
Extra-Curricular or enrichment Activities	<p>Students can attend after school revision classes in order to enhance their examination skills, work through past paper questions and revise class content with a teacher.</p>

ENGINEERING DESIGN

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

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.

	Curriculum Content	Assessment Opportunities	Extended Learning /Extension Activities
Autumn Half Term 1	Unit R107 - Developing and presenting engineering design	<ul style="list-style-type: none"> • Understanding of technical drawings and idea presentation • Analysis of design decisions made • Ability to use Computer Aided Design 	Online subject knowledge tests Completion of classwork Attending afterschool workshops and exam revision
	Exam Preparation	<ul style="list-style-type: none"> • Understanding of the design cycle and design needs • Understanding/ retrieval of existing knowledge of manufacturing methods and product requirements • Retrieval of knowledge of regulations and legislation • Understanding ergonomics and user needs 	
Autumn Half Term 2	Exam Preparation	<ul style="list-style-type: none"> • Understanding market pull and technology push • Life cycle analysis, sustainability and environmental pressure • Understanding new and emerging technology 	<ul style="list-style-type: none"> • Online subject knowledge tests • Revision Booklets • After school revision classes

		<ul style="list-style-type: none"> Identifying inspirational and iconic products Understanding production costs and scales of manufacture 	
Spring Half Term 3	Unit R108 – 3D Design Realisation	<ul style="list-style-type: none"> Understand how to plan for a prototype, including the use of planning tools Understand how to identify quality control checks Identifying and understanding risks in the workshop Understanding and practicing safe manufacturing methods Production of a prototype, including the use of computer aided manufacturing Evaluation and validation of the finished product 	<ul style="list-style-type: none"> Completion of coursework. Attending afterschool workshops and interventions
Spring Half Term 4			

	Frequency and Length	Example of learning and assessment
Extended Learning	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.
Assessment Tasks	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"> Product analysis Developing and presenting engineering designs 3D design realisation
Formal Examination	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%

Student Independent Learning Tasks	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
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Parent/Carers Can help by:	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.
Extra-Curricular Activities	Coursework club and exam revision sessions will run each week on Tuesday and Thursdays afterschool for all of KS4 and KS5

HOSPITALITY AND CATERING

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

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

		Curriculum Content	Assessment Opportunities	Extended Learning /Extension Activities
Year 11	Autumn Half Term 1	AC 3.1 Personal Safety AC 3.2 Risk Assessment AC 3.3 Control measures "AC 4.1 Food related causes of ill health"	Self-reflection Evaluation task at the end of each practical Students will regularly reflect on their own work using the marking criteria from the exam board.	Students will begin tasks in the classroom and where possible tasks can be completed outside the classroom, both at home and during afterschool clubs. <ul style="list-style-type: none"> • Gathering of ingredients in preparation of practical lessons. Revision calendar with weekly questions to guide revision • Gathering of ingredients in preparation of practical lessons
	Autumn Half Term 2	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		

Spring Half Term 3	AC5.1, AC 1.2, Dish proposals REVISION LESSONS FOR EXAMS		
Spring Half Term 4	REVISION LESSONS FOR EXAMS		
Summer Half Term 5	REVISION LESSONS FOR EXAMS		

	Frequency and Length	Example of learning and assessment
Extended Learning	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 practical projects.	When completing their practical's 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.
Assessment Tasks	Hospitality and Catering students will undergo frequent assessments to support their exam.	<ul style="list-style-type: none"> • Understand the importance of nutrition when planning menus • Understand menu planning • Be able to cook dishes
Formal Examination	The Hospitality and Catering Industry Unit 1 This is worth 40% of the final grade	<ul style="list-style-type: none"> • Understand the environment in which hospitality and catering providers operate • Understand how hospitality and catering provisions operate • Understand how hospitality and catering provision meets health and safety requirements • Know how food can cause ill health • Be able to propose a hospitality and catering provision to meet specific requirements

Student Independent Learning Tasks	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
Parent/Carers Can help by:	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.
Extra-Curricular Activities	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

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

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.

		Curriculum Content	Assessment Opportunities	Extended Learning /Extension Activities
Year 11	Autumn Half Term 1	NEA Portfolio Project 3: Structure	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
	Autumn Half Term 2			
	Spring Half Term 3	NEA Externally Set Project	External Moderator Assessment	Preparation for the examinations; developing project work to create a final piece that is created in the examination
	Spring Half Term 4			
Summer Half Term 5	NEA Externally Set Project Examination & Evaluation			

	Frequency and Length	Example of learning and assessment
Extended Learning	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.
Assessment Tasks	<p>Component 1: Portfolio (60% of the final GCSE grade)</p> <p>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)</p>	

	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
Formal Examination	A final 10 hour examination will take place for Component 2; where students will need to produce a final outcome

Student Independent Learning Tasks	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.
Parent/Carers can help by:	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
Extra-Curricular Activities	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:	http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062

	Curriculum Content	Assessment Opportunities
Theme A	Theme A: Relationships and families. Sex, marriage and divorce Human sexuality including: heterosexual and homosexual relationships.	End of unit test (covering all 5 exam style questions). Homework/classwork for students to answer the higher mark questions:

	<p>Sexual relationships before and outside of marriage. Contraception and family planning. The nature and purpose of marriage. Same-sex marriage and cohabitation. Divorce, including reasons for divorce, and remarriage. Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.</p> <p>Families and gender equality The nature of families, including:</p> <ul style="list-style-type: none"> the role of parents and children extended families and the nuclear family. <p>The purpose of families, including:</p> <ul style="list-style-type: none"> procreation stability and the protection of children educating children in a faith. <p>Contemporary family issues including:</p> <ul style="list-style-type: none"> same-sex parents polygamy. <p>The roles of men and women. Gender equality. Gender prejudice and discrimination, including examples.</p>	<p>(5 Mark) Explain two religious beliefs about the role of parents in a religious family.</p> <p>Refer to sacred writings or another source of religious belief and teaching in your answer.</p> <p>(12 Mark) ‘Divorce is never right.’ Evaluate this statement.</p> <p>In your answer you:</p> <ul style="list-style-type: none"> should give reasoned arguments in support of this statement should give reasoned arguments to support a different point of view should refer to religious arguments may refer to non-religious arguments should reach a justified conclusion.
<p>Theme B</p>	<p>Theme B: Religion and life. The origins and value of the universe The origins of the universe, including:</p> <ul style="list-style-type: none"> religious teachings about the origins of the universe, and different interpretations of these the relationship between scientific views, such as the Big Bang theory, and religious views. <p>The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder. The use and abuse of the environment, including the use of natural resources, pollution. The use and abuse of animals, including:</p> <ul style="list-style-type: none"> animal experimentation the use of animals for food. <p>The origins and value of human life The origins of life, including:</p> <ul style="list-style-type: none"> religious teachings about the origins of human life, and different interpretations of these the relationship between scientific views, such as evolution, and religious views. <p>The concepts of sanctity of life and the quality of life.</p>	<p>End of unit test (covering all 5 exam style questions).</p> <p>Homework/classwork for students to answer the higher mark questions:</p> <p>(5 Mark) Explain two religious beliefs about animal experimentation.</p> <p>Refer to sacred writings or another source of religious belief and teaching in your answer.</p> <p>(12 Mark) ‘It is not reasonable to believe in life after death.’ Evaluate this statement.</p> <p>In your answer you:</p> <ul style="list-style-type: none"> should give reasoned arguments in support of this statement should give reasoned arguments to support a different point of view

	<p>Abortion, including situations when the mother's life is at risk.</p> <p>Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.</p> <p>Euthanasia.</p> <p>Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.</p>	<ul style="list-style-type: none"> • should refer to religious arguments • may refer to non-religious arguments • should reach a justified conclusion.
Theme D	<p>Theme D: Religion, peace and conflict.</p> <p>Religion, violence, terrorism and war The meaning and significance of:</p> <ul style="list-style-type: none"> ○ peace ○ justice ○ forgiveness ○ reconciliation. <p>Violence, including violent protest.</p> <p>Terrorism.</p> <p>Reasons for war, including greed, self-defence and retaliation.</p> <p>The just war theory, including the criteria for a just war</p> <p>Holy war</p> <p>Pacifism</p> <p>Religion and belief in 21st century conflict Religion and belief as a cause of war and violence in the contemporary world.</p> <p>Nuclear weapons, including nuclear deterrence.</p> <p>The use of weapons of mass destruction.</p> <p>Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching.</p> <p>Religious responses to the victims of war including the work of one present day religious organisation.</p>	<p>End of unit test (covering all 5 exam style questions).</p> <p>Explain two religious beliefs about forgiveness. (5 Mark)</p> <p>Refer to sacred writings or another source of religious belief and teaching in your answer.</p> <p>‘War is never right.’ Evaluate this statement. (12 Mark)</p> <p>In your answer you:</p> <ul style="list-style-type: none"> • should give reasoned arguments in support of this statement • should give reasoned arguments to support a different point of view • should refer to religious arguments • may refer to non-religious arguments • should reach a justified conclusion.
Theme E	<p>Theme E: Religion, Crime and punishment.</p> <p>Religion, crime and the causes of crime Good and evil intentions and actions, including whether it can ever be good to cause suffering.</p> <p>Reasons for crime, including:</p> <ul style="list-style-type: none"> • poverty and upbringing • mental illness and addiction • greed and hate • opposition to an unjust law. <p>Views about people who break the law for these reasons.</p> <p>Views about different types of crime, including hate crimes, theft and murder.</p> <p>Religion and punishment</p>	<p>End of unit test (covering all 5 exam style questions).</p> <p>Explain two religious beliefs about breaking the law in order to get a bad law changed. (5 Mark)</p> <p>Refer to sacred writings or another source of religious belief and teaching in your answer.</p> <p>‘Corporal punishment can never be justified.’ Evaluate this statement. (12 Mark)</p> <p>In your answer you:</p>

	<p>The aims of punishment, including:</p> <ul style="list-style-type: none"> • retribution • deterrence • reformation. <p>The treatment of criminals, including:</p> <ul style="list-style-type: none"> • prison • corporal punishment • community service. <p>Forgiveness.</p> <p>The death penalty.</p> <p>Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.</p>	<ul style="list-style-type: none"> • should give reasoned arguments in support of this statement • should give reasoned arguments to support a different point of view • should refer to religious arguments • may refer to non-religious arguments • should reach a justified conclusion
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	Frequency, Length and exemplars
Extended Learning	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.
Assessment Tasks	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
Formal Examination	Pre-public examinations will take place in the week 2 nd November 2020 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.

Student Independent Learning Tasks:	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.
Parent/Carers can help by:	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:	OCR Geography B (Geography for Enquiring Minds) (9-1) - J384
Link to website:	https://www.ocr.org.uk/qualifications/gcse/geography-b-geography-for-enquiring-minds-j384-from-2016/

	Curriculum Content	Extension Activities
<i>Paper 1 – Our Natural World</i>		
Topic 1	Global Hazards <ul style="list-style-type: none"> • Why do we have weather extremes? • When does extreme weather become a hazard? • What processes occur at plate boundaries? • How can tectonic movement be hazardous? • How does technology have the potential to save lives in hazard zones? 	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
Topic 2	Changing Climate <ul style="list-style-type: none"> • What evidence is there for climate change? • Is climate change a natural process? • Why is climate change a global issue? 	Watch 'An Inconvenient Truth' by Al Gore. Visit the National Geographic Website and read some articles on Climate Change
Topic 3	Distinctive Landscapes <ul style="list-style-type: none"> • What is a landscape? • Where are the physical landscapes of the UK? • What physical processes shape landscapes? • What are the characteristics of your chosen landscapes? 	Visit a local river and/or coast and research the processes occurring in these locations. Identify the features formed.
Topic 4	Sustaining Ecosystems <ul style="list-style-type: none"> • What are ecosystems? • What biodiversity exists in tropical rainforests? • Why are tropical rainforests being 'exploited' and how can this be managed sustainably? • What is it like in Antarctica and the Arctic? • How are humans seeking a sustainable solution for polar environments? 	Read the information on the British Antarctic Survey Website focusing on how the areas are used.
<i>Paper 2 – People and Society</i>		
Topic 5	Urban Futures <ul style="list-style-type: none"> • How is the global pattern of urbanisation changing? • What does rapid urbanisation mean for cities? 	Find out about (and possibly visit) BedZED – where is it and is it successful?

	<ul style="list-style-type: none"> • What is life like for people in a city? • How can cities become more sustainable? 	<p>Watch the film Slumdog Millionaire</p> <p>Have a look through TED talks which are available online</p>
Topic 6	<p>Dynamic Development</p> <ul style="list-style-type: none"> • What is development and how can it be measured? • What has led to uneven development? • How has an LIDC developed so far? • What global connections influence its development? • What development strategy is most appropriate? 	<p>Visit the United Nations Website and have a look around. Find out what they do and where they work.</p> <p>Research in detail Yemen and the conflict there and the impact conflict is having.</p> <p>Read 'The Almighty Dollar' by Dharshini David</p>
Topic 7	<p>UK in the 21st Century</p> <ul style="list-style-type: none"> • What does the UK look like in the 21st century? • How is the UK's population changing? • How is the UK's economy changing? • What is the UK's political role in the world? • How is the UK's cultural influence changing? 	<p>Research an area of the UK with an ageing E.G. East Dorset</p> <p>Find out which TV programmes created in the UK are watched around the world and their popularity</p>
Topic 8	<p>Resource Reliance</p> <ul style="list-style-type: none"> • How has increasing demand for resources affected our planet? • What does it mean to be food secure? • How can countries ensure their food security? • How sustainable are these strategies? 	<p>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.</p>

	Frequency and Length
Extended Learning	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.
Assessment Tasks	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.
Formal Examination	Year 11 students will have mock exams on the week of 2 nd November 2020 Year 11 students will sit their 3 GCSE papers in the summer term. 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 and videos on https://timeforgeography.co.uk/ 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.

Student Independent Learning Tasks	<p>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</p> <p>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</p>
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	way. Every week Geogglebox is available to identify TV which can be watched to extend geographical knowledge.
Parent/Carers can help by:	<p>Checking on time management for home learning tasks.</p> <p>Reviewing assessment feedback, discussing strategies for improvement and areas of weakness.</p> <p>Discussing key content.</p> <p>Encouraging and facilitating regular revision.</p> <p>Purchasing revision materials to support each unit.</p> <p>Making trips to key case study locations or places which link to the content i.e. coasts or rivers.</p> <p>Discussing key case studies and asking questions about dates, facts and figures.</p> <p>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.</p> <p>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.</p>

Extra-Curricular Activities	<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

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

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.

YEAR 11 Curriculum Content	Assessment Opportunities Extended Learning /Extension Activities	Unit and exam weighting
<p>Weimar & Nazi Germany</p> <ul style="list-style-type: none"> • Impact of WW1 on Germany and abdication of the Kaiser • Setting up of the Weimar Republic • Challenges to the Weimar Republic between 1918-1923 • Recovery of the Republic 1924-1929 	<p>Question 1: Give two things you can infer from Source A about (4 marks)</p> <p>Question 2: Explain why..... (12)</p>	<p>Unit 3</p> <p>30%</p> <p>1 hour 20 minutes</p>

<ul style="list-style-type: none"> • Wall Street Crash • Rise of the Nazis • Consolidation of Nazi control • Police State and Propaganda • Life in Nazi Germany, including women, children, workers and minorities 	<p>Question 3: How useful are Sources B and C for an enquiry intoExplain 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 aboutYou 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>Cold War</p> <ul style="list-style-type: none"> • Impact of World War Two • Start of tension between the USSR and USA • Iron Curtain / Berlin Wall • Space Race • Korea • The Hungarian Uprising • Cuban Missile Crisis • Afghanistan • Fall of Communism in the Eastern Bloc 	<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>

Frequency, Length and exemplars	
Extended Learning	<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>
Assessment Tasks	<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>
Formal Examination	<p>Pre-public examinations will take place on the week of 2nd November 2020</p> <p>Students will revise at least two/three of the units dependent on those taught</p>

Student Independent Learning Tasks:	GCSE's are highly pressurised and require significant time so it is important that students take time to relax. 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.
Parent/Carers can help by:	Reviewing exercise books and reading through targets together Testing students using the knowledge organisers Reviewing assessment feedback and using collective feedback to encourage students to improve their marks Discussing key content / facilitating regular revision Purchasing revision materials to support each unit Making trips to museums or places of Historical interest such as the Churchill War Rooms, Bletchley Park Museum, Imperial War Museum, London dungeons,

PSHE – HEALTHY MINDS

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

ART

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.

Term 1 & 2	<ul style="list-style-type: none"> • Students will complete 2 Units of work in Year 2 • Unit 4: Communicating Ideas in 3D • • How 3D visual language is used in different ways in 3D disciplines • How to use 3D making processes and techniques. • Exploring how elements are created, modified and refined, e.g combining 3D formal elements and media • Experimenting with different 3D making techniques and processes • Practising sketching out design ideas • Creating experimental 3D test pieces, trials, maquettes • Discussing and reviewing exploratory work • using different 3D media in response to investigating constructing or modelling • Finding ways of assembling and joining in response to exploring the properties of materials in given tasks • Combining 3D materials or processes such as using two different 3D disciplines in experimental making • Using combinations of 3D formal elements in Experimental pieces such as a wire model, a ceramic • Investigating and understanding the design process in given tasks • Creating sketches, roughs and maquettes in exploring the design process for given tasks • Using digital design programmes • Making annotated sketches of experimental pieces • Evaluating exploratory work • How to explore and investigate examples of 3D work by designers, artists and craftspeople • Researching different 3D specialisms 	<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>
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	<ul style="list-style-type: none"> Understand the requirements of a brief through learning about How to initiate and develop ideas which might be generated through recording from a range of different sources 	
Term 2 & 3 (Year 2)	<p>Unit 1: Introduction to Specialist Pathways in Art and Design</p> <ul style="list-style-type: none"> Select and apply at least four specialist materials, techniques, equipment and processes safely to create outcomes that meet the requirements of client briefs. Consistently select a diverse range of specialist materials, techniques, equipment and processes to create effective outcomes that meet the requirement of client briefs. Consistently select a diverse range of specialist materials, techniques, equipment and processes to create effective outcomes that meet the requirement of client briefs. Select and use specialist materials, techniques, equipment and processes to record a minimum of four formal elements to meet the requirements of specialist briefs. 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. 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. 	<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>

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:	Edexcel GCSE Drama
Link to website:	https://qualifications.pearson.com/en/qualifications/edexcel-gcse/drama-2016.html

	Curriculum Content	Assessment Opportunities	Extended Learning /Extension Activities
Autumn Half Term 1	<p>Component 2 Performance from Text preparation 20%</p> <p>Students explore their chosen two texts and select their extracts for performance.</p> <p>Students develop their performances or designs for their chosen extracts.</p>	Performance from Text (Mock performance exam in October 2021)	<p>Line recall</p> <p>Character interpretation</p> <p>Work on physical and vocal skills</p> <p>Extra-curricular rehearsals</p>

	Component 3 Theatre Makers in Practice preparation		Revision guide on the set text
Autumn Half Term 2	Component 2 Performance from Text 20% Component 3 Theatre Makers in Practice	Performance from Text (Mock performance exam in December) Mock written exam based on the set text	Revision guide on the set text
Spring Half Term 3	Component 2 Performance from Text EXAM Component 2 Live Theatre visit	Performance from Text Externally assessed Theatre visit production notes	Revision guide on the set text
Spring Half Term 4	Component 3 Theatre Makers in Practice		
Summer Half Term	Component 3 Theatre Makers in Practice EXAM		

Extended Learning	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
Assessment Tasks	Practical assessments for preparation for Component 2 Performance exam will be ongoing Component 3 Theatre Makers in Practice – written exam questions
Formal Examination	Component 2 is externally assessed. This is a performance of two extracts from the same play, performed to an audience and examiner Component 3 is an 1hr 30 mins written exam based on the set text
Student Independent Learning Tasks	Performance preparation including learning and rehearsing lines, interpreting characters, genre, style Play study exam questions. Research on historical, social, political context
Parent/Carers Can help by:	Visiting the theatre to see a range of work. Helping students to learn lines Give feedback to performances Revise the set text play context Go through set questions with student Wider reading around the set text

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:	https://qualifications.pearson.com/en/qualifications/btec-firsts/music-2013-nqf.html

	Curriculum Content	Assessment Opportunities	Extended Learning /Extension Activities
Autumn Half Term 1	Managing a music product: (Managing and producing the music festival and a recording of the winners/contestants)	(Criteria A) Completion of written records and evidence to support the music product unit: Copies of Promotional materials, meeting minutes, posters, art design, production decisions and rationales, health and safety considerations etc.)	Music product homework tasks are research based and involve ICT/marketing/health and safety summarising and formal writing skills and creating display for impact.
Autumn Half Term 2	Managing a music product: (Managing and producing the music festival and a recording of the winners/contestants)	(Criteria B) Recording process – realisation of actual CD and recording, editing, mastering, duplicating.	Music product homework tasks are research based and involve ICT/marketing/health and safety summarising and formal writing skills and creating display for impact.
Spring Half Term 3	Managing a music product: (Managing and producing the music festival and a recording of the winners/contestants)	(Criteria C) – completion of evaluation of the processes and execution of the music product task. Internally Assessed and externally moderated.	Music product homework tasks are research based and involve ICT/marketing/health and safety summarising and formal writing skills and creating display for impact.
Spring Half Term 4	Introducing Music Composition (criteria B/C)	Extended composition: (derived from 1 of 4 previous starting points) – full score/mp3 and/or commentary. (Internally assessed) Final performance audit	Practice and rehearsals weekly with diary entries to support evidence collation.
Summer Half Term 5	Introducing Music Composition Introducing Music Performance	Final performance audit: Externally moderated final assessment (solo performance recordings)	Practice and rehearsals weekly with diary entries to support evidence collation.

	Frequency and Length:
Extended Learning	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
Assessment Tasks	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.
Formal Examination	Unit 1 Music industry – 1 hour paper January

Student Independent Learning Tasks	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. 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
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	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.
Parent/Carers can help by:	Checking on time management for home learning projects Reviewing assessment feedback Listening to and encouraging rehearsals and attending performances/showcases Making trips to theatre/concerts/proms to widen viewing/listening skills

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.

Exam Board and Syllabus:	OCR Cambridge Nationals Sport Science
Link to website:	https://www.ocr.org.uk/images/82412-specification.pdf

	Curriculum Content	Assessment Opportunities	Extended Learning /Extension Activities
Autumn Half Term 1	R043: The body's response to physical activity <ul style="list-style-type: none"> Know the key components of the body's systems and their functions Understand the importance of the musculo-skeletal and cardio-respiratory systems in health and fitness Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems Be able to assess the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems 	Please refer to OCR Sport Science assessment plan (working document, dates variable)	<ul style="list-style-type: none"> Acting on feedback to achieve higher grade Extended and wider reading of topics Completion of independent learning tasks via SMHW Coaching and officiating opportunities
Autumn Half Term 2			
Spring Half Term 3			
Spring Half Term 4	R045: Sports nutrition <ul style="list-style-type: none"> Know about the nutrients needed for a healthy, balanced diet 	Please refer to OCR Sport Science assessment plan (working document, dates variable)	<ul style="list-style-type: none"> Acting on feedback to achieve higher grade Extended and wider reading of topics
Summer Half Term 5			
Summer			

Half Term 6	<ul style="list-style-type: none"> • Understand the importance of nutrition in sport • Know about the effects of a poor diet on sports performance and participation • Be able to develop diet plans for performers 	<ul style="list-style-type: none"> • Completion of independent learning tasks via SMHW • Coaching and officiating opportunities
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	Frequency, Length and exemplars
Extended Learning	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 assignments.
Assessment Tasks	<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>
Formal Examination	N/A Examination unit completed in Year 10.

Student Independent Learning Tasks	<p>Students are expected to complete revision for assignments using the available resources 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>
Parent/Carers Can help by:	<ul style="list-style-type: none"> • Encouraging students to complete work independently • Supporting students in meeting assignment deadlines • Ensuring students are re-capping content covered in lessons and completing revision for exam unit • Aiding students in arriving to lesson with the required equipment • Encouraging students to engage with feedback to improve work
Extra-Curricular or enrichment Activities	<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 (PE Lead).</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>