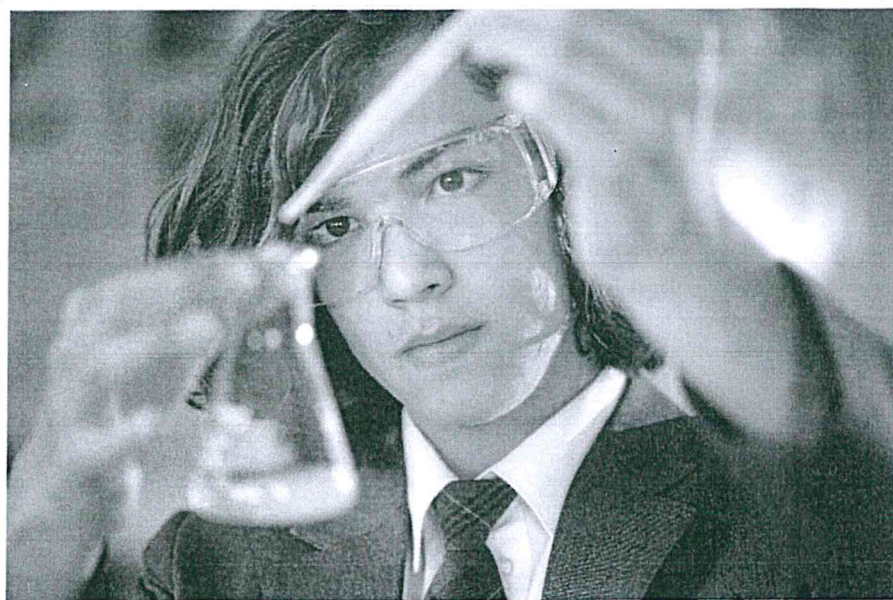
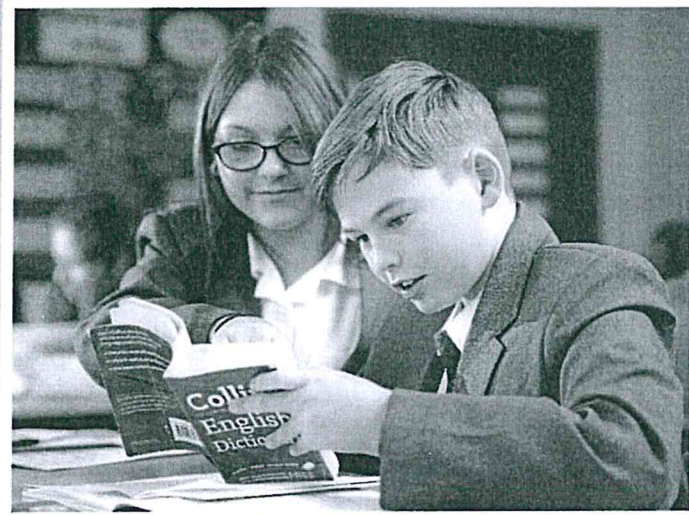


THE
ELIZABETHAN
ACADEMY



**Year 9 Curriculum Information
Booklet
2017 ~ 2018**

Dear Parent/Carer

This booklet provides you with details of the curriculum which your child will follow in this year at the Elizabethan Academy.

It has been designed to allow you to help them to plan their studies and revision, and gives you suggested examples of wider reading and extension activities to try at home. The equipment your child needs is indicated, along with some ways in which parents can help students with their studies. Research has demonstrated that support from home and encouraging reading has a direct impact on student achievement. Please do not hesitate to contact us if you want further assistance on aspects of support.

We have the following basic expectations of our students:

1. To attend school regularly, on time and in school uniform.
2. To keep up with homework deadlines.
3. To bring the correct equipment and books required for learning to all lessons.
4. To participate positively in lessons.
5. To involve themselves in the extra-curricular experiences offered during the year.

I hope that you will find this information useful.

C Horrocks

Mrs C Horrocks
Principal

Getting Involved

Ten Top Tips

"You have been your child's first teacher from the moment they were born. You have helped to shape their lives and the way they behave, so why stop now?"

1. Children need a place to do their homework, somewhere with plenty of room to spread out their books and equipment. They also need quiet and a space where younger siblings will not disturb them.



2. Keep pens, pencils, calculators etc handy.

3. Dip into a dictionary to check meanings and spellings. Encourage children to look up words for themselves.

4. Help them with their homework - but don't do it for them! Ask them for an explanation; it will help them to work more clearly through a problem if they have to articulate their thinking.



5. Watch out for television programmes, films and DVDs that are related to what they are learning in school.

6. Every-so-often, talk about their work and look through their books with them. Focus on the comments the teachers have written and ask them to explain the targets they have been given. Ask them what they need to do to improve.

7. Use every day activities like going to the shops to help them put their learning into practice.

8. Go out and about and enjoy learning together. You don't have to be the expert. Children enjoy teaching parents and younger siblings things they don't know!



9. Breakfast gives energy to learn. A healthy meal at the start of the day is essential.

10. Educational games, books and things to do on the internet can help make learning really enjoyable.

ART

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Theme: Remembrance Activities: External brief to create artwork for the Remembrance Service at Worksop Masonic Hall.	Reading/Research on theme of Remembrance. Look at the work of British Legion.
Half term 2 (Nov-Dec)	Theme: Still Life (fruit, vegetables or natural forms) Activities: Drawing exercises such as: Charcoal drawing on brown paper, abstract overlapping drawing looking at outlines, pen/ink wash. A2 Fruit and veg close-up paintings. Clay sculpture of fruit and vegetables.	Setting up familiar objects at home in groups and practice drawing with different materials – pencil, crayon, biro, felt pen, paints if you have them. Holiday homework – Start research ready for first major coursework. Theme: Interiors/Exteriors. Artists to look at: Gustav Klimt, Antoni Gaudi, Hundertwasser.
Half term 3 (Jan-Feb)	First major coursework: January–July. Theme: Interiors/Exteriors/Coursework. Activities: This is their first major coursework and so will include work to link to the 4 main Assessment Objectives: AO1 - Review and upgrade – research. AO2 – Upgrade – materials/processes AO3 – Recording techniques AO4 – Planning for Final Piece. Activities will include: Copies of Artist work; Own work in style of artist; Experimenting with different media and processes; Objective drawing linked to theme; Development of ideas linked to research and drawings; Large A1 painting based on their development ideas; designs for print, printmaking. This is a long project but combines a good variety of skills for a whole coursework.	Use Pinterest to start a board of artists they are interested in. Research them and add facts underneath. Regularly going out with camera to take photos that link their take on chosen theme – whether it be interiors, exteriors or both. Consider unusual angles, experiment with different exteriors – busy market places, quiet rural settings, seascapes. Interiors – start with your room, sections, corners, pan out; inside school, looking down empty corridors – perspective etc. Take it a step further – interiors of fruit and veg or unusual objects – looking at interiors of plant cells through a microscope – some are beautiful.
Half term 4 (Feb-Mar)	As above – Coursework continues. Regular one-to-one reviews of work and individual pieces assessed throughout to give clear feedback along the way.	
Half term 5 (Apr-May)	As above – Coursework continues.	
Half term 6 (May-Jul)	Drawing exam – This is not linked to final GCSE exam but an internal exam and used for testing skills as well as an invaluable addition to their coursework. Major review/assessment of coursework end of this term. Detailed feedback for upgrade.	

Exam board	OCR Art and Design: FINE ART
Units to be completed	Component One: Portfolio. Component Two: Externally set task (Exam)
Home learning tasks	Details of the types of Home Learning tasks to be set: Objective and subjective drawing exercises Research Photography 3D/Sculpture Collection of resources and relevant imagery Development of ideas Planning exam and for final piece Developing own work/photographs into the style of a chosen artist
Assessment – tasks, frequency, style	Summary of how students will be assessed this year Foundation Start and Year 1 of the course: Continual assessment of homework and class work tasks. A formal assessment twice a year, usually a drawing test but can also be related to a coursework, with written feedback, areas for improvement and targets set. One-to-one reviews throughout first major coursework – these can often include extra assessment and will also include written feedback, checklists to help students progress further and upgrade advice. Coursework 1: Assessment – students receive a document with detailed feedback on areas of success in their coursework as well as areas to improve/upgrade. There is also a 5 hour drawing exam (towards end of Summer term- tbc)
Equipment that students will need (including revision guides)	It is preferable that students start the course with an A2 portfolio. These can be obtained from outlets such as The Works and The Range and even Wilkinsons, but we do have a few we can recycle. They will also need: <ul style="list-style-type: none"> • Drawing pencils – 2B, 4B and 6B are preferable for homework tasks. • Good eraser and pencil sharpener Any colour materials that are affordable – again these are useful for homework tasks.

How to help your child at home	<p>Where possible, visit a variety of exhibitions and galleries for inspiration – encourage the students to take notes and make sketches, collect leaflets and postcards etc. Take an interest in their sketchbook work and how creatively they present it. Some students may need help with researching a particular Art movement or artist – offer to read through their notes.</p> <p>If you have a background in Art training or a flair for Art, your support is always welcome. One-to-one encouragement and support is invaluable. Helping with homework tasks, maybe showing a technique at the side of the page can help. However, no matter how tempting, please do not do the work for them. Finally, be patient! Artists tend to make a mess occasionally, particularly as in Year 2, they may be working on some large scale work.</p> <p>Useful Websites: Artcyclopedia.com School Library Retford Library Art club – lunchtimes – resources available in art rooms After school Art club and coursework catch-up sessions Pinterest www.harleygallery.co.uk www.wotartist.com www.tate.org.uk www.britisharts.co.uk/artgalleries.html</p>
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	<p>www.artandarchitecture.com</p> <p>Also: The Artist or Leisure painter magazines are both good sources of articles and step-by-step instructions.</p> <p>Extra-curricular activities:</p> <p>Art club – lunchtimes – resources available in art rooms</p> <p>After school Art club and coursework catch-up sessions</p>
Tips for accessing A*/A	<p>A* - A skills include:</p> <p>Students are assessed on 4 Assessment Objectives – each one is marked out of 25 marks.</p> <p>AO1 - Developing their ideas through researching artists/art movements etc</p> <ul style="list-style-type: none"> • Student undertakes a wide range of in-depth investigations of their chosen artist/art movement that provide well-considered and insightful links to their imaginative ideas. They demonstrate an excellent understanding of a wide variety of source material used for research and show a very strong understanding of this through their visual and written work. <p>AO2 - Refining ideas through experimenting with a variety of materials and techniques</p> <ul style="list-style-type: none"> • Student shows decisive, focused and well-considered refinement of ideas. • They demonstrate a very strong and sustained ability to experiment with a wide range of media, materials, techniques and processes. • They select resources perceptively and imaginatively and their choices are appropriate. <p>AO3 – Recording ideas – observational drawing and written annotation</p> <ul style="list-style-type: none"> • Student demonstrates a very strong and sustained ability to record observations and insights (quality of written work is excellent, enhances meaning and uses a clear structure and fluent style. Work has good spelling, punctuation and grammar). • They demonstrate excellent understanding of how to connect their observational studies to their final intentions. <p>AO4 – Final piece – and how it links to all preliminary work and research</p> <p>Student demonstrates a very strong and sustained ability to present a very good final piece that is informed and has strong, meaningful links to all preparation work and research. It has an expressive, imaginative and sophisticated content.</p>
Faculty Leader	Head of Expressive Arts – Mr Brownhill
Teachers within the faculty	<p>Art Teachers:</p> <p>Mrs Draper – Lead Teacher in Art</p> <p>Miss Hobbs – Teacher of Art</p>

BUSINESS STUDIES

Combined Science

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	CB1 – Biology Unit CC1/2 – Chemistry Unit	Practice exam questions and tests on GCSE Bitesize. Use of relevant pages in Revision Guide.
Half term 2 (Nov-Dec)	CB1 (continued) – Biology Unit CC1/2 (continued) – Chemistry Unit CP1 – Physics Unit	
Half term 3 (Jan-Feb)	CB2 – Biology Unit CC3/4 – Chemistry Unit	
Half term 4 (Feb-Mar)	CB2 (continued) – Biology Unit CC3/4 (continued) – Chemistry Unit CP2 – Physics Unit	
Half term 5 (Apr-May)	CB3 – Biology Unit CC5/6/7- Chemistry Unit	
Half term 6 (May-Jul)	CB3 (continued) – Biology Unit CC5/6/7 (continued) – Chemistry Unit CP3 – Physics Unit CP4 – Physics Unit	

Exam board	Edexcel
Units to be completed	CB1, CC1/2, CP1, CB2, CC3/4, CP2, CB3, CC5/6/7, CP3, CP4
Home learning tasks	There are a range of project style homework tasks which students can complete such as cloning, metal extraction and the dangers of electricity. Students will also complete exam question homework booklets, to practice answering past paper questions.
Assessment – tasks, frequency, style	Students will sit termly exam papers covering the content from that term. December 2017 April 2018 July 2018
Equipment that students will need (including revision guides)	Revision Guide – Can be purchased from school. Calculator Protractor

How to help your child at home	Ask your children what they are learning about in science and what level they are currently achieving. Encourage students to aim high with their coursework grades. Try and support them with their homework, if they are using the internet to research, check that their work is their own. Encourage and support your children if they are encountering difficulties.
Tips for accessing A*/A or 8/9 on new grade	Students need to practise exam questions in and outside of the classroom. To achieve the higher level grades in combined science, students are required to apply, examine or analyse their knowledge and understanding of the topics studied to a given example. Students need to read and make informed judgements using the information provided in the exam questions. In the controlled assessment practical activities, students need to accurately analyse the data they have collected and further additional data, explaining patterns and any anomalies that may have occurred.
Useful websites/books/resources	GCSE Bitesize http://www.iamlearning.co.uk/home.php The School VLE

	Edexcel Revision Guides and Work booklets – can be purchased in school.
Extra-curricular activities	Science Ambassadors Revision Sessions for individual topics – at lunch or afterschool. See your teacher for details.

Faculty Leader	Miss McGill
Teachers within the faculty	Mrs Astle Mrs Gibbs Mr Lister Mr Alexander Mrs Smith Miss Ratcliffe Miss Hankinson Mrs Gray

Computer Science

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Systems Architecture, Memory, Python Skills Practice	Page 1-5
Half term 2 (Nov-Dec)	Storage, Computational Logic, Algorithms, Python Skills Practice	Page 6-7, 33-40
Half term 3 (Jan-Feb)	Systems Software, Wired & Wireless Networks, Python Skills Practice	Page 8-24
Half term 4 (Feb-Mar)	Data Representation, Python Skills Practice	Page 64-76
Half term 5 (Apr-May)	Revision & Mock Exam	CGP GCSE OCR Computer Science Revision Guide and class notes.
Half term 6 (May-Jul)	Python Skills Practice	http://www.codecademy.com Python challenges provided by the department.

Exam board	OCR
Units to be completed	Computer systems - 80 marks - 1 hour and 30 minutes - Written paper in Year 11 (no calculators allowed). Computational thinking, algorithms and programming - 80 marks - 1 hour and 30 minutes - Written paper in Year 11 (no calculators allowed).
Home learning tasks	Students will be set homework on a weekly basis during the course. This is a very intense course which will require students to study outside of the lesson time. The focus on home learning will involve consolidation and coding practice.
Assessment – tasks, frequency, style	Students will be assessed on a regular basis on topics covered during the lessons and also at the end of each unit. This will give them an understanding of their strengths and weaknesses prior to setting their individual revision programme. Students will practice their coding skills weekly in preparation for the final project in Year 11.
Equipment that students will need (including revision guides)	CGP GCSE OCR Computer Science Revision Guide. (The department will order these in for students to purchase at a cost of £3.50). There is also a comprehensive range of free flipped learning videos available on “Craig N Daves” Youtube channel. These are regularly used to introduce new topics as well as for consolidation. https://youtube/t8H6-anK0t4

How to help your child at home	Although any practical tasks can be completed at school by attending one of the lunchtime or after-school clubs; providing somewhere quite in order for students to complete class notes and revise at home is also beneficial.
Tips for accessing A*/A	Those students who prepare most thoroughly for the exam and ensure that their controlled assessment is complete will have the greatest chance of attaining the higher grades. Detailed written justifications and explanations to demonstrate knowledge, skills and understanding is essential. Student with a thorough understanding of computation thinking, will be able to apply this throughout the course. Correct terminology is used throughout the coursework and exam paper. A genuine desire to achieve and being prepared to put in the extra effort to achieve the highest grade.
Faculty Leader	Miss Gilliland
Teachers within the faculty	Mr Slade

Design Technology: Technical Award in Engineering

Curriculum Content

Autumn term

	Half term - 7 weeks	Half term - 8 weeks
Practical project/ design skills	Hydraulics project (7 week project) - group project using hydraulics to create a working robot arm - theory work on hydraulics and forces.	Speaker project (8 week project) - electronic project - how to solder, theory of basic components, using line bent acrylic to create a basic casing for the circuit. Focus on creating a fully working product.

Spring term

	Half term - 6 weeks	Half term - 5 weeks
CA work	Mobile phone disassembly (18 week project - one lesson a week) this will be an instruction to the work required for Component 2 which requires student to complete an 'Investigation of an Engineering Product'. <ul style="list-style-type: none"> • learn why engineers choose certain materials and components to make products • investigate how products are made • identify best practice when it comes to safety and risk management • develop research, observation, recording, interpretation and measuring skills • put what they've learned into practice by safely planning, reproducing and testing an engineered product. 	
Theory	Theory lessons focussed on preparation for Component 1 (one lesson per fortnight) <ul style="list-style-type: none"> • explore the different sectors, products and interconnections within the industry • investigate what various engineering organisations and functions do, in addition to potential career paths • discover the engineering design and manufacture processes. 	
Practical project/ design skills	Bottle opener (6 week project) - metals work project - how to cut, shape, drill, rivet and assemble a fully working product using steel/aluminium.	Casting project (11 week project) - using aluminium sand casting to create a base for a stand for a device of their choice. 2D Design and laser cutting will be used to design a bespoke holding device for the top section.

Summer term

	Half term 1 - 6 weeks		Half term 2 - 7 weeks
CA work	Mobile phone disassembly continued	*** PPE exam **** to take place w/c 4th June	Component 3 - introduction into "responding to a design brief"
Theory	Component 1 - theory lessons See info above		Component 1 - theory lessons See info above
Practical project/ design skills	Continuation of casting project		Practical work for component 3 - "responding to a design brief"

Exam board

BTEC Technical Award in Engineering

Units to be completed

The course has been designed to allow students to spend year 9 undertaking a number of mini projects and mock controlled assessment topics designed to build the skills knowledge and understanding required in order to be ready to start to complete the assignments required in year 10 and 11.

Below are the three units that need to be completed during the course.

Component 1 - Exploring Engineering Sectors and Design Applications

- explore the different sectors, products and interconnections within the industry
- investigate what various engineering organisations and functions do, in addition to potential career paths
- discover the engineering design and manufacture processes.

Component 2 - Investigating an Engineering Product

- learn why engineers choose certain materials and components to make products
- investigate how products are made
- identify best practice when it comes to safety and risk management
- develop research, observation, recording, interpretation and measuring skills
- put what they've learned into practice by safely planning, reproducing and testing an engineered product.

	<u>Component 3 - Responding to an Engineering Brief</u> <ul style="list-style-type: none"> • build on what they've learned in Components 1 and 2 • identify the problem, develop a hypothesis and investigate possible solutions • create a prototype that meets the brief • record, analyse and evaluate data and outcomes, and reflect on how the product meets the brief.
Home learning tasks	<p>A variety of tasks will be set depending on the focus area of the specific project. Pupils will often be set flipped learning tasks whereby they are expected to return to lessons with new knowledge as opposed to reinforced knowledge from a previous lessons. The idea behind this is for students to develop independent working skills. It is likely to take the form of research, wider reading, numeracy and literacy tasks.</p>
Assessment – tasks, frequency, style	<p>Component 1 - internally assessed assignments 30% of total course Component 2 - internally assessed assignments 30% of total course Component 3 - externally assessed task, where students create an engineered product based on a brief. 40% of total course</p> <p>Written assessments will be completed at the end half term designed to test students understanding of the theory topics covered for component 1. Practical work will be assessed at an interim stage of the project and also at the end of each project. An overall working grade will be formulated using a combination of all assessments completed during year 9.</p>
Equipment that students will need (including revision guides)	<p>For every lesson, students will be expected to have basic equipment such as a pen, pencil, ruler, rubber, pencil sharpener and coloured pencils.</p>

How to help your child at home	<p>Homework will be logged on the parent portal – please encourage your child to regularly check the portal to see what homework is required. Encourage your child to watch “how’s it’s made” or documentaries looking at how major structures/buildings have been designed and manufactured.</p>
Tips for accessing Grade 9/8	<p>In order to achieve the L2 Distinction * grade, students will need to achieve a Level 2 distinction in each component.</p>
Faculty Leader	<p>Miss Gatt</p>
Teachers within the faculty	<p>Mrs Ashton-Braithwaite Mrs Ward</p>

Design Technology: Product Design

	Curriculum Content
Half term 1 (Sep-Oct)	Students have been streamed into ability sets based on data from Key Stage 3 (Year 7 and 8). Students will complete two rotations of work, taking them half way through the year, then setting will be reviewed to see if changes to set need to be made.
Half term 2 (Nov-Dec)	
Half term 3 (Jan-Feb)	Throughout the year, students will complete four different design and make tasks which encompass a range of D&T skills. This will form a preparation year prior to undertaking the GCSE course in Year 10 and 11. The programme has been devised in order to develop more advanced practical and theoretical skills which will form a solid foundation for the newly introduced GCSE specification.
Half term 4 (Feb-Mar)	
Half term 5 (Apr-May)	
Half term 6 (May-July)	<p>Rotation 1: Graphic products – In this project, students are looking at commercial design for an exhibition space. The project encourages independent research of materials, manufacturing processes, endorsements and cultures. During the theory unit which runs adjacent, students will cover papers, boards, drawing apparatus and adhesives.</p> <p>Rotation 2: Resistant Materials – In this project, the focus is on manufacturing using softwoods and a range of manufactured boards. To support this, students will learn about the properties of materials such as timbers and boards.</p> <p>Rotation 3: Electronics – This project serves as an introduction to electronics and allows students to manufacture a fully working prototype. To support the delivery of this unit students will learn the theory of basic circuitry including the manufacturing of printed circuit boards and the uses of electrical components.</p> <p>Rotation 4: Engineering – During this project, students will be encouraged to research the full breadth of engineering sectors and how they each contribute to the built environment. Students will complete a design and make exercise which will be fully supported by fully encompassing, STEM (Science, Technology, Engineering and Maths) theory.</p>

Exam board (TBC)	AQA
Units to be completed	<p>Unit 1 – Externally assessed, exam 2 hours - 100 marks</p> <p>Section A – Core technical principles (20 marks). A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p>Section B – Specialist technical principles (30 marks). Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.</p> <p>Section C – Designing and making principles (50 marks). A mixture of short answer and extended response questions including a 12 mark design question.</p> <p>Unit 2 – Internally assesses, coursework 30-35 hours - 100 marks</p> <p>This is a substantial design and make task which is assessed on quality investigation, designing skills, manufacturing processes, analysis of working processes and evaluation of personal practises.</p> <p>Students will produce a working prototype and a portfolio of evidence (max 20 pages). Work will be marked by teachers and moderated by AQA.</p>

Home learning tasks	A variety of tasks will be set depending on the focus area of the specific project. Pupils will often be set flipped learning tasks whereby they are expected to return to lessons with new knowledge as opposed to reinforced knowledge from a previous lessons. The idea behind this is for students to develop independent working skills. It is likely to take the form of research, wider reading, numeracy and literacy tasks. This will be recorded on the VLE and students will be asked to log all homework in their planners.
Assessment – tasks, frequency, style	Written assessments will be completed at the end of each theory unit. Practical work will be assessed through each project. An overall working grade will be formulated using a combination of both assessments.
Equipment that students will need (including revision guides)	For every lesson, students will be expected to have basic equipment such as a pen, pencil, ruler, rubber, pencil sharpener and coloured pencils. Revision guides are not currently available for this specification however, students and parents will be notified when these become available for purchase.

How to help your child at home	In Design & Technology we have high expectations of homework. Please spend time reviewing homework tasks prior to and after completion to ensure the task has been accurately met. In addition, please review homework for excellent literacy skills as this will form part of the teacher assessment.
Tips for accessing Grade 9/8	In order to achieve Levels 8 and 9, students will be expected to show high level skills in both their controlled assessment and their final written exam. These include being able to analyse, evaluate and hypothesize.
Faculty Leader	Miss Gatt
Teachers within the faculty	Mrs Ashton-Braithwaite Mrs Ward

Drama – Year 9

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	<ul style="list-style-type: none"> Introduction to GCSE Drama Rose Blanche – using basic performance skills 	Research and create a list of different performance exploration techniques such as hot seating, thought tracking etc.
Half term 2 (Nov-Dec)	Characterisation <ul style="list-style-type: none"> Stereotype Characterisation and text: John Godber Devising Monologues 	Reading: <ul style="list-style-type: none"> Beginners guide to Berkoff The Trial Metamorphosis
Half term 3 (Jan-Feb)	Introducing Practitioners : Bertolt Brecht <ul style="list-style-type: none"> Exploring plays 1: Writing as an actor/director 	Reading: Beginners guide to Brecht Research: background to 'Dr Korczack's Example'
Half term 4 (Feb-Mar)	Developing performance from text 1 <ul style="list-style-type: none"> Exploring plays 2: Writing as a designer 	Read full texts that performance extracts from class work come from – these will be available in Drama department
Half term 5 (Apr-May)	Developing performance from a text 2 <ul style="list-style-type: none"> Exploring plays 3: Writing a review 	
Half term 6 (May-Jul)	<ul style="list-style-type: none"> Introduction to Devised Theatre: Understanding Exam unit 1 	Further develop ideas for classwork through scripting an idea for a scene/ selecting accompanying music choices/creating projected backdrops.

Exam board	WJEC
Units to be completed	Year 9: No exam units – Development of performance skills/ Understanding Drama Theory Year 10: Unit 1 Devised Theatre Year 11: Unit 2 Performing Theatre Unit 3: Interpreting Theatre
Home learning tasks	Tasks may include research, evaluation, planning, learning script, coursework elements, and practise timed exam question responses. At certain points of the course afterschool rehearsals may replace Home Learning tasks.
Assessment – tasks, frequency, style	Assessment will be a combination of practical and written tasks within lessons (1 per half term). During the Summer term students will complete a mock exam paper based on understanding an exam play text.
Equipment that students will need (including revision guides)	Black jogging bottoms, plimsolls and t-shirt for physical practical work.

How to help your child at home	Encourage pupils to discuss drama after they have watched any (be it a movie, stage play, TV show, or even a Soap Opera!) Key Questions: <ul style="list-style-type: none"> What was effective about the drama/acting? Why was it effective? What was not effective? Why was it not effective? How could it have been improved? How did the director/actors create dramatic tension? How did the designers (sound, music, set, lighting, costume, special effects) help to create the world of the drama?
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	<p>Enable (if possible) students access to seeing live drama on the stage, local amateur/touring productions, regional productions (Sheffield and Nottingham have a fantastic range), national productions/West End Shows (mostly London based, but some tour to regional venues)</p> <p>Full support for the afterschool rehearsals, including arranging to collect students, would be extremely appreciated.</p>
Tips for accessing A*/A or 8/9 on new grade	<ul style="list-style-type: none"> Recall, select and communicate detailed knowledge and thorough understanding of plays and other types of drama. Demonstrate a thorough awareness of the relationships between texts and dramatic styles, and of social context and genre, to generate, explore and develop their ideas. Apply and adapt effectively an extensive range of practical skills, which they execute creatively to communicate their ideas. Work very productively with others. Have well-developed evaluative and reflective skills. Show critical awareness of work in progress and performance, and of their own contribution and that of others. Provide, by reasoned argument, full justifications, demonstrating insight and sensitivity in developing practical work. Understand and use terminology accurately and appropriately.
Useful websites/books/resources	<p>http://www.majesticretford.com</p> <ul style="list-style-type: none"> What's on in Retford! <p>www.sheffieldtheatres.co.uk/</p> <ul style="list-style-type: none"> Official site for the city's three theatres. Includes details of upcoming events and facilities. <p>http://www.bbc.co.uk/blast/dance_drama</p> <ul style="list-style-type: none"> Includes videos of young performers work, competitions, games and more! <p>http://www.bbc.co.uk/schools/gcsebitesize/drama/</p> <p>An excellent resource that lists many useful drama techniques and approaches to creating drama.</p>
Extra-curricular activities	<p>There will be a range of Extra Curricular opportunities throughout the year including performances and Theatre Visits</p>

Faculty Leader	Mr Brownhill
Teachers within the faculty	Mrs Prince

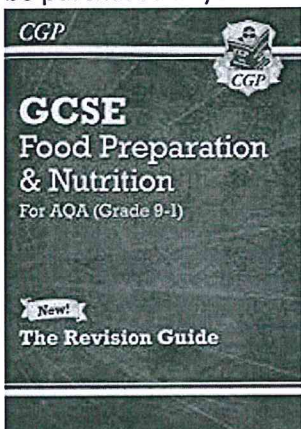
English

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Gothic Short Stories	Read a full length Gothic novel e.g. Dracula/Frankenstein.
Half term 2 (Nov-Dec)	Poetry	Read a range of different poetry styles. Research the context/background of the poets.
Half term 3 (Jan-Feb)	The Crucible or Blood Brothers	Watch a theatre performance of any play/musical. Research context (time period and historical situations).
Half term 4 (Feb-Mar)	Language Paper 2: Non-fiction and debating	Read newspaper articles and non-fiction texts linked to topics studied. Research facts statistics to support your debate topics. Watch televised debates.
Half term 5 (Apr-May)	Of Mice and Men	Read historical context (Great Depression). Read other novels by John Steinbeck.
Half term 6 (May-Jul)	Shakespeare: Introduction to Macbeth	Research Shakespeare's life and context. Watch a Shakespeare play (film or theatre).

Exam board	AQA
Units to be completed	Introduction to Shakespeare text (Macbeth) Non-fiction and creative writing
Home learning tasks	Spelling, vocabulary and grammar activities (where appropriate) Memory skills Wider reading
Assessment – tasks, frequency, style	Half termly reading and writing assessments. These will be essay style and follow the format of GCSE questions, although at an appropriate pitch for Y9 students.
Equipment that students will need (including revision guides)	Pen, pencil, reading book
How to help your child at home	Encourage your child to read for at least 20 minutes a day to develop comprehension and vocabulary skills.
Tips for accessing A*/A	Develop sophisticated vocabulary through reading a range of challenging texts Read critically – consider the writer's purpose and how they achieve it
Faculty Leader	Mrs Barstow
Teachers within the faculty	Mrs Hudson, Ms Lucas, Mr Maye, Mr Mounsey, Ms Nicholls, Ms S Withall, Ms V Withall, Mrs Turner

Food Preparation and Nutrition

	Curriculum Content	Practical dishes
Half term 1 (Sep-Oct)	Hygiene and Safety - Food spoilage, storing food, food poisoning, micro-organisms, key temperatures.	Bolognese, victoria sponge, chicken ceasar salad
Half term 2 (Nov-Dec)	Cakes and Pastry - Cake making methods, types of pastry, function of ingredients.	Scones, brownies, chocolate log
Half term 3 (Jan-Feb)	Cakes, pastry and dough- raising agents, gluten.	Jam tarts, quiche, sausage rolls
Half term 4 (Feb-Mar)	Nutrition- 'The Eat Well Guide', micronutrients, macronutrients, nutritional analysis	Sweet and sour chicken, cottage pie, tagliatelle carbonara
Half term 5 (Apr-May)	Cooking methods - Advantages and disadvantages, heat transfer.	Vegetable curry, gluten free biscuits, lactose free cake.
Half term 6 (May-Jul)	End of year test revision - Revision of previous topics in preparation for end of year test.	Practical Assessment- TBC

Exam board	AQA
Units to be completed	Unit 1 - Written exam (50% of final grade). Unit 2 - Controlled Assessment (50% of final grade).
Home learning tasks	A variety of tasks will be set depending on the focus of the current theory topic. Students will often be set flipped learning tasks whereby they are expected to return to lessons with new knowledge as opposed to reinforced knowledge from a previous lessons. The idea behind this is for students to develop independent working skills. It is likely to take the form of research, wider reading and revision, and numeracy and literacy tasks.
Assessment – tasks, frequency, style	Written assessments will be completed at the end of each theory unit. Assessments will follow exam style questions; state, describe, explain and discuss. Students will keep a regular log of practical skills. End of year test will be completed in June. Unit 2 - Controlled Assessment will not be completed until Year 11. In Year 10 students will complete a mock controlled assessment.
Equipment that students will need (including revision guides)	Students will be required to bring in ingredients for practical lessons each week. A list will be given to students, including quantities, a week in advance. Students need to ensure they have a container to take their food home in. This year, students will always be cooking on a Wednesday week B. There is a revision guide available to students although it is recommended that these be purchased in year 10. 

How to help your child at home	Try to encourage students to organise their own set of ingredients for practical lessons, ie. weighing out quantities. Students will always have lesson time to create revision resources which they can use at home.
Tips for accessing grade 9/8	In order to achieve Levels 8 and 9, students will be expected to show high level skills in both their controlled assessment and their final written exam. These include being able to analyse, evaluate and hypothesize.
Faculty Leader	Miss Gatt
Teachers within the faculty	Mrs Ashton-Braithwaite Mrs Ward

French

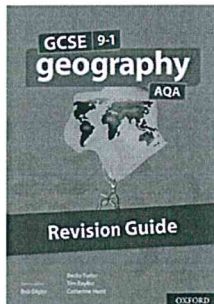
	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Talking about yourself (age, physical description, personality) Describing your family Describing where places are in a town Using the 24 hour clock Talking about friends and what makes a good friend	www.thisislanguages.com www.languagesonline.org.uk www.memrise.com Mary Glasgow magazines AQA revision guide
Half term 2 (Nov-Dec)	Talking about family relationships Arranging to go out using the near future tense Describing a day out using the perfect tense Discussing role models	www.thisislanguages.com www.languagesonline.org.uk www.memrise.com Mary Glasgow magazines AQA revision guide
Half term 3 (Jan-Feb)	Talking about leisure activities Giving opinions Talking about films and going to the cinema Talking about sport	www.thisislanguages.com www.languagesonline.org.uk www.memrise.com Mary Glasgow magazines AQA revision guide
Half term 4 (Feb-Mar)	Discussing technology Using irregular verbs in the present tense Discussing reading habits and music Talking about television programmes and using comparatives Discussing a night out with friends Recap the perfect tense	www.thisislanguages.com www.languagesonline.org.uk www.memrise.com Mary Glasgow magazines AQA revision guide
Half term 5 (Apr-May)	Talking about food and meals Discussing clothes and what to wear Describing your daily life Shopping for clothes	www.thisislanguages.com www.languagesonline.org.uk www.memrise.com Mary Glasgow magazines AQA revision guide
Half term 6 (May-July)	Describing festivals and traditions Talking about shopping for a special meal Recap the near future tense Describing family celebrations	www.thisislanguages.com www.languagesonline.org.uk www.memrise.com Mary Glasgow magazines AQA revision guide

Exam board	AQA
Units to be completed	Listening 25% Speaking 25% Reading 25% Writing 25%
Home learning tasks	<ul style="list-style-type: none"> • One vocabulary learning task will be set each week • Listening assignments and topic revision from a range of websites • Written tasks • Reading comprehensions • Worksheets Cultural research projects
Assessment – tasks, frequency, style	Students will be assessed on the four skills of listening, speaking, reading and writing throughout the year. They will complete 3 assessments for each skill over the year and assessments will be completed at the end of each unit as well end of year examinations.

Equipment that students will need (including revision guides)	Collins Easy Learning French Dictionary. AQA Revision Guide.

How to help your child at home	Regularly quiz students on vocabulary from vocabulary books Encourage students to spend half an hour each week using revision websites Encourage students to prepare thoroughly for all assessments
Tips for accessing grades 8/9	<p>Listening</p> <ul style="list-style-type: none"> • respond effectively to spoken language including more complex and extended passages, extracting information, identifying opinions and drawing conclusions <p>Speaking</p> <ul style="list-style-type: none"> • initiate and sustain detailed conversations manipulating language mostly accurately, expressing ideas and justifying opinions and responding effectively to unpredictable questions • use mostly accurate pronunciation and intonation <p>Reading</p> <ul style="list-style-type: none"> • respond effectively to written language including more complex and extended texts, identifying opinions and inferring meaning <p>Writing</p> <p>write effectively for different purposes explaining ideas, expressing and justifying opinions and manipulating vocabulary and grammar, including some more complex language, mostly accurately</p>
Faculty Leader	Mrs Morris
Teachers within the faculty	Miss Bryant – Assistant Faculty Leader Mr White – Vice Principal

Geography

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Students will study 'Urban Issues and Challenges'. This includes the global pattern of urban change, factors affecting rates of urbanisation and the growth of megacities. They will also do a large case study on Rio de Janeiro investigating how urban growth creates opportunities and challenges for the city.	<p>Students must spend time at home reading through their class notes and developing these into revision material. Published revision guides are available for the specification and students must also research and read around each of the topic areas studied to ensure a comprehensive level of understanding.</p> <p>Oxford press are releasing a new revision guide and exam practice book in Jan/Feb 2018 The ISBN number for this is ISBN10: 978-0198423462 ISBN13: 978-0198423461</p> 
Half term 2 (Nov-Dec)	Students will continue to study Urban Issues and Challenges and look at urban change in cities in the UK and how this leads to a variety of social, economic and environmental opportunities and challenges.	
Half term 3 (Jan-Feb)	Students will continue to study 'Urban Issues and Challenges'. This will involve a major study on Bristol. They will also study urban sustainability and how this requires management of resources and transport.	
Half term 4 (Feb-Mar)	Students will study 'The Changing Economic World'. This includes how there variations in economic development and quality of life around the world and how strategies exist to try and reduce the development gap. This will also include the study of a country experiencing rapid economic development and the significant social, economic and cultural change this leads to. The topic also includes the UK economy and how changes to this have and will continue to affect employment patterns and regional growth.	
Half term 5 (Apr-May)	Students will study 'The Challenge of Resource Management.' This includes the significance of food, water and energy to economic and social wellbeing and the global inequalities in supply and consumption of these. Students will also specifically study the demand for energy resources the conflicts caused by supply and the strategies that can be used to increase supply.	
External Exam Dates	Unit 1 – TBC / Unit 2 - 5 th TBC / Unit 3 - 11 th TBC - These are expected to be June 2020	

Exam board	AQA Geography (specification 8035)
Units to be completed	Unit 1 – Physical Geography, Unit 2 - Human Geography & Unit 3 – Geographical Applications
Home learning tasks	Students have been provided with a homework guidance booklet for this year. This contains a comprehensive list of the individual components of the year. Home learning, throughout the year, is for students to create detailed revision material in preparation for the final exam. This will also be combined with additional tasks set by the class teacher; such as preparatory reading and completing practise exam questions.
Assessment – tasks, frequency, style	Students are assessed formally in line with the schools assessment points. In addition to this students will regularly complete exam style questions which will be self, peer and teacher marked.

Equipment that students will need (including revision guides)	Students are required to bring a pen, pencil, ruler and calculator to lessons they will also benefit from purchasing a revision guide. Oxford books produce these, among other publishers. Please ensure these are specifically for AQA Geography 1-9 examinations.
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How to help your child at home	Parents should encourage students to produce detailed revision material throughout the year. It is too late to leave it all until May! Encourage students to attend the after school catch-up and revision sessions on a Tuesday and/or Wednesday in the Humanities department. Encourage students to read through their notes after their Geography lessons, highlighting the key information and then completing extra research at home, in particular any concepts they are struggling with.
Tips for accessing 8/9	<ul style="list-style-type: none"> Recall accurately detailed information about places, environments and themes, across all scales showing a very detailed knowledge of location (case studies) and comprehensive geographical vocabulary. Understand thoroughly geographical ideas, and apply their understanding to analyses of unfamiliar contexts. Understand thoroughly the way in which a wide range of physical and human processes interact to influence the development of geographical patterns, the geographical characteristics of particular places and environments, and their interdependence. Understand complex interrelationships between people and the environment, and how considerations of sustainable development affect the planning and management of environments and resources. Evaluate the significance and effects of values and attitudes of those involved in geographical issues and in decision making about the use and management of environments. Undertake geographical enquiry, identifying relevant questions, implementing effective sequences of investigation, collecting a range of appropriate evidence from a variety of primary and secondary sources, using effectively relevant skills and techniques, drawing selectively on geographical ideas to interpret evidence, reaching substantiated conclusions, communicating outcomes clearly and effectively, and critically evaluating the validity and limitations of evidence and conclusions; and then apply these to exam questions. Understand how graphs, maps and data can all be analysed and interpreted to describe trends, make comparisons and explain patterns. Undertake a wide range of skills accurately – 6 figure grid references, scale, O.S map interpretation, sketch mapping, and annotating maps and graphs.
Useful websites/books/resources	AQA A Geography website - http://www.aqa.org.uk/ http://www.juicygeography.co.uk http://worldlywise.pbworks.com/w/page/15409197/Worldlywise http://www.geographybase.co.uk/page11.htm
Extra-curricular activities	Revision sessions will run weekly after school from November.

Faculty Leader	Miss Boneham
Teachers within the faculty	Mrs Reid, Mrs Prince

German

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	School: <ul style="list-style-type: none"> - Talking about school subjects - Describing clothes and school uniform. - Using the present tense. - Talking about what you are looking forward to at school. - Giving opinions with reasons. 	www.thisislanguages.com www.languagesonline.org.uk Mary Glasgow magazines AQA revision guide
Half term 2 (Nov-Dec)	<ul style="list-style-type: none"> - Talking about what you did in the holidays. - Using the past tense. - Describing a school day. - Asking and answering questions. - Discussing school rules. - Talking about school trips using the future tense 	www.thisislanguages.com www.languagesonline.org.uk Mary Glasgow magazines AQA revision guide
Half term 3 (Jan-Feb)	Leisure Activities: <ul style="list-style-type: none"> - Discussing leisure activities - Giving opinions on types of music - Discussing films and giving opinions - Giving opinions on TV programmes 	www.thisislanguages.com www.languagesonline.org.uk Mary Glasgow magazines AQA revision guide
Half term 4 (Feb-Mar)	<ul style="list-style-type: none"> - Describing which sports you do - Give opinions on sports - Learning about festivals and celebrations 	www.thisislanguages.com www.languagesonline.org.uk Mary Glasgow magazines AQA revision guide
Half term 5 (Apr-May)	Myself, family and Friends: <ul style="list-style-type: none"> - Describing personalities - Talking about friends and what makes a good friend - Describing relationships - Explaining different views on marriage 	www.thisislanguages.com www.languagesonline.org.uk Mary Glasgow magazines AQA revision guide
Half term 6 (May-July)	<ul style="list-style-type: none"> - Comparing your life as a child to life now End of Year Assessments.	www.thisislanguages.com www.languagesonline.org.uk Mary Glasgow magazines AQA revision guide

Exam board	AQA
Units to be completed	Listening 25% Speaking 25% Reading 25% Writing 25%
Home learning tasks	One vocabulary learning task will be set each week. Listening assignments and topic revision from a range of websites. Written tasks. Reading comprehensions. Worksheets. Cultural research projects.
Assessment – tasks, frequency, style	Students will be assessed on the four skills of listening, speaking, reading and writing throughout the year. They will complete 3 assessments for each skill over the year and assessments will be completed at the end of each half term.

Equipment that students will need (including revision guides)	Collins Easy Learning German Dictionary. AQA Revision Guide. A4 ring binder folder to organise work.
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How to help your child at home	<p>Regularly quiz students on vocabulary from vocabulary books.</p> <p>Encourage students to spend half an hour each week using revision websites.</p> <p>Help your child make time to practice. Learning a language is like learning to play an instrument. There needs to be time to practice.</p> <p>Have your child teach you to say something in the language every day. Explaining is learning. Let your child laugh at your mangled pronunciation and correct you.</p> <p>Find cultural events connected to the language and culture being studied.</p> <p>Provide videos, books and music in the language.</p> <p>Look for opportunities outside the classroom.</p>
Tips for accessing A*/A or 8/9 on new grade	<p>Listening</p> <ul style="list-style-type: none"> respond effectively to spoken language including more complex and extended passages, extracting information, identifying opinions and drawing conclusions <p>Speaking</p> <ul style="list-style-type: none"> initiate and sustain detailed conversations manipulating language mostly accurately, expressing ideas and justifying opinions and responding effectively to unpredictable questions use mostly accurate pronunciation and intonation <p>Reading</p> <ul style="list-style-type: none"> respond effectively to written language including more complex and extended texts, identifying opinions and inferring meaning <p>Writing</p> <p>write effectively for different purposes explaining ideas, expressing and justifying opinions and manipulating vocabulary and grammar, including some more complex language, mostly accurately</p>
Useful websites/books/resources	<p>www.thisislanguage.com</p> <p>www.funwithlanguages.vacau.com</p> <p>www.linguascope.com</p> <p>www.languagesonline.org.uk</p> <p>www.lerndeutsch.org.uk</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/german/</p>

Faculty Leader	Mrs Morris
Teachers within the faculty	Miss Bryant (Assistant Faculty Leader) Mr White (Vice Principal)

Health and Social Care (BTEC)

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Unit 1: Human Lifespan Development <ul style="list-style-type: none"> - PIES - Growth and Development - Physical factors affecting growth - Lifestyle choices - Social and cultural factors - Relationships 	BTEC Health and Social Care Text Books
Half term 2 (Nov-Dec)		BBC News – website
Half term 3 (Jan-Feb)		
Half term 4 (Feb-Mar)		
Half term 5 (Apr-May)		
Half term 6 (May-July)		

Exam board	Edexcel
Units to be completed	Unit 1: Human lifespan development
Home learning tasks	Project based work linked to the unit being studied. Case Studies relevant to the unit of coursework.
Assessment – tasks, frequency, style	100% Internal coursework – quality of written communication is also assessed (spelling, punctuation and grammar). Deadline for coursework submission to be completed July 2018.
Equipment that students will need (including revision guides)	Stationery

How to help your child at home	Ask students what they are doing. Students should be working on the coursework elements at home – researching job roles and understanding the PIES development needs of different individuals.
Tips for accessing A*/A or 8/9 on new grade	In the coursework units – students need to explain their ideas and opinions, using relevant examples and research. For example, students need to explain why the codes of practice are used in the given job descriptions and effective communication is a skill that practitioners need to use effectively.
Useful websites/books/resources	Maths and English GCSE Bitesize websites
Extra-curricular activities	Coursework catch-up sessions – details published in school

Faculty Leader	Miss McGill
Teachers within the faculty	Mrs Gray Mrs Smith

History

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Why did the Weimar Republic fail? <ul style="list-style-type: none"> Defeat in WW1 and its effects. Early weakness-Kapp Putsch, Spartacists, Ruhr and hyperinflation. Recovery-Stresemann and his policies. 	SHP Essential Germany 1918-45 TV Programmes: The Nazis a Warning from History BBC Bitesize JohnDClare.net Timelines TV
Half term 2 (Nov-Dec)	Why did Hitler rise to power? <ul style="list-style-type: none"> Early life. The Nazis in the 1920's and their failure. Effects of the Depression. 	SHP Essential Germany 1918-45 TV Programme: The Nazis a Warning from History BBC Bitesize JohnDClare.net Timelines TV
Half term 3 (Jan-Feb)	Why did Hitler rise to power? <ul style="list-style-type: none"> Effects of the Depression and rising support for Hitler. The establishment of the Nazi dictatorship. 	Ian Kershaw: Hitler SHP Essential Germany 1918-45 BBC Bitesize JohnDClare.net
Half term 4 (Feb-Mar)	What was life like in Nazi Germany? <ul style="list-style-type: none"> Winners and Losers - workers and the middle classes. Treatment of minorities. Women and Young People in Nazi Germany. 	Ian Kershaw: Hitler SHP Essential Germany 1918-45 BBC Bitesize JohnDClare.net
Half term 5 (Apr-May)	The Origins of the Cold War <ul style="list-style-type: none"> Overview The collapse of the Grand Alliance Yalta and Potsdam Truman Doctrine Marshall Aid 	Edexcel The Cold War 1941-91 (Hodder) BBC Bitesize JohnDClare.net
Half term 6 (May-Jul)	The Origins of the Cold War <ul style="list-style-type: none"> Nato and the Warsaw Pact Berlin Crisis and airlift 1948-49 The Arms Race 	Edexcel The Cold War 1941-91 (Hodder) BBC Bitesize JohnDClare.net

Exam board	EDEXCEL
Units to be completed	Units 1 and 2
Home learning tasks	Essay questions, practice exam questions and source questions.
Assessment – tasks, frequency, style	PPE in March and exam style assessment on Cold War in June. Other assessments set as homework and timed in class.
Equipment that students will need (including revision guides)	Exercise book, pen, pencil, and ruler.

How to help your child at home	Ask them about how they are doing in history and ask to see their exercise book and test marks. Please monitor homework via the Parents' Portal and encourage students to complete it to the best of their ability.
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Tips for accessing A*/A or 8/9 on new grade	Focus on what the question is asking you to do, try to answer analytically rather than descriptively, ensure that you know and understand all content thoroughly. Take every opportunity to practise extended writing in and out of class and submit it for marking.
Useful websites/books/resources	BBC Bitesize JohnDClare.net
Extra-curricular activities	History Club every Tuesday. Any extra practice work that is completed (e.g. practice questions) will be marked promptly and thoroughly with targets for improvement.

Faculty Leader	Mr Greenwood
Teachers within the faculty	Mrs Cadwell

Creative iMedia - Level 1/2 Cambridge National Certificate

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Skills Practice using the Serif package.	Cambridge Nationals Creative iMedia Level 1/Level 2 Resource Pack from ZigZag Education – Provided by the teacher as a flipped learning resources.
Half term 2 (Nov-Dec)	R085: Creating a multipage website LO1: Understand the features of multipage websites LO2: Be able to plan a multipage website	
Half term 3 (Jan-Feb)	LO3: Be able to create multipage websites LO4: Be able to review a multipage website	
Half term 4 (Feb-Mar)	R082: Creating digital graphics LO1: Understand the purpose and properties of digital graphics	
Half term 5 (Apr-May)	LO2 & LO3: Be able to plan and create digital graphic	
Half term 6 (May-Jul)	LO4: Be able to review a digital graphic Review, improve & re-submit final coursework	
Exam board	OCR	
Units to be completed	R085: Creating a multiple page website In this unit, students will have the opportunity to understand the basics of creating multiple websites. They will also be able to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website using Serif WebPlus. For the assessment of this, unit students complete a pre-set piece of coursework which is marked by teaching staff and externally moderated. This moderation can take place in June of Year 10 or November of Year 11. R082: Creating digital graphics This is one of the compulsory units, in which Serif PagePlus and DrawPlus are used to edit photographs and images to suit given situations. For the assessment of this unit, students will complete a pre-set piece of coursework which is marked by teaching staff and externally moderated. This moderation can take place in January or June of Year 11.	
Home learning tasks	Students will be set homework on a weekly basis during the course. The focus on home learning will involve consolidation of skills and completion of coursework tasks.	
Assessment – tasks, frequency, style	Students will be given regular and personalised feedback on work completed in lesson and given the opportunity to make improvements at the end of each learning objective.	
Equipment that students will need (including revision guides)	Due to this being a new course, there is only one revision resource available at this time. - My Revision Notes: OCR Nationals in Creative iMedia Level 1/Level 2: Pre-production Skills and Creating Digital Graphics.	

How to help your child at home	Outstanding coursework tasks can be completed at school by attending one of the lunchtime or after-school clubs. Providing somewhere quiet in order for students to practice skills, complete class notes and revise at home is also beneficial.
Tips for accessing A*/A	<ul style="list-style-type: none"> The course has been designed primarily for young people aged 14 to 19 who may wish to explore a vocational route throughout Key Stage 4. It lets students gain knowledge in a number of key areas in the media field, from pre-production skills to digital animation, and offers a hands-on approach to learning. The options available offer the chance for students to explore areas of creative media that interest them. It will also provide opportunities to develop useful transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Those students who continually strive to improve their coursework will have the greatest chance of attaining the higher grades. A genuine desire to achieve and being prepared to put in the extra effort to achieve the highest grades.
Faculty Leader	Miss Gilliland
Teachers within the faculty	Mr Slade

Mathematics

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Having trialled a new Scheme of Learning in the first half term, it was apparent that there were significant gaps in the understanding of some of the basic concepts of maths. As a Faculty we have taken the decision to convert to the GCSE Scheme of learning 2 terms earlier than originally planned. The students have already started the new scheme, gaining a detailed knowledge of all aspects of number operations.	https://www.mymaths.co.uk Students have their own log in details, they can also use a generic log in to access materials. This interactive site marks any assessments as and when they are completed and it identifies any areas that may need further support
Half term 2 (Nov-Dec)	The GCSE Scheme of Learning is tiered, sets one and two will follow the Higher Tier Pathway and sets 3, 4 5 and 6 will follow the Foundation Pathway. The Mathematics Faculty will continue to assess each student during the spring and summer term, progress will be assessed in each half term with a Faculty Assessment completed and recorded for all students.	https://corbettmaths.com This is an excellent site to use for assessment materials, the papers are graded and the answers are available for you to check any completed assessments
Half term 3 (Jan-Feb)	The assessments allow each student to produce a Question Level Analysis document for each topic area, this will then identify their own individual strengths and weaknesses and planning will be adapted accordingly to bridge the gaps in knowledge.	https://www.bbc.co.uk/education A good site to use for general information, it gives you good notes and ideas on revision support and is a useful site for finding out ways to do problems in maths.
Half term 4 (Feb-Mar)	Algebra has been identified as a topic that needs to be approached from the very beginning. In term 1 students have been given an introduction to algebra and this will be developed to the highest levels by the end of the Spring Term. The Scheme of Learning, and planned activities, are being led by the outcomes of the assessment programme that the Faculty has in place for all students.	Kay Stage 3 Revision Workbooks, new specification, there are loads of different ones out there, please contact Mr Mason if you need any advice on which ones are best for the course that we are following.
Half term 5 (Apr-May)	The GCSE Scheme of Learning builds upon prior knowledge, by moving over to the GCSE content earlier it will allow students to progress rapidly in the key topics that have been identified. This will give the Faculty extra time in years 10 and 11 to consolidate their learning and develop their understanding of mathematics to a much higher level.	www.mathsbox.org.uk Mathsbox offers a wealth of materials to support a very wide range of different topics, it covers all areas of the curriculum and will support students in completing practice questions.
Half term 6 (May-Jul)	Preparation for PPE examinations, planning will be focussed on gaps in knowledge identified through the Faculty Assessment Program.	GCSE Revision Guides, never too early to start to use the examination boards own Revision Guide, please contact Mr Mason if you would like to purchase a guide to support the teaching of maths.

Home learning tasks	Flip Learning to prepare students for the content of their next lesson, memorise tasks to allow students to gain a deeper understanding of the GCSE content.
Assessment – tasks, frequency, style	Half Term assessments for each student, this produces a Question Level Analysis document that identifies gaps in their understanding, this allows for additional planning and rapid progress towards their target grade.
Equipment that students will need (including revision guides)	Scientific calculator (we recommend a Casio), ruler, pencil, protractor and compass.

How to help your child at home	Share sessions on 'My Maths' with them. It is important that you are aware of how your child is performing in the Faculty Assessments. If you would like to discuss their progress in detail please contact Mr Mason at masont@elizabethan.notts.sch.uk
Faculty Leader	Mr Mason
Teachers within the faculty	Mr Dainty, Mrs Lindley, Mrs Bowler, Mr Lister, Mrs Smith, Mrs Scott, Mrs Lester

PE

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	A blend of baseline assessment, Football, Rugby, Netball, Gymnastics	
Half term 2 (Nov-Dec)	A blend of Football, Rugby, Netball, Gymnastics, Fitness, Basketball	
Half term 3 (Jan-Feb)	A blend of Football, Rugby, Netball, Gymnastics, Fitness, Basketball, Hockey	
Half term 4 (Feb-Mar)	A blend of Football, Rugby, Netball, Gymnastics, Fitness, Basketball, Hockey	
Half term 5 (Apr-May)	A blend of Athletics, Tennis, Rounders, Cricket, Softball	
Half term 6 (May-July)	A blend of Athletics, Tennis, Rounders, Cricket, Softball	

Home learning tasks	The PE department does not set traditional homework tasks. We encourage students to participate in a wide range of extra-curricular clubs and activities. We also ask students to follow sporting events through different types of media coverage
Assessment – tasks, frequency, style	Students undertake base line testing during the first few weeks of term. From this students will be ability grouped. Students are assessed then at the end of every activity which occurs every 8 weeks.
Equipment that students will need	Students will be required to bring their full PE kit – as per the requirements stated in the school planner.

How to help your child at home	Encourage your child to adopt a healthy and active lifestyle outside of school hours. We therefore recommend that students undertake the recommended 30 minutes of exercise every day.
Useful websites/books/ resources	www.bbc.co.uk/sport
Extra-curricular activities	The extra-curricular programme generally follows the activities which are being delivered during their lessons to allow students further time to develop their skills. Additional to this, we run a full fixtures programme where we compete against other local schools in various activities

Faculty Leader	Mr Bright
Teachers within the faculty	Mr Brown, Miss Clark, Miss Riley, Miss Bramley, Miss Stephen

Years 7-10

Personal Development and Fundamental British Values

PSHE (Personal, Social, Health and Economic) education gives students the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain. From making responsible decisions about alcohol to planning for the future, PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up. This, and much more, forms the basis of what we call PD lessons.

An audit of PSHE in 2017 indicated that students valued the work they did in PD, as they could see the relevance of it to their own lives and their own futures.

The PD curriculum varies from year group to year group. For Year 7, the topics covered are as follows:

Autumn Term: managing transitions, road safety and careers

Spring Term: the environment, elections and political parties

Summer Term: relationships, healthy lifestyles and personal safety

Since 2011, all schools have had a duty to promote Fundamental British Values. These are defined as:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect for and Tolerance of those of different Faiths and Beliefs

The suggestion is not that these values are held by British people only, rather that they underpin British society. Students learn about these values across the school, including PD lessons, and they have the opportunity to put them into practice in many areas. For example, House Captains and other student leaders are voted for democratically, and all students have a voice for their views through their representatives at House and School Council meetings.

You will find more information on our website about Fundamental British Values in the "Academy Information" section.

Thank you.

Psychology

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Memory and Research Methods <i>Processes of memory</i> <ul style="list-style-type: none"> ❖ Encoding, storage and retrieval ❖ Types of memory/<i>Structures of memory</i> ❖ Multi-store model ❖ Primacy and Recency effects Development <i>Piaget's theory</i> <ul style="list-style-type: none"> ❖ Conservation ❖ Egocentrism ❖ Stages of cognitive development ❖ Application in education 	All students have access to a digital textbook where they will find extra video clips, practice questions and activities to complete. Web address: www.illuminate.digital/aqapsychgcse Student Username: SELIZ6 Student Password: STUDENT6
Half term 2 (Nov-Dec)	Memory and Research Methods <i>Memory as an active process</i> <ul style="list-style-type: none"> ❖ Bartlett's War of the Ghosts study ❖ The theory of reconstructive memory <i>Factors affecting the accuracy of memory</i> <ul style="list-style-type: none"> ❖ Interference ❖ Context ❖ False memory Development <i>Effects of learning on development</i> <ul style="list-style-type: none"> ❖ Dweck's mindset theory of learning ❖ The role of praise and self-efficacy ❖ Learning styles ❖ Willingham's learning theory 	All students have access to a digital textbook where they will find extra video clips, practice questions and activities to complete. Web address: www.illuminate.digital/aqapsychgcse Student Username: SELIZ6 Student Password: STUDENT6
Half term 3 (Jan-Feb)	Perception <ul style="list-style-type: none"> ❖ Sensation and perception ❖ Visual cues and constancies ❖ Visual illusions <i>Theories of perception</i> <ul style="list-style-type: none"> ❖ Gibson's direct theory ❖ Gregory's constructivist theory Practical work on development <ul style="list-style-type: none"> ❖ Conservation ❖ Egocentrism 	All students have access to a digital textbook where they will find extra video clips, practice questions and activities to complete. Web address: www.illuminate.digital/aqapsychgcse Student Username: SELIZ6 Student Password: STUDENT6
Half term 4 (Feb-Mar)	Perception <i>Factors affecting perception</i> <ul style="list-style-type: none"> ❖ Culture ❖ Emotion ❖ Motivation ❖ Expectation Practical work on memory <ul style="list-style-type: none"> ❖ Encoding ❖ Student choice 	All students have access to a digital textbook where they will find extra video clips, practice questions and activities to complete. Web address: www.illuminate.digital/aqapsychgcse Student Username: SELIZ6 Student Password: STUDENT6

Half term 5 (Apr-May)	Practical work on perception ❖ Perceptual set and expectation ❖ Motivation Revision ❖ Development	All students have access to a digital textbook where they will find extra video clips, practice questions and activities to complete. Web address: www.illuminate.digital/agapsychgcse Student Username: SELIZ6 Student Password: STUDENT6
Half term 6 (May-July)	Revision ❖ Memory ❖ Perception Revision ❖ Research methods	All students have access to a digital textbook where they will find extra video clips, practice questions and activities to complete. Web address: www.illuminate.digital/agapsychgcse Student Username: SELIZ6 Student Password: STUDENT6

Exam board	AQA http://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182
Units to be completed	Cognition and Behaviour (Memory, Perception, Development and Research Methods).
Home learning tasks	Once per week (from each teacher) students will be given a REP (revise, extend and prepare) homework to complete.
Assessment – tasks, frequency, style	Two summative class assessments every half term. One mock exam at the end of the academic year. Weekly self-assessment, peer-assessment and upgrade from exam questions.
Equipment that students will need (including revision guides)	Calculator

How to help your child at home	Encourage students to show you their books and discuss the topics that we have covered in class; by teaching you, they will retain more information. Test them when they are revising for class assessments as this is a content heavy course. Encourage them to create and display posters/mind-maps in their bedroom.
Tips for success	Communicate relevant knowledge by taking time to digest exam questions. Produce substantiated analyses and explanations of a variety of structures, models or processes of psychology, including contemporary contexts. Identify and use appropriate methods, sources, information and data for a particular purpose and justify their selection. Interpret information and data presented in a variety of forms, critically evaluate its reference in relation to the arguments and reach substantiated conclusions. Use concepts, terminology and conventions accurately and appropriately. Expand evaluation points by giving examples.

Faculty Leader	Miss Boneham
Teachers within the faculty	Mrs Gillon – three lessons per fortnight (Lead Teacher of Social Sciences) Ms Ager – two lessons per fortnight

Spanish

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Revision of basics Discussing holiday activities and weather Talking about holiday preferences Grammar: revising the present tense Grammar: using verbs of opinion to refer to different people	www.thisislanguages.com www.languagesonline.org.uk www.espanol-extra.co.uk www.memrise.com Mary Glasgow magazines AQA revision guide
Half term 2 (Nov-Dec)	Talking about a past holiday Describing a trip to Barcelona Booking accommodation and dealing with problems Grammar: using the preterite tense Grammar: giving opinions in the past Grammar: using 3 tenses together	www.thisislanguages.com www.languagesonline.org.uk www.espanol-extra.co.uk www.memrise.com Mary Glasgow magazines AQA revision guide
Half term 3 (Jan-Feb)	Giving opinions about school subjects Describing subjects and teachers Describing school uniform and the school day Grammar: using adjectives Grammar: using the imperfect tense	www.thisislanguages.com www.languagesonline.org.uk www.espanol-extra.co.uk www.memrise.com Mary Glasgow magazines AQA revision guide
Half term 4 (Feb-Mar)	Describing your school Talking about school rules and problems Talking about plans for a school exchange Grammar: using negatives Grammar: using phrases followed by the infinitive Grammar: revise the near future tense	www.thisislanguages.com www.languagesonline.org.uk www.espanol-extra.co.uk www.memrise.com Mary Glasgow magazines AQA revision guide
Half term 5 (Apr-May)	Talking about socialising and family Describing people Talking about social networks Making arrangements Grammar: using verbs in the present tense Grammar: using adjectival agreement Grammar: using <i>para</i> + infinitive	www.thisislanguages.com www.languagesonline.org.uk www.espanol-extra.co.uk www.memrise.com Mary Glasgow magazines AQA revision guide
Half term 6 (May-Jul)	Making arrangements Talking about reading preferences Describing relationships Grammar: using the present continuous Grammar: using a range of connectives Grammar: using <i>ser</i> and <i>estar</i>	www.thisislanguages.com www.languagesonline.org.uk www.espanol-extra.co.uk www.memrise.com Mary Glasgow magazines AQA revision guide

Exam board	AQA
Units to be completed	Listening 25%, speaking 25%, reading 25% and writing 25%
Home learning tasks	One vocabulary learning task will be set each week. Listening assignments and topic revision from a range of websites. Written tasks. Reading comprehensions. Worksheets. Cultural research projects.
Assessment – tasks, frequency, style	Students will be assessed on the four skills of listening, speaking, reading and writing throughout the year. They will complete 3 assessments for each skill over the year and assessments will be completed at the end of each half term.

Equipment that students will need (including revision guides)	Collins Easy Learning Spanish Dictionary. AQA Revision Guide. A4 ring binder folder to organise work.
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How to help your child at home	Regularly quiz students on vocabulary from vocabulary books. Encourage students to spend half an hour each week using revision websites.
Tips for accessing 8/9	<p>Listening: Respond effectively to spoken language including more complex and extended passages, extracting information, identifying opinions and drawing conclusions.</p> <p>Speaking: Initiate and sustain detailed conversations manipulating language mostly accurately, expressing ideas and justifying opinions and responding effectively to unpredictable questions. Use mostly accurate pronunciation and intonation.</p> <p>Reading: Respond effectively to written language including more complex and extended texts, identifying opinions and inferring meaning.</p> <p>Writing: Write effectively for different purposes explaining ideas, expressing and justifying opinions and manipulating vocabulary and grammar, including some more complex language, mostly accurately.</p>
Faculty Leader	Mrs Morris
Teachers within the faculty	Miss Bryant (Assistant Faculty Leader) Mr White (Vice Principal)