



Curriculum Information 2017-18

This document is designed to give you an overview of the information that you need to support your son through Years 7-11. To help you do this, we have included the following sections per subject:

- Key Stage 3 Curriculum Map – what will be studied when in Years 7-9
- Key Stage 3 Assessment – key marked work
- Key Stage 3 Key words – a list of subject-specific vocabulary which you can help your son to learn
- Key Stage 3 How parents can help at home
- Key Stage 4 Curriculum Map – what will be studied when in Years 10+11
- Key Stage 3 Assessment – key marked work
- KS4 How parents can help at home
- Assessment Criteria ('Steps to Success')

Please note that the topics may not be taught in the order specified in these curriculum maps due to resources and teacher judgement. Also, as we are always seeking to update the curriculum to make sure it supports the pupils' needs as fully as possible; this document may be subject to alterations throughout the year.

Contents *(CTRL + click on the relevant section to jump straight to it)*

ENGLISH	7
1. Key Stage 3	7
2. Key Stage 4	9
3. English Assessment Criteria (KS3 and 4)	10
MATHEMATICS.....	12
1. Key Stage 3	12
2. Key Stage 4	16
3. Assessment Criteria (KS3 and 4)	17
SCIENCE.....	21



Curriculum Information 2017-18

1. Key Stage 3	21
2. Key Stage 4	23
3. Assessment Criteria (KS3 and 4)	26
BUSINESS STUDIES and ECONOMICS	27
1. Key Stage 4	27
2. Assessment Criteria.....	30
ART	31
COMPUTER SCIENCE	33
1. Key Stage 3	33
2. Key Stage 4	36
3. Assessment Criteria (KS3 and 4)	39
DANCE	42
1. Key Stage 3	42
2. Key Stage 4	44
D&T	47
DRAMA.....	47
GEOGRAPHY	47
HISTORY	47
MODERN FOREIGN LANGUAGES.....	48



Curriculum Information 2017-18

Key Stage 3 French.....	48
Key Stage 3 Spanish	50
Key Stage 3 German.....	52
KS3 Languages: How to support your son at home	54
Key Stage 4 French.....	55
Key Stage 4 Spanish	56
Key Stage 4 German.....	57
KS4 Languages: How to support your son at home.....	57
Assessment Criteria (KS3 and 4)	58
MUSIC.....	59
1. Key Stage 3	59
2. Key Stage 4	63
3. Assessment Criteria (KS3 and 4)	66
PHYSICAL EDUCATION.....	67
Key Stage 3.....	67
2. Key Stage 4.....	70
3. Assessment Criteria (KS3 and 4)	71
PSYCHOLOGY.....	72
1. Key Stage 4.....	72



Curriculum Information 2017-18

2. Assessment Criteria / Strands (KS4).....	74
RELIGIOUS EDUCATION.....	75
1. Key Stage 3.....	75
2. Key Stage 4.....	77
3. Assessment Criteria (KS3 and 4)	79



Curriculum Information 2017-18

Curriculum Structure:

Subject	Year 7	Year 8 and 9	Subject	Year 10	Subject	Year 11
	Periods	Periods		Periods		Periods
English	3	3	English	5	English	5
Maths	4	4	Maths	5	Maths	4
Science	4	4	Science	5 (or 6 in Triple Science)	Science	5 (or 6 in Triple Science)
PE	2	2	PE	1	PE	1
Computer Science	1	1	Option A	3	RE	1
Dance/Drama	1	1	Option B	3	Option A	3
Humanities	3	4	Option C	3	Option B	3
Library	1	1			Option C	3
MFL	3	2			Option D (twilight)	3
Music	1	1				
RE	1	1				
Art/DT	1	1				

STEPS to Success Criteria

Steps to Success is the assessment system we use at Forest Hill School to assess the progress of each student and it mirrors the new GCSE 1-9 grading system. Therefore, at Forest Hill, we have developed our STEPS to Success system which will use the new GCSE criteria to measure the progress of our students.

Using the new GCSE criteria ensures that the boys are measured using the same system from Years 7-11 and you can see an accurate and up-to-date measurement of where your son is at any one point in their time at Forest Hill School. It will also help us to set truly aspirational targets for the boys to ensure they achieve as highly as they possibly can. We are confident that the STEPS criteria offered below gives an accurate picture of the requirements of each of the courses that we offer. However there has been a great deal of educational change over the last few years and we foresee that this is likely to continue, so please be aware that any STEP or grade is a prediction of where your son is according to the information we have at present. We will be updating and communicating the updates on a regular basis.



Curriculum Information 2017-18

Supporting Learning at Home

We know that all parents are keen for their son to excel at Forest Hill School and are keen to support them in any way they can. As a school we are also clear that it is vital that parents take a strong interest and show support for their son to ensure that he can be as successful as possible. However, we also know that with changing curriculums, a range of subjects and sometimes, just a lack of time, it is often hard to know what kind of work your son should be doing, how much help you should be giving him and what extra you can do to support him in his studies. Therefore, this brief guide is designed to give you an overview of the different things you can do to help your son in each of his subjects.

Top 10 tips for supporting your son

1. Make sure he reads as often and as much as possible
2. Keep a close eye on the Daybook and ensure homework is completed on time
3. Check FHS Connect to ensure that all homework is written down and he has access to all the resources needed
4. Discuss the homework – find things that interest you to talk to your son about
5. Limit access to computer games, TV etc. until he has completed his homework
6. Read over the homework to ensure that it is well presented and has correct spellings
7. Get lists of keywords for each subject and test your son on the spelling and meaning
8. Discuss your son's targets and what he needs to do to achieve them
9. Stay on top of work using our online resources when off school and then ask teachers what he has missed when he comes back
10. Use the Curriculum Map and STEPs criteria to see what your son is learning about and how he is being assessed

Where can I look for more advice?

The internet has a wide range of advice for supporting the learning of young people. Here are two recommended links

[Direct Gov – Helping your 11 to 14 year old learn?](#) (archived link so best to google)

http://www.bbc.co.uk/schools/parents/parental_involvement/

What are the key online resources you can use?

*For checking homework and resources use the school VLE called **Hand-in**. This is accessible by going to <https://connect.foresthillschool.co.uk>. You can also check homework by looking at the register on FHS Connect.*

For accessing lessons, school documents and school software go to the school portal at <https://connect.foresthillschool.co.uk>

For supporting your son with their maths work go to www.mymaths.co.uk



Curriculum Information 2017-18

ENGLISH

1. Key Stage 3

English KS3 Topics				[Staff Contact: Ms Simmons]		
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 7	<i>Novel</i> <i>Private Peaceful</i>	<i>Poetry</i> <i>Ballads</i>	<i>Shakespeare</i> <i>The Globe Trip</i>	<i>Subverted Fairy Tales</i>	<i>Fiction Extracts</i>	<i>Novel</i> <i>various</i>
Year 8	<i>Novel</i> <i>Animal Farm</i>	<i>Poetry</i> <i>Different Cultures</i>	<i>Short Stories</i> <i>The Landlady</i> <i>Whole Town Sleeping</i>	<i>Novel</i> <i>Stone Cold</i>	<i>Fiction Extracts</i> <i>Exam skills</i>	<i>Novel</i> <i>various</i>
Year 9	<i>Novels</i> <i>Lord of the Flies</i>	<i>War Poetry</i>	<i>Shakespeare</i> <i>A Midsummer Night's Dream</i>	<i>Non-Fiction</i>	<i>Language Paper 2 Skills</i>	<i>Of Mice and Men</i>

English Assessment at Key Stage 3:

In English, you will receive detailed written feedback on the following pieces of work this year. There will be opportunities for you to respond to that feedback.

Term	Year 7	Year 8	Year 9
Autumn	<ul style="list-style-type: none"> A study of <i>Private Peaceful</i> and <i>Ballads</i>. A creative writing response to an image. 	<ul style="list-style-type: none"> A study of <i>Animal Farm</i> and poetry from different cultures Writing to argue 	<ul style="list-style-type: none"> A creative writing response to an image. A study of <i>Lord of the Flies</i> and war poetry
Spring	<ul style="list-style-type: none"> A study of <i>Much Ado about Nothing</i> A creative writing response to an image. 	<ul style="list-style-type: none"> Evaluating how tension is built in a short story A textual analysis of <i>Stone Cold</i>. 	<ul style="list-style-type: none"> An analysis of <i>Much Ado About Nothing</i> Language paper 2 skills
Summer	<ul style="list-style-type: none"> Analysis of fiction extracts in preparation for the end-of-year assessment A study of a novel (various) End of Year Exams: 15-29.06.18 	<ul style="list-style-type: none"> A study of short stories Writing to argue End of Year Exams: 15-29.06.18 	<ul style="list-style-type: none"> <i>Of Mice and Men</i> Analysis of fiction extracts based on language End of Year Exams: 11-22.06.18paper 2



Curriculum Information 2017-18

KS3 How to support your son at home			English
What sorts of independent work/homework will he get?	How much help should you give him?	What are the top three tips for supporting independent learning?	Useful resources and links
<p>A range of different extended writing activities, e.g. diary tasks, letters, reviews, etc. This will also involve redrafting and improvement work</p> <p>Independent reading of a range of different texts</p> <p>Research into key themes and areas</p>	<p>It would be helpful if parents check that the HW is done and that it is done to a good standard and length</p> <p>It is also helpful if parents can proof read and support with spelling, punctuation and grammar</p>	<ol style="list-style-type: none"> 1. Encourage reading – reading at an appropriately challenge level; reading at least 3 times a week. 2. Talk to your son about the HW and share your ideas or knowledge about the topic. 3. Ask your son to read his written work out loud to check that it makes sense and to check the SPG. 	<p>The following websites are useful ones for supporting English from home</p> <p>www.lovereadng.com</p> <p>www.parentsintouch.co.uk</p> <p>www.funenglishgames.com</p> <p>http://www.bbc.co.uk/education/subjects/z3kw2hv</p> <p>CGP also do a range of English Year 7-9 Workbooks – please see the link below for more details</p> <p>www.cgpbooks.co.uk</p>

2. Key Stage 4

English KS4 Topics						[Staff Contact: Mr Lamb]
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 10	A Christmas Carol	Language Paper 1	Macbeth	Language Paper 2	Poetry	Language Paper 2
Year 11	Poetry (Inspector Calls Revision)	Language Paper 2 (Macbeth Revision)	A Christmas Carol (Revise) Language Paper 1	Macbeth (Revise) Language Paper 2 (Revise)		



Curriculum Information 2017-18

KS4 How to support your son at home			English
What sorts of independent work / Homework will he get?	How you can help	Useful resources and links	
<ul style="list-style-type: none"> Exam style questions Independent research questions Wider reading tasks – reading around the texts to secure a higher grade 	<p>Purchase / download full copies of both the texts and the accompanying revision guides.</p> <p>Ensure your son is revising for at least two hours per week – especially in terms of memorising key quotations</p> <p>Ensure your son is consistently reading a range of challenging texts.</p>	<p>GCSE Bitesize Mr Bruff YouTube videos AQA GCSE Language and Literature past papers</p>	

ENGLISH Assessment at Key Stage 4:

Term	Year 10	Year 11
Autumn	<i>A Christmas Carol</i> and Language Paper 1	Literature Paper 2 and Language Paper 2
Spring	<i>Macbeth</i> and Language Paper 2	<i>A Christmas Carol</i> and Language Paper 1
Summer	Pre-public exams: 09-20.07.18	Literature paper 2 and language paper 1

3. English Assessment Criteria (KS3 and 4)

STEPS to Success Criteria				English
Strand	A student working at Steps 1-2 can	A student working at Steps 4-5 can	A student working at Steps 8-9 can	
Reading	<ul style="list-style-type: none"> use a range of strategies to help them read 	<ul style="list-style-type: none"> consistently engage with writers' ideas 	<ul style="list-style-type: none"> read a demanding range of texts from different 	



Curriculum Information 2017-18

	<p>fluently and accurately</p> <ul style="list-style-type: none"> • use the alphabet to locate texts and find information • show some understanding of writers' ideas • show awareness of obvious features of language • identify simple literary methods • show limited awareness of links between texts and of contexts 	<ul style="list-style-type: none"> • explain his views on text in some detail • deduce, infer and interpret information • summarise a range of information • understand literal and metaphorical meanings • comment on the effects of language • use relevant quotation • use literary terminology • compare writers' ideas and attitudes • consider the contexts of texts • understand why some texts are particularly valued and influential 	<p>times/cultures</p> <ul style="list-style-type: none"> • make mature, detailed and critical responses • recall literary quotations from memory and make sophisticated use of them • critically analyse writers' techniques • make mature use of alternative readings • use highly appropriate literary terminology • analyse connections between texts • make highly effective cross-references • evaluate the influence of context on the ways texts are written and received
Writing	<ul style="list-style-type: none"> • make simple attempts to express thoughts, feelings and observations • often write only briefly • use mostly simple vocabulary • make numerous spelling, punctuation and grammar errors • begin to use paragraphs • provide a beginning and ending • use mostly simple sentences • use a narrow range of complex sentences 	<ul style="list-style-type: none"> • clearly express thoughts, feelings and observations • include lots of detail and development • use appropriate often ambitious vocabulary • make very few errors of spelling, punctuation and grammar • use punctuation and grammar for effect • express ideas in a competent series of relevant points • use paragraphs to order ideas • use a greater variety of sentence types • attempt to adapt style to context 	<ul style="list-style-type: none"> • write securely, convincingly and stylishly for a range of purposes • write at length, sustains control • precisely match style to the audience, purpose and register of different genres • use a confident, challenging and original personal voice • produce very clear, well-developed and well organised writing • use appropriate words and phrases selected from a rich and wide vocabulary
Spoken English	<ul style="list-style-type: none"> • express simple ideas • speak very briefly • struggle to maintain a two-way conversation or organise ideas • use few language devices 	<ul style="list-style-type: none"> • shape the direction and content of talk • organise talk to guide the listener • explore a wide range of topics precisely • make apt choices of verbal and non-verbal features • sustain audience interest • use a range of group roles and dramatic approaches • use standard English where appropriate • listen with engagement and respond appropriately 	<ul style="list-style-type: none"> • offer consistently enthusiastic contributions • show sensitivity to other participants and listeners • use a sophisticated repertoire of strategies to match context and purpose, and to manipulate and position the audience • make eloquent and totally convincing language choices



Curriculum Information 2017-18

MATHEMATICS

1. Key Stage 3

Mathematics KS3 Topics						[Staff Contact: Ms Nguyen]
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p><i>MID-ATTAINING</i> 1 Analysing and displaying data 2 Number skills</p> <p><i>HIGH ATTAINING</i> 1 Analysing and displaying data 2 Number skills</p>	<p><i>MID-ATTAINING</i> 3 Expressions, functions and formulae 4 Decimals and measures</p> <p><i>HIGH ATTAINING</i> 3 Equations, functions and formulae 4 Fractions</p>	<p><i>MID-ATTAINING</i> 5 Fractions 6 Probability</p> <p><i>HIGH ATTAINING</i> 5 Angles and shapes 6 Decimals</p>	<p><i>MID-ATTAINING</i> 7 Ratio and proportion 8 Lines and angles</p> <p><i>HIGH ATTAINING</i> 7 Equations 8 Multiplicative reasoning</p>	<p><i>MID-ATTAINING</i> 9 Sequences and graphs 10 Transformations</p> <p><i>HIGH ATTAINING</i> 9 Perimeter, area and volume 10 Sequences and graphs</p>	<p><i>MID & HIGH ATTAINING</i> Problem-solving activities & investigations</p>
Year 8	<p><i>MID-ATTAINING</i> 1 Number 2 Area and volume</p> <p><i>HIGH ATTAINING</i> 1 Factors and powers 2 Working with powers</p>	<p><i>MID-ATTAINING</i> 4 Expressions and equations 5 Real-life graphs</p> <p><i>HIGH ATTAINING</i> 3 2D shapes and 3D solids 4 Real life graphs</p>	<p><i>MID-ATTAINING</i> 6 Decimals and ratio 7 Lines and angles</p> <p><i>HIGH ATTAINING</i> 5 Transformations 6 Fractions, decimals and percentages</p>	<p><i>MID-ATTAINING</i> 8 Calculating with fractions 9 Straight-line graphs</p> <p><i>HIGH ATTAINING</i> 7 Constructions and loci 8 Probability</p>	<p><i>MID-ATTAINING</i> 10 Percentages, decimals and fractions 3 Statistics, graphs and charts</p> <p><i>HIGH ATTAINING</i> 9 Scale drawings and measures 10 Graphs</p>	<p><i>MID & HIGH ATTAINING</i> Problem-solving activities & investigations</p>
Year 9	<p><i>MID-ATTAINING</i> 1 Number</p> <p><i>HIGH ATTAINING</i> 1 Number 2 Algebra</p>	<p><i>MID-ATTAINING</i> 2 Algebra 3 Graphs, tables and charts</p> <p><i>HIGH ATTAINING</i> 3 Interpreting and representing data</p>	<p><i>MID-ATTAINING</i> 4 Fractions and percentages 5 Equations, inequalities and sequences</p> <p><i>HIGH ATTAINING</i> 4 Fractions, ratio and percentages 5 Angles and trigonometry</p>	<p><i>MID-ATTAINING</i> 6 Angles 7 Averages and range</p> <p><i>HIGH ATTAINING</i> 6 Graphs</p>	<p><i>MID-ATTAINING</i> 8 Perimeter, area and volume 1</p> <p><i>HIGH ATTAINING</i> 7 Area and volume 8 Transformations and constructions</p>	<p><i>MID & HIGH ATTAINING</i> Problem-solving activities & investigations</p>



Curriculum Information 2017-18

MATHS Assessment in Key Stage 3:

In Maths, you will receive detailed written feedback on the following pieces of work this year: mid-term, end-of-term tests, official combined unit tests, as well as end of year tests. There will be opportunities for you to respond to that feedback.

Term	Year 7	Year 8	Year 9
AUTUMN	Mid-term test: 16.10.17 End of term test: 11.12.2017	Mid-term test: 16.10.17 End of term test: 11.12.2017	30.10.2017 - HIGHER; 20.11.2017 – FOUNDATION OFFICIAL COMBINED UNIT TESTS: 1 & 2
SPRING	Mid-term test: 05.02.2018 End of term test: 26.03.2018	Mid-term test: 05.02.2018 End of term test: 26.03.2018	19.02.2018 - H & F OFFICIAL COMBINED UNIT TESTS: 3, 4 & 5
SUMMER	End of Year Exams: 15-29.06.18	End of Year Exams: 15-29.06.18	07.05.2018 - H & F OFFICIAL COMBINED UNIT TESTS: 6, 7 & 8 End of Year Exams: 11-22.06.18

KS3 Keywords and Subject Specific Vocabulary						Mathematics
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Mean, median, mode, range, average, discrete, continuous, qualitative, quantitative, data, scatter graph, line of best fit, correlation, positive, negative, sample, population, stem and leaf, frequency, table, sort, pie chart, estimate, primary, secondary, interval, midpoint, survey Integer, number, digit, negative, decimal, addition, subtraction,	Expression, identity, equation, formula, substitute, term, 'like' terms, index, power, collect, substitute, expand, bracket, factor, factorise, linear, simplify Decimal, percentage, inverse, addition, subtraction, multiplication, division, fractions, mixed, improper, recurring, integer, decimal, terminating, percentage, VAT, increase, decrease,	Quadrilateral, angle, polygon, interior, exterior, proof, tessellation, rotational symmetry, parallel, corresponding, alternate, co-interior, vertices, edge, face, sides, triangle, perpendicular, isosceles, scalene, clockwise, anticlockwise, hexagons, heptagons, octagons, decagons, obtuse, acute, reflex, quadrilateral, triangle, regular, irregular, two-dimensional, three-	Function, solve, change, subject, inequality, represent, substitute, bracket, expand, linear, equation, balance, accuracy Ratio, proportion, share, parts, fraction, function, direct proportion, inverse proportion, graphical, linear, compare	Triangle, rectangle, parallelogram, trapezium, area, perimeter, formula, length, width, prism, compound, measurement, polygon, cuboid, volume, symmetry, vertices, edge, face, units, conversion Arithmetic, geometric, function, sequence, nth term, derive, quadratic, triangular, cube, square, odd, even, substitute, linear, graph, coordinate, quadrant, intercept,	(END OF YEAR ASSESSMENT/ PROBLEM-SOLVING/ INVESTIGATING)



Curriculum Information 2017-18

	<p>multiplication, division, remainder, operation, estimate, power, roots, factor, multiple, primes, square, cube, even, odd</p>	<p>multiplier, profit, loss</p>	<p>dimensional, measure, line, angle, order, intersecting</p> <p>Decimal, percentage, inverse, addition, subtraction, multiplication, division, fractions, mixed, improper, recurring, integer, decimal, terminating, percentage, VAT, increase, decrease, multiplier, profit, loss</p>		<p>function, parallel</p>	
Year 8	<p>Integer, multiplication, division, power, roots, factor, multiple, primes, square, cube, round, estimate</p> <p>Simplify, expressions, expand, solve, substitute, factorise</p>	<p>Face, edge, vertex, two-dimensional, three-dimensional, solid, elevations, plan, area, perimeter, formula, length, width, measurement, volume, circle, segment, arc, sector, cylinder, circumference, radius, diameter, pi, segment, accuracy, surface area, hypotenuse</p> <p>Linear, graph, distance, time, coordinate, quadrant, real-life graph, gradient, intercept, function, solution, parallel</p>	<p>Transformation, rotation, reflection, enlargement, translation, single, combination, scale factor, mirror line, centre of rotation, centre of enlargement, column vector, vector, similarity, congruent, angle, direction, coordinate, describe</p> <p>Decimal, percentage, inverse, addition, subtraction, multiplication, division, fractions, mixed, improper, recurring, integer, decimal, terminating, percentage, VAT, increase, decrease, multiplier, profit, loss</p>	<p>Construct, face, edge, vertex, two-dimensional, three-dimensional, solid, congruent, angles, regular, irregular, degree, bisect, perpendicular, region</p> <p>Probability, dependent, independent, conditional, tree diagrams, sample space, outcomes, theoretical, relative frequency, fairness, experimental</p>	<p>Congruence, side, angle, compass, construction, shape, volume, length, area, scale factor, enlargement, similar, perimeter, map, plan</p> <p>Linear, graph, coordinate, quadrant, gradient, intercept, function, solution, parallel, perpendicular, quadratic, cubic, coefficient</p>	<p>(END OF YEAR ASSESSMENT/ PROBLEM-SOVLING/ INVESTIGATING)</p>
Year 9	<p>Integer, number, digit, negative, decimal, addition, subtraction,</p>	<p>Mean, median, mode, range, average, discrete, continuous, qualitative,</p>	<p>Addition, subtraction, multiplication, division, fractions, mixed, improper,</p>	<p>Coordinate, axes, 3D, Pythagoras, graph, speed,</p>	<p>Rotation, reflection, translation, transformation,</p>	<p>(END OF YEAR ASSESSMENT/ PROBLEM-SOVLING/</p>



Curriculum Information 2017-18

<p>multiplication, division, remainder, operation, estimate, power, roots, factor, multiple, primes, square, cube, even, odd, surd, rational, irrational standard form, simplify</p> <p>Expression, identity, equation, formula, substitute, term, 'like' terms, index, power, negative and fractional indices, collect, substitute, expand, bracket, factor, factorise, quadratic, linear, simplify, approximate, arithmetic, geometric, function, sequence, nth term, derive</p>	<p>quantitative, data, scatter graph, line of best fit, correlation, positive, negative, sample, population, stem and leaf, frequency, table, sort, pie chart, estimate</p> <p>Addition, subtraction, multiplication, division, fractions, mixed, improper, recurring, reciprocal, integer, decimal, termination, percentage, VAT, increase, decrease, multiplier, profit, loss, ratio, proportion, share, parts</p>	<p>recurring, reciprocal, integer, decimal, termination, percentage, VAT, increase, decrease, multiplier, profit, loss, ratio, proportion, share, parts</p> <p>Quadrilateral, angle, polygon, interior, exterior, proof, tessellation, symmetry, parallel, corresponding, alternate, co-interior, vertices, edge, face, sides, Pythagoras' Theorem, sine, cosine, tan, trigonometry, opposite, hypotenuse, adjacent, ratio, elevation, depression, segment, length</p>	<p>distance, time, velocity, quadratic, solution, root, function, linear, circle, cubic, approximate, gradient, perpendicular, parallel, equation</p> <p>Triangle, rectangle, parallelogram, trapezium, area, perimeter, formula, length, width, prism, compound, measurement, polygon, cuboid, volume, nets, isometric, symmetry, vertices, edge, face, circle, segment, arc, sector, cylinder, circumference, radius, diameter, pi, composite, sphere, cone, capacity, hemisphere, segment, frustum, bounds, accuracy, surface area</p>	<p>enlargement, scale factor, vector, centre, angle, direction, mirror line, centre of enlargement, describe, distance, congruence, similar, combinations, single, corresponding, constructions, compasses, protractor, bisector, bisect, line segment, perpendicular, loci, bearing</p>	<p>INVESTIGATING)</p>
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KS3 How to support your son at home			Mathematics
What sorts of independent work/homework will he get?	How much help should you give him?	What are the top three tips for supporting independent learning?	Useful resources and links
<p>Home work is set based on the topics taught in class and according to the schemes of work. It will be problems and maths work based on what they are currently studying.</p> <p>Independent work such as</p>	<p>It is really important that your son completes his maths work himself, so we are given an accurate picture of where he is.</p> <p>The best help you can give is to make sure he challenges</p>	<p>1. Many of the key skills in maths are learned through repetition – encourage your son to practice maths skills on MyMaths as regularly as possible and on top of his maths homework</p>	<p>The school has access to a range of online maths software that your son can use at home to practice his maths skills</p> <ul style="list-style-type: none"> • www.mymaths.co.uk online maths software that students can complete homework on, play games and reinforce in class learning (First Level username: foresthill, password: boost1, students have their own personal Second Level password available from maths teachers)



Curriculum Information 2017-18

<p>investigations and research on topics can also be set.</p> <p>Problem solving and written responses to problems are a key part of the maths curriculum and parts of these may be set to be completed at home.</p>	<p>himself and completes as many problems as possible.</p> <p>However it may be useful for you to let your son explain his calculations and approach to you.</p>	<p>2. Make sure that your son has practice workbooks at home to do in his own time and encourage him to complete them.</p> <p>3. Check that homework is completed at home and to a high standard.</p>	<ul style="list-style-type: none"> • Mathspace – available through London Grid for Learning – accessible through FHS Connect • Sam Learning – schools online resources • BBC Bitesize <p>There are also a range of workbooks you can buy to support your son, for example https://www.cgpbooks.co.uk/Parent/books_ks3_maths_workbooks</p>
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2. Key Stage 4

MATHEMATICS KS4 TOPICS

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7	Topic 8	Topic 9
Year 10 Foundation	9. Graphs	10. Transformations	11. Ratio and proportion	12. Right-angled triangles	13. Probability	14. Multiplicative reasoning	15. Constructions, loci and bearings	16. Quadratic equations and graphs	17. Perimeter, area and volume 2
Year 10 Higher	9. Equations and inequalities	10. Probability	11. Multiplicative reasoning	12. Similarity and congruence	13. More trigonometry	14. Further statistics	15. Equations and graphs	16. Circle theorems	17. More algebra
Year 11 Foundation	18. Fractions, indices and standard form	19. Congruence, similarity and vectors							
Year 11 Higher	18. Vectors and geometric proof	19. Proportion and graphs							

KS4 How to support your son at home

Maths

What sorts of independent work / homework will he get?	How you can help	Useful resources and links
<p>Home work is set based on the topics taught in class and according to the schemes of work.</p> <p>Independent work involving the revision of key skills is considered vital to increasing your child's current</p>	<p>Check that homework is completed at home and to a high standard.</p> <p>Help your child to devise a revision programme which is manageable and effective by addressing target topics</p>	<p>Exam board course link: https://www.pearsonschoolsandcolleges.co.uk/secondary/Mathematics/11-16/EdexcelGCSEMaths2015/EdexcelGCSEMaths2015.aspx</p>



Curriculum Information 2017-18

performance grade, as well as frequently completing past exam papers and self-marking them.	identified from his individualised skills map in year 11, or official unit tests completed throughout KS4. We would recommend a minimum of 20 minutes revision each evening, which does not include time spent on homework.	Recommended revision guide: REVISE Edexcel GCSE (9-1) Mathematics Foundation/Higher Guided Revision Workbook
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MATHS Assessment in Key Stage 4:

Term	Year 10	Year 11
AUTUMN	27.11.2017 - H & F OFFICIAL COMBINED UNIT TESTS: 9, 10 & 11	20.11.2017 - H & F OFFICIAL COMBINED UNIT TESTS: 18, 19 & 20 Pre-public exams: 04-15.12.17
SPRING	12.03.2018 - H & F OFFICIAL COMBINED UNIT TESTS: 12, 13 & 14	05.03.2018: March PPE
SUMMER	18.06.2018 - HIGHER; 04.06.2018 – FOUNDATION OFFICIAL COMBINED UNIT TESTS: 15, 16 & 17 Pre-public exams: 09-20.07.18	Public exam dates: 24.05.18 – 12.06.18

3. Assessment Criteria (KS3 and 4)

FOREST HILL STEPS/GRADE to success criteria			Mathematics
Strand	Grade 2	Grade 5	Grade 8/9
NUMBER	Read, write and order integers, up to and including 4 digit numbers Use mental methods to add and subtract positive and negative integers Use written methods to multiply & divide up to 3 digit numbers by a single-digit number Multiply and divide whole numbers by powers of 10 Understand and apply BIDMAS	Use index notation, including the use of negative integer powers Estimate the answer to square roots & cube roots e.g. $\sqrt{70}$ must lie between 8 and 9 Calculate the LCM and HCF of a number when given the prime factorisation of each number Calculate the upper and lower bounds of a number to a given degree of accuracy Use upper and lower bounds for addition and subtraction calculations	Solve and calculate the value of complex indices including surds Rationalise more complex denominators Understand and use rational and irrational numbers



Curriculum Information 2017-18

	<p>Understand and use inverse operations</p> <p>Identify square numbers, up to 144</p> <p>Know the definition of a prime number and be able to list the first 10 prime numbers</p> <p>Know the definition of multiples and factors and to be able to list them</p> <p>Round whole number to the nearest 10, 100 and 1000</p> <p>Use vocabulary associated with fractions and to be able to list them</p> <p>Understand and use fraction notation</p> <p>Use diagrams to find equivalent fractions and to make comparisons</p> <p>Convert simple fractions into decimals, such as tenths and hundredths</p> <p>Read from scales and measures</p> <p>Use the 'less than' and 'greater than' symbols</p>	<p>Estimate answers to calculations with the use of rounding numbers</p> <p>Multiply & divide integers and decimals by a number between 0-1</p> <p>Add, subtract, multiply and divide mixed numbers</p>	
ALGEBRA	<p>Write and plot coordinates in the positive quadrant</p> <p>Multiply, divide, add and subtract basic algebra e.g. $a + a$, $2 \times a$</p> <p>Write expressions using algebraic notation e.g. I think of a number times it by 2 and add 5</p>	<p>Construct and solve linear equations that involve fractions and fractional answers</p> <p>Construct and solve linear inequalities</p> <p>Expand and factorise single and double brackets, including difference of two squares</p> <p>Substitute fractional and negative values into expressions</p> <p>Rearrange formulae and use to solve problems</p> <p>Calculate the equation of a line in the form of $y = mx + c$</p>	<p>Calculate the nth term of a quadratic sequence</p> <p>Solve simultaneous equations with one linear and one quadratic function</p> <p>Use the equation of a circle to find points of intersection with a line</p> <p>Calculate the equation of a circle given the centre and a point on the circumference</p> <p>Estimate the area under a quadratic or other graph by dividing it into trapezia</p> <p>Calculate the acceleration and distance from velocity-time graphs</p> <p>Simplify and solve algebraic fractions</p>



Curriculum Information 2017-18

			Calculate the inverse function and construct and use composite functions
RATIO & PROPORTION	<p>Convert fractions to a ratio e.g. $\frac{1}{3}$ and shown in the ratio 1:2</p> <p>Write ratios in their simplest form</p> <p>Solve simple problems involving direct proportion</p>	<p>Calculate missing dimensions in similar shapes</p> <p>Calculate compound interest and depreciation after 2 to 5 years</p> <p>Write, simplify and divide a ratio given situations</p> <p>Convert between currencies</p> <p>Interpret and solve best buy deals</p>	Set up, solve and interpret the answers in growth and decay problems
GEOMETRY	<p>Know the definition of regular and irregular polygons</p> <p>Know the names of regular polygons up to decagon</p> <p>Name the different angles, acute, obtuse, right-angle and reflex</p> <p>Understand the definition of parallel and perpendicular lines</p> <p>Understand the properties of different quadrilaterals and triangles</p> <p>Understand the definition of line symmetry and rotational symmetry</p> <p>Draw lines of symmetry on basic shapes as well as give order of rotational symmetry</p> <p>Understand the definition of congruency and draw tessellations</p>	<p>Calculate the area and arc length of a sector</p> <p>Calculate the length of a line given two coordinates</p> <p>Define a geometric progression and continue a sequence</p> <p>Use and apply trigonometry to right-angled triangle, including worded problems</p> <p>Identify roots and turning points on a quadratic graph</p> <p>Calculate volumes of 3D shapes and prisms</p> <p>Transform shapes by reflecting, rotating, enlarging and translating (using column vectors)</p> <p>Use constructions to solve loci problems</p>	<p>Transform both trigonometric and other functions e.g. $y = -f(x)$</p> <p>Sketch quadratic functions; identifying y and x-axis intercept and turning points</p> <p>Use the sine and cosine rule in 3 dimensions</p> <p>Prove all circle theorems algebraically</p> <p>Use and apply vectors to prove lines are collinear or parallel</p>
STATISTICS	<p>Collect discrete data and record results using a frequency table</p> <p>Draw a bar chart for discrete data</p> <p>Calculate the total population from a bar chart or table</p>	<p>Construct and interpret pie charts</p> <p>Construct and interpret composite bar charts</p> <p>Display data with an appropriate graph</p>	Extension of constructing and interpreting histograms



Curriculum Information 2017-18

	<p>Find greatest and total population from a bar chart or table</p> <p>Find greatest and least values from a bar chart or table</p> <p>Use the mode and range to describe sets of data</p> <p>Read information and work out totals from a pictogram</p> <p>Represent information as a pictogram (where the symbol represents 1 or 2 units)</p>	<p>Construct and interpret real-life graphs (including speed/distance/velocity graphs)</p>	
<p>PROBABILITY</p>	<p>Discuss events using words such as likely, uncertain and impossible</p> <p>Place the probability of events on a scale from impossible to certain</p> <p>Find probabilities based on equally likely outcomes in simple contexts</p> <p>List all outcomes for single events systematically</p>	<p>Write probabilities using fractions, percentages or decimals</p> <p>Use tree diagrams to calculate the probabilities of two dependant events</p> <p>Understand and use experimental and theoretical probabilities to calculate estimated outcomes</p> <p>Work out probabilities from Venn diagrams to represent real-life situations and also 'abstract' sets of numbers/values</p>	<p>Use a Venn diagram to calculate conditional probability</p>



Curriculum Information 2017-18

SCIENCE

1. Key Stage 3

Science KS3 Topics				[Staff Contact: Ms Edmund]		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<i>Cells Particles and states of matter</i>	<i>Energy and Sustainable living Reproduction</i>	<i>Chemical Reactions Electrical Circuits</i>	<i>Ecology Acids and alkalis</i>	<i>Forces and their effects Classification</i>	<i>Solar System Gravity and space Working Scientifically</i>
Year 8	<i>Diet and digestion Solutions</i>	<i>Heat transfers Periodic Table</i>	<i>Respiration Materials and recycling</i>	<i>Magnets Microbes and disease</i>	<i>Light Rocks and the Rock Cycle</i>	<i>Sound Ecological relationships</i>
Year 9	<i>Cells and Genetics Building Materials Reactions of Metals Using Energy</i>		<i>Plant Growth Pollution Pressure and Moments Forces and Speed</i>		<u>GCSE STUDIES</u> <i>Cell Biology, Atomic Structure, Particle Model, Bonding and structure Organisation</i>	

SCIENCE Assessment in Key Stage 3:

In Science, you will receive detailed written feedback on the following pieces of work this year. There will be opportunities for you to respond to that feedback.

Term	Year 7	Year 8	Year 9
Autumn	Cells and Particles assessment. Review and feedback	Diet and digestion and solutions assessment. Review and feedback	Cells and genetics and energy assessment. Review and feedback
Spring	Energy, sustainable living and reproduction assessment. Review and feedback	Heat transfers, respiration and materials assessment. Review and feedback.	End of KS3 exam. All Yr9 topic assessment.
Summer	End of Year Exams: 15-29.06.18	End of Year Exams: 15-29.06.18	End of Year Exams: 11-22.06.18



Curriculum Information 2017-18

Keywords and Subject Specific Vocabulary												Science
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year 7	Nucleus Cell membrane Cell wall Cytoplasm Mitochondria Ribosomes Vacuole Chloroplast Specialised cell Organs Enzyme	Particle theory Solid Liquid Gas Pressure Bonds Diffusion Kinetic energy Evaporation Condensation	Fossil fuel Electricity Renewable Biomass Geothermal Hydroelectric Wave power Solar Nuclear Joule Carbon neutral	Fertilisation Nucleus Chromosomes Gametes Zygote Uterus Embryo Fallopian tube Fertility IVF Menstruation Placenta	Reversible Irreversible Reactant Product Combustion Activation energy Carbon dioxide Oxygen Hydrogen Oxide	Voltage Potential difference Current Parallel circuit Series circuit Filament Resistance Ohm's Law Fuse Atoms Electron	Environment Habitat Community Population Quadrat Belt transect Random sampling Biotic Abiotic Predator Prey	Hazard Concentration Sulfuric acid Nitric acid Hydrochloric acid Neutralisation pH Antacid Ion Hydrogen ion Hydroxide ion	Contact forces Non-contact forces Weight Mass Newton Density Balanced Unbalanced Stationary	Variation Correlation Continuous variation Discontinuous variation Distribution Linnaeus Kingdom Vertebrates Invertebrates Arthropods	Planet Dwarf planet Asteroid Comet Star Moon Satellite Lunar Orbit Ellipse Constellation Galaxy	Gravity Mass Weight Field strength Universe Kilograms Newtons Force Light
Year 8	Balanced diet Malnutrition Obesity Body Mass Index Joule and kilojoule Chemical energy Diabetes Enzymes Respiration Bile Stomach acid	Soluble Insoluble Solvent Solute Saturated Salts Hard water Soft water Chromatography Water vapour Condensation Distillation Desalination	Particle Infrared radiation Emit Medium Conductor Insulator Conduction Convection Radiation Absorbed Reflected	Atom Element Compound Group Period Atomic number Atomic mass Chemical formula Word equation	Aerobic Anaerobic Glucose Lactic acid Mitochondria Oxygen debt Excreted Ventilation Alveoli Heart Arteries Veins Capillaries	Minerals Ore Igneous Metamorphic Sedimentary Weathering Erosion	Electromagnet Bar magnet Permanent magnet North pole South pole Repel Attract Magnetism Compass Magnetic field	Pathogen Microorganism Bacteria Virus Yeast Infectious White blood cell Antibody Antitoxin Vaccine Immunity Antibiotic resistance	Shadow Absorbed Reflection Transparent Translucent Opaque Ray diagram Incident ray Refraction Diffraction Spectrum Prism Wavelength	Theory Creationism Catastrophism Uniformitarianism Plate tectonic Mantle Wegener Convection current Earthquake Volcano Continental drift	Pitch Volume Amplitude Wavelength Frequency Hertz Vibrate Sound wave Oscilloscope Vacuum Eardrum Cochlea Impulse Echo	Adapt Habitat Acid rain Global warming Producer Consumer Herbivore Omnivore Carnivore Consumer Biomass Predator Prey
Year 9	Chromosome Genes Allele Nucleus DNA Variation Inherited Environmental variation Punnett square Dominant Recessive	Metal Alloy Non-metal Word equation Symbol equation Neutralisation Unreactive Reactive Reactivity series Displacement	Efficiency Useful energy Wasted energy Power station Nuclear power station Power Watts Power rating Pay-back	Chloroplast Chlorophyll Carbon dioxide Glucose Limiting factor Respiration Xylem Phloem Palisade mesophyll cell Spongy mesophyll cell Stomata Guard cell Diffusion Root hair cell	Distance-time graph Air resistance Friction Accelerate Decelerate Stationary Resultant force Mass Aerodynamic	Mass Weight Gravity Force Natural satellite Artificial satellite Elliptical Orbit Space probe Telescope						



Curriculum Information 2017-18

How to support your son at home			Science
What sorts of independent work/homework will he get?	How much help should you give him?	What are the top three tips for supporting independent learning?	Useful resources and links
<p><i>The homeworks are mostly designed to develop the key maths, literacy and investigation skills which are now vital for science, as well as broadening the student's scientific understanding and knowledge.</i></p> <p><i>The new GCSE's place a great deal of emphasis both on using mathematical skills in science and on extended writing so these are a key focus in all work in science.</i></p>	<p><i>Science homework is designed to reinforce and test the students understanding and knowledge of what they have learned in class. Therefore it is useful if you can talk to them about the issues covered, particularly if they are controversial, but the work needs to be their own</i></p>	<ol style="list-style-type: none"> 1. Access the online textbooks from home to go over areas where there is confusion or you need extra help http://connect/sitepages/remotapps.aspx 2. Use the Y7-9 Hand-in page through FHS Connect for information and advice about the work in lessons and support for homework 3. Use the recommended websites to stretch yourself and supplement what you have learned in class 	<p><i>There are many useful websites for science, here are a few of the ones we recommend</i></p> <p>www.samlearning.co.uk www.bbc.co.uk/bitesize/ks3/science www.docbrown.info/ks3/science/ www.scibermonkey.org www.planet-science.com (link is external) www.solarsystem.org.uk (link is external) www.sciencebob.com (link is external)</p> <p><i>You can also purchase excellent Year 7-9 science revision guides and workbooks from CGP books at the following website</i></p> <p>www.cgpbooks.co.uk</p>

2. Key Stage 4

Triple Science Topics					Staff contact: Ms Edmund	
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 10	Particle model of matter Atomic structure Cell biology	Energy / Electricity Bonding/Quantitative chemistry Organisation	Electricity Chemical changes Infection and response	Atomic structure Energy changes Bioenergetics	Forces Rates of chemical change Homeostasis	Forces Organic chemistry Catch up and revision
Year 11	Forces Organic chemistry / Chemical analysis Homeostasis	Magnetism and electromagnetism Chemistry of the atmosphere Inheritance, variation and evolution	Space Using resources Ecology	Catch up and revision	Revision	Revision



Curriculum Information 2017-18

TRIPLE SCIENCE Assessment:

Term	Year 10	Year 11
Autumn	P1 paper – topics 1-2 B1 paper – topics 1-2 C1 paper – topics 1-3	Pre-public exams: 04-15.12.17
Spring	Physics assessment Biology assessment Chemistry assessment	Pre-public exams: 19-29.03.18
Summer	Pre-public exams: 09-20.07.18	Public Exam dates: 15.05.18 – 15.06.18

Combined Science Topics						Staff contact: Ms Edmund
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 10	Cell biology Organisation Particle model of matter	Infection and response Energy	Bioenergetics Electricity	Atomic structure (chem) Bonding Atomic structure (phys)	Quantitative chemistry Chemical changes Energy changes	Catch up and revision
Year 11	Homeostasis Forces	Inheritance, variation and evolution Waves	Ecology Magnetism and electromagnetism Rates Organic chemistry	Chemical analysis Chemistry of the atmosphere Using resources	Catch up and revision	Catch up and revision



Curriculum Information 2017-18

COMBINED SCIENCE Assessment

Term	Year 10	Year 11
Autumn	B1 paper – topics 1-3 P1 paper – topics 1-3	Pre-public exams: 04-15.12.17
Spring	Physics assessment Biology assessment	Pre-public exams: 19-29.03.18
Summer	Pre-public exams: 09-20.07.18 (B1, C1 and P1)	Public Exam dates: 15.05.18 – 17.06.18

KS4 How to support your son at home		Science
What sorts of independent work / homework will he get?	How you can help	Useful resources and links
<p><i>The homework given at KS4 is designed to test your son's subject knowledge and review the content they have covered in class. The students are expected to demonstrate good application of subject knowledge and identify areas to improve. They will be given the opportunity to purchase revision guides they can use at home to help them deepen their understanding of the topics. Exam practice questions will be a regular feature and there will be a lot of emphasis on self-evaluation. Students will be encouraged to review their work and make improvements. Each student will be issued with a personal learning checklist for each subject area which they can use to revise from.</i></p>	<p><i>We aim to promote independent study so that students are better prepared for the next stage of their education. The students find they can study at their own pace if they use a revision guide at home. This will help them to summarise their in-class learning and provides them with questions and tasks to do as well. Recommended revision and practice books are available via ParentPay. There are foundation and higher versions of these books. Some students find watching short video clips on youtube very helpful.</i></p>	<p>Exam board course link: www.aqa.org.uk Recommended revision guide: https://collins.co.uk/product/9780008160869/Collins+GCSE+9-1+Revision+-+AQA+GCSE+Combined+Science+Trilogy+Higher+All-in-One+Revision+and+Practice (Higher tier) https://collins.co.uk/product/9780008160852/Collins+GCSE+9-1+Revision+-+AQA+GCSE+Combined+Science+Trilogy+Foundation+All-in-One+Revision+and+Practice (Foundation tier)</p> <p>Useful websites: https://www.my-gcse-science.com www.freesciencelessons.co.uk https://www.khanacademy.org/ http://www.bbc.co.uk/education/subjects/zrkw2hv</p>



Curriculum Information 2017-18

3. Assessment Criteria (KS3 and 4)

STEPS to success criteria				Science
Strand	Description	A student on Step 1 can	A student on Step 5 can	A student on Step 9 can
Biology	Topics include cells, animal adaptations, digestion, respiration and genetics	Relate Biological ideas to everyday examples, such as stating that cells are the fundamental unit "building block" of organisms	Apply knowledge to new situations and explain them, such as explaining the functions of the main parts of cell	Evaluate and synthesize new information, such as evaluating the features and functions of specialised cells.
Chemistry	Topics include acids and alkalis, chemical reactions, compounds and elements and rates of reaction.	Relate Chemistry ideas to everyday examples, such as identifying when a reaction has taken place.	Apply knowledge to new situations and explain them such as explaining chemical reactions in word and chemical equations.	Evaluate and synthesize new information, such as balancing chemical questions and using them to evaluate the reaction.
Physics	Topics include forces, speed and motion, light, sound and energy.	Relate Physics ideas to everyday examples, such as naming some common components of electrical circuits	Apply knowledge to new situations and explain them such as calculating resistance, when given potential difference and current	Evaluate and synthesize new information, such as evaluating and explaining the need to use different cables for different appliances.
Working Scientifically	Being able to carry out practical investigations to make predictions, collect data and display it appropriately and make conclusions and evaluations.	State that scientific methods and theories develop to take into account new evidence and ideas	Evaluate risks and hazards to plan a safe scientific investigation	Explain the importance of accuracy, precision, repeatability, reproducibility and objectivity



Curriculum Information 2017-18

BUSINESS STUDIES and ECONOMICS

1. Key Stage 4

GCSE Business and Economics Topics						[Mr Lonergan / Mr Alonge]
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 10	Topic 1.1 Enterprise and entrepreneurship	Topic 1.2 Spotting a business opportunity	Topic 1.3 Putting a business idea into practice	Topic 1.4 Making the business effective	Topic 1.5 Understanding external influences on business	Enhancement activity – Theme 1 Exam skills/end of Theme 1 exam
Year 11	Topic 2.1 Growing the business	Topic 2.2 Making marketing decisions	Topic 2.3 Making operational decisions	Topic 2.4 Making financial decisions	Topic 2.5 Making human resource decisions	<i>Public exams</i>

GCSE BUSINESS & ECONOMICS Assessment:

Term	Year 10	Year 11 (old Spec)
Autumn	Topic 1 and Topic 2 assessment / past paper	Pre-public exams: 04-15.12.17
Spring	Topic 3, Topic 4 and Topic 5 assessment / past paper	Unit 5 – Past paper / Unit 1- Past paper
Summer	Pre-public exams: 09-20.07.18	Public exam dates: Unit 1 / 23 May 2018 - Unit 5 / 6 June 2018

Curriculum Information 2017-18



LIBF Finance topics							[Mr Moss]
Unit 1 (Sept.- Jan. 2018)							
Year 11	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	
	What it means to be a citizen	The personal life cycle	What is money?	What is income?	Understanding tax	How the economic system works	
	Topic 7	Topic 8	Topic 9	Topic 10	Topic 11		
	The economic impact of personal financial choices	How inflation and interest rates impact on personal finance	Impacts of economic cycles and demographic changes	Foreign exchange rates and trade	The personal life cycle		
Unit 2 (Revision April – June 2018)							
Year 11	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	
	Financial planning and money management	Different plans for different people	Planning for now and for the future	Budgeting	What can affect a budget?	Personal budgets and spending choices	
	Topic 7	Topic 8	Topic 9	Topic 10	Topic 11		
	Using tools to manage money	Pay and tax	The real cost of spending	Borrowing products	The implications of borrowing		
Unit 3 (September 2017 – June -2018)							
Year 11	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	
	Introduction to financial capability, work and enterprise	Enterprise and entrepreneurs	Business banking and budgeting	How fraud, theft and taxation affect business	People and business	How businesses affect society	
	Topic 7						
	How people's economic choices affect society						



Curriculum Information 2017-18

LIBF Finance topics						[Mr Moss]
Unit 1 (Sept.- June 2018)						
Year 10	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
	What it means to be a citizen	The personal life cycle	What is money?	What is income?	Understanding tax	How the economic system works
	Topic 7	Topic 8	Topic 9	Topic 10	Topic 11	
	The economic impact of personal financial choices	How inflation and interest rates impact on personal finance	Impacts of economic cycles and demographic changes	Foreign exchange rates and trade	The personal life cycle	
Unit 2 (Sept 2017- June 2018)						
Year 10	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
	Financial planning and money management	Different plans for different people	Planning for now and for the future	Budgeting	What can affect a budget?	Personal budgets and spending choices
	Topic 7	Topic 8	Topic 9	Topic 10	Topic 11	
	Using tools to manage money	Pay and tax	The real cost of spending	Borrowing products	The implications of borrowing	

LIBF FINANCE Assessment:

Term	Year 10	Year 11
Autumn	Internal assessment Unit 1	Pre-public exams: 04-15.12.17
Spring	Internal assessment unit 1	Internal assessment unit 2 and internal assessment unit 3
Summer	Pre-public exams: 09-20.07.18	Public exam dates: May / June 2018



Curriculum Information 2017-18

KS4 How to support your son at home		Business and Economics
What sorts of independent work / homework will he get?	How you can help	Useful resources and links
Regular homework and extension exercises provided on the VLE. LIBF website also has resources and activities to support learning	Encourage the use of the LIBF website for Finance Encourage the use of resources on the edexcel website for Business studies	Exam board course link: http://qualifications.pearson.com/en/home.html Recommended revision guide: GCSE (9-1) Business 9781292190716

2. Assessment Criteria

STEPS to success criteria			Business
Strand	A student on Step 1 can	A student on Step 5 can	A student on Step 9 can
Business decision making	Apply knowledge and understanding to business decision making, including: the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources; and how these interdependencies underpin business decision making	Develop problem-solving and decision-making skills relevant to business; investigate, analyse and evaluate business opportunities and issues. How different business contexts affect business decisions the use and limitation of quantitative and qualitative data in making business decisions	Make justified decisions using both qualitative and quantitative data, including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.
Business contexts	Use business terminology to identify and explain business activity	Apply knowledge and understanding to different business contexts. These include businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts	Develop an understanding of how these contexts impact on business behaviour apply business concepts to familiar and unfamiliar contexts.



Curriculum Information 2017-18

ART

Information to follow



Curriculum Information 2017-18

C+PSHEE

Citizenship and Personal and Social Health and Economic Education is delivered in tutor time and through a series of assemblies and visiting speakers/workshops.

C&PSHEE Curriculum Map 2017-2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Getting Along With Each Other	Puberty & Personal Hygiene	Economic wellbeing: Social and moral dilemmas about money	British values and citizenship	Peer pressure & Bullying	Personal safety
Yr 7 Assembly Themes	Autumn term 1 Week 2	Autumn term 2 Week 2	Spring 1 Week 2	Spring 2 Week 2	Summer 1 Week 2	Summer 2 Week 2
Year 8	Positive relationships	Sex and relationships	Money & Budgeting	Tolerance and respect	Roles and Responsibility of parents	Recognise, avoid and deal with potentially dangerous situations
Yr 8 Assembly Themes	Autumn term 1 Week 2	Autumn term 2 Week 2	Spring 1 Week 2	Spring 2 Week 2	Summer 1 Week 2	Summer 2 Week 2
Year 9	Anti-social behaviour	Sex and the law	Careers and choices	Parliamentary Sovereignty and its limitations	Bullying and harassment	The dangers of Knife crime
Yr 9 Assembly Themes	Autumn term 1 Week 2	Autumn term 2 Week 2	Spring 1 Week 2	Spring 2 Week 2	Summer 1 Week 2	Summer 2 Week 2
Year 10	Healthy relationships	How should I prepare for my exams?	What are the dangers of gangs?	Democracy and Political Parties	Prejudice & Discrimination	What is sexual exploitation and what is the law?



Curriculum Information 2017-18

COMPUTER SCIENCE

1. Key Stage 3

Computer Science KS3 Topics						[Staff contact: Ms Akpojaro]
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>7.1 Introduction to Computing- File management, Hand-in own cloud, Baseline test, use of different types of software,</p>	<p>7.1 Introduction to Computing- Multi[plication Binary, code binary convertor using Scratch</p>	<p>7.3 ICT (IT applications) Problem solving with spreadsheets: Students will be analysing data and meeting the needs of known users</p>	<p>Digital Literacy 7.2 – Issues of computer use - In this unit of work, students will learn how to use the internet safely and effectively. They will learn about copyright law, search engines (including the use of Boolean logic for effective searching) and they will also learn about the dangers of the internet and ways to combat these dangers.</p>	<p>7.4 Introduction to HTML-This unit teaches the basics of HTML enabling students to create a mini website. Students learn how to add text, images and hyperlinks, plus formatting techniques including fonts, text size and alignment</p>	<p>7.5 Introduction to python programming using MicroBit -This unit introduces students to the MicroBit The unit uses 'Python' programming language.</p>
Year 8	<p>8.1 Computer hardware - The computer hardware unit is designed to teach students what a computer system is, the various components of a computer system and their purpose. Students will also learn about the purpose of the CPU, RAM, Hard Drive and I/O devices and how the all function together and the function of the CPU, including the fetch, decode, execute cycle.</p>	<p>8.2 Binary Bits and Bobs Binary Bits and Bobs introduce students to the binary number system, converting between binary and denary and simple binary addition. Students will also be taught how (and why) characters, images and sound are represented by the binary system</p>	<p>8.3 Algorithms - Computational Thinking: -abstraction -decomposition -algorithmic thinking How to produce Algorithms using: -pseudocode -using flow diagrams</p>	<p>8.4 HTML and CSS - ADU Students will be reminded of some basic HTML syntax (as covered in the year 7 unit) and will be introduced to CSS so that they can understand how to better present their webpages. They will learn how to add gradient backgrounds, add page borders, curve images and reorganise content on the page with the help of DIV tags.</p>	<p>8.5 Introduction Python - In this unit, students will be introduced to programming in the Python programming language. They will learn how to print messages to the screen, ask the user to input data and stores this data in variables. They will also understand how computers make decisions and consequently learn how to program IF statements</p>	<p>8.6 The Digital project- For this project students will work as part of a group to plan and create a digital product.</p>
Year	<p>More python programming-</p>	<p>Intermediate python programming-</p>	<p>9.2 Hardware and Networks-Students will be</p>	<p>9.3 Binary and Data Representation</p>	<p>9.4 Algorithms</p>	<p>9.5 Advance Python programming with GUI</p>



Curriculum Information 2017-18

9	<p><i>Continuing on from the year 8 unit of work which introduced the Python programming language, students will reinforce their understanding of inputs, outputs, variables and selection through the means of a variety of programming challenges. Students will also be taught the programming structure of iteration. They will learn how FOR and WHILE loops work and will code these structures in a range of programs.</i></p>		<p><i>introduced to Local Area Networks (LANS), the hardware of a local network, the workings of the Internet, how the WWW and Internet differ and how data travels around a network (e.g. Data Packets).</i></p>			<p><i>Building with TKinter</i></p>
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Computer Science Assessment in Key Stage 3:

In Computer Science, you will receive detailed written feedback on the following pieces of work this year. There will be opportunities for you to respond to that feedback.

Term	Year 7	Year 8	Year 9
Autumn	Introduction to Computing: Scratch Binary Convertor coding	Hardware: Hardware end of unit Test	Python: Coding end of unit test
Spring	Issues of computer use: Written assessment	Algorithms - Computational Thinking: Written Assessment	Hardware and Network: Written Assessment
Summer	End of Year Exams: 15-29.06.18	End of Year Exams: 15-29.06.18	End of Year Exams: 11-22.06.18



Curriculum Information 2017-18

Keywords and Subject Specific Vocabulary					Computer Science	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Logon, Password, Save, Folder, Bit, byte, binary, denary, ASCII; Hexadecimal	Sequence inputs, Motion, Operator, Variable, Start, Flag, Looks, Sprite, Costumes Pen, Control, Forever, Repeat, Script	Cell, column, Sum, Average, Worksheet, Formulas, Referencing, Absolute, Formatting, Conditional formatting, What if, Validations	Evaluate, Trustworthiness, Bias, Reliability, Copyright, Acknowledgement, Plagiarism Social media, privacy setting, digital footprint, E-safety	HTML, Tags, Browser, Hyperlink, Navigation, Table	Microbit, , variables Compile, Flash, coordinates, syntax Accelerometer Python shell
Year 8	Input device, output device, Storage, CPU, RAM, Motherboard	Binary , Denary, Hexadecimal, Bit, Byte Nibble	Algorithm, Sequence, Planning, Flowcharts, Loops, Decision, Process, Input, Output	HTML, Tags, CSS, DIV Tags, Internal , External, Style sheet	Data types, Float, Int Define, Variable, Function Print, IF statements Conditionals	Research, Design, Digital, Design Tools, Evaluation, Justify, audience
Year 9	Input, Variable, Output, Syntax, Errors, Decision, Integer, Iteration, While loop	String, Constant, Validations, Statement, Comment, Nested if	Networks, LAN, Network, Inter-face card, Switch, internet, WAN, Data Packets	Addition, Carry, Compression, Sampling	Pseudocode, flowcharts, start/end, execute,	Function, Procedures Def, Import module

How to support your son at home			Computer Science
What sorts of independent work/homework will he get?	How much help should you give him?	What are the top three tips for supporting independent learning?	Useful resources and links
<p>Homework can be to practise skills currently being developed in class.</p> <p>It may be to find, watch, and make notes on tutorial videos.</p> <p>It may be testing skills, knowledge, and understanding developed in class.</p>	<p>It is good for students to complete homework independently, but it is very useful to ask him to explain the homework to you, or to ask questions about it.</p> <p>If the homework covers a topic that you know well, asking him leading questions is a good way to help him to work out the answers.</p>	<ol style="list-style-type: none"> 1. Discuss the lessons and the homework, asking him to teach you what he has been learning. 2. Encourage him to use the support resources provided, and the internet as a whole to research the topic. 3. Many of the programs that we use are available either through the school website (My Programs) or can be downloaded and installed at home for free. Having these available at home means that he can develop his skills at any time. 	<p>The computing department website: http://computing.foresthillschool.co.uk This site has a huge range of lesson resources, and contains links to further websites that contain even more support resources.</p> <p>http://www.codecademy.com This site has a number of free online courses in a range of languages, including html, css, and python.</p> <p>scratch.mit.edu This site is an online Scratch editor, and allows programmers to share code and help each other out with their programming.</p>



Curriculum Information 2017-18

2. Key Stage 4

GCSE Computing Topics					[Ms Akpojaro & Mr Simpson]	
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 10	Unit 2:1 Algorithms Unit 2:2 Programming Techniques	Unit 2.3 Producing Robust Programs Programing	Unit 2:5 Translators and Facilities Sample Program Assessment	Unit 2.6 Data Representation Programming Development	Practice NEA Assessment	Unit 1- Computer systems, Operating systems, utility software systems
Year 11	Unit 1- Computer systems	Practice Controlled Assessment Task	Unit 1 How to investigate and discuss computer science technologies	Unit 1 Legislation relevant to computer science	Revision and Exam Practice	

GCSE COMPUTING Assessment:

Term	Year 10	Year 11
Autumn	Coding Challenge – Written Feedback	Pre-public exams: 04-15.12.17
Spring	Computational thinking, algorithms and programming	Jan 8 th to Feb 23 rd Controlled Assessment – 20% of final Grade
Summer	Pre-public exams: 09-20.07.18	Public exam dates:

KS4 Topics: ICT					[Mr Simpson/ Ms Akpojaro]	
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 10	ADU: Purpose and properties of digital graphics (R082) PSI: Purpose and content of pre-production (R081)	ADU: Plan the creation of a digital graphic (R082) PSI: Purpose and content of pre-production (R081)	ADU: Create a digital graphic (R082) PSI: Planning pre-production (R081)	ADU: Review a digital graphic (R082) PSI: Producing pre-production documents (R081)	ADU: Uses and properties of interactive multimedia products (R087) PSI: Reviewing pre-production documents (R081)	ADU: Plan interactive multimedia products (R087) PSI: Properties and features of multipage websites (R085)
Y11	VAO -RO04	VAO-RO04	VAO-R001	VAO-R001	External exam	



Curriculum Information 2017-18

ICT Assessment:

Term	Year 10	Year 11
Autumn	1: Ongoing coursework for R082 (LO1-2) 2: Tailored exam paper using unit specific questions	Coursework Catch-up/improvement
Spring	1: Ongoing coursework for R082 (LO3-4) 2: Tailored exam paper using unit specific questions	1: On-going mini test in preparation for external exam 2: Mock test
Summer	Pre-public exams: 09-20.07.18	Public exam dates:

KS4 How to support your son at home

Computer Science

What sorts of independent work / homework will he get?	How you can help	Useful resources and links
Homework will largely be in the form of questions based on theory topics covered in the lessons, research planning and practical activities.	<ul style="list-style-type: none"> Provide access to Python IDLE Encourage your son to program for fun using online Python tutorials Discuss and create a revision schedule with students Act as a tester to check students learning Purchase for and encourage your son to use the revision guide: 'My revision notes – OCR Computing for GCSE', Hodder Education, O'Bryne and Rouse, 2013. ISBN 978 1 444 193848 	Exam board course link: Recommended revision guide: http://www.ocr.org.uk/qualifications/by-subject/computing/computing-resources/ Revision materials in Hand-in and Computer Science\GCSE Computing Year 11\Revision <ul style="list-style-type: none"> GCSE bbcbite Size: http://www.bbc.co.uk/education/subjects/z34k7ty

Curriculum Information 2017-18



KS4 How to support your son at home

ICT

What sorts of independent work / homework will he get?	How you can help	Useful resources and links
Homework will largely be in the form of improvements by responding to teacher feedback on coursework.	<ul style="list-style-type: none">• Check your son has completed R002/R003 and R004.• Check that your son attend catch up session for coursework• Discuss and propose a revision schedule for the exam unit	<p>http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/</p> <p>http://ocr.org.uk/qualifications/cambridge-nationals-ict-level-1-2-j800-j810-j820/</p>



Curriculum Information 2017-18

3. Assessment Criteria (KS3 and 4)

Year 7 Steps Assessment Criteria					
	Introduction to Computing	Issues of Computer Use	Spreadsheets	Introduction to HTML	Python Programming with MicroBit
Step 4	<ul style="list-style-type: none"> I can recommend appropriate assistive input and output devices based on user need I can add binary numbers 	<ul style="list-style-type: none"> I can explain why some data is unsafe online and what to do instead I can explain the possible outcomes of cyberbullying for both perpetrator and victim 	<ul style="list-style-type: none"> I can organize data to make it usable in calculations I can use complex functions like VLOOKUP or IF 	<ul style="list-style-type: none"> I can explain DIV Tags I can create a webpage which has been formatted using CSS. I can create a webpage which contains divisions and where CSS code applies different styles to the different divisions. 	<ul style="list-style-type: none"> I can use the if-else statement accurately in my programming I can use a while loop in a program I can correct run-time errors that are highlighted by the computer when the program is run
Step 3	<ul style="list-style-type: none"> I can explain the difference between input and output devices I can convert numbers between binary and denary without a table of column values I can explain the difference between hardware and software 	<ul style="list-style-type: none"> I can identify a range of unsafe data online I can carry out research and write up the results in my own words I can explain the difference between masquerading and anonymity 	<ul style="list-style-type: none"> I can create a graph or chart with a title and labels I can use simple functions like SUM or ROUND 	<ul style="list-style-type: none"> I can control the font size and text colour of elements in a webpage. I can use anchor tags within my webpage. 	<ul style="list-style-type: none"> I can use input and print commands in a program using suitable variable names I can combine text, numbers and variables in a single output line I can use the if – else statements in a program
Step 2	<ul style="list-style-type: none"> I can categories input, output and storage devices I can convert numbers between binary and denary with the help of a table of column values I know the difference between hardware and software 	<ul style="list-style-type: none"> I know multiple ways to stay safe online I know how to credit research sources I can give an example of unsafe data online I can give examples of cyber-bullying 	<ul style="list-style-type: none"> I can resize cells and adjust their borders I can carry out mathematical calculations I can create a simple graph or chart 	<ul style="list-style-type: none"> I can explain HTML I can make images appear in a webpage. I can use tags to emphasise certain words or phrases in a webpage. I can add links to other webpages in my webpage. 	<ul style="list-style-type: none"> I can give simple, accurate instructions for another person to follow I can explain why the int() and str() commands need to be used in programming I can correct simple syntax errors such as a missing “ or)
Step 1	<ul style="list-style-type: none"> I can name an input device I can name an output device I can name a storage device I can organize my files and folders 	<ul style="list-style-type: none"> I know what plagiarism is I know what copyright means I know what cyber-bullying is I know what to do if I feel unsafe online 	<ul style="list-style-type: none"> I know the difference between data and labels I can enter data accurately into a spreadsheet I understand the terms 'cell', 'row', and 'column' 	<ul style="list-style-type: none"> I can make text appear in a webpage I can use heading and paragraph tags 	<ul style="list-style-type: none"> I can write a python program that displays text on a MicroBit I can write a python program that displays a sequence of numbers on a microbit



Curriculum Information 2017-18

Year 9 to 11 Assessment Criteria				
Step	9.1 and 9.5 Python Programming	9.4 Algorithms	9.2 Hardware and Networks	9.3 Binary and Data representation
Step 9	<ul style="list-style-type: none"> I can create procedures that call procedures, to multiple levels. (Building one-abstraction on top of another) I can create programs that read and write persistent data to files 	<ul style="list-style-type: none"> I understand searching algorithms – binary search, linear search I understand sorting algorithms – bubble sort, merge sort and insertion sort 		
Step 8	<ul style="list-style-type: none"> I can document programs to help explain how they work 	<ul style="list-style-type: none"> I know how to interpret, validate, test, correct or complete algorithms 	<ul style="list-style-type: none"> I understand the components that make up digital systems, how they communicate with one another and with other systems I can compare wired and wireless networks I can explain network topologies and protocols 	
Step 7	<ul style="list-style-type: none"> I can create, test and evaluate programs against user requirements 	<ul style="list-style-type: none"> I can use logical reasoning to compare the utility of alternative algorithms for the same problem 	<ul style="list-style-type: none"> I understand how computer networks can provide multiple services, e.g.: email, instant messaging 	<ul style="list-style-type: none"> I understand how numbers can be represented in binary and be able to carry out simple operation on binary numbers, e.g. binary addition, conversion between binary and decimal
Step 6	<ul style="list-style-type: none"> I can design and develop modular programs that use procedures or functions I can solve problems by decomposing them into smaller parts in a language I can make appropriate use of data structures e.g. arrays 	<ul style="list-style-type: none"> I understand that algorithms may be decomposed into components parts(procedures), each of which itself contains an algorithm I can use logical reasoning to detect and correct errors in algorithms I can design, write and debug programs that accomplish specific goals 	<ul style="list-style-type: none"> I can demonstrate an understanding of what the internet is and what data packets are I can explain how data travels around the internet I am able to explain the various parts of a data packet 	<ul style="list-style-type: none"> I understand how text, images and sound can be represented digitally in the form of binary numbers, e.g. 2 bit image
Step 5	<ul style="list-style-type: none"> I can use for and while loops in my programs to repeat commands I can correctly create a program from a flowchart I can correct logic errors where a program looks like it works but is producing the incorrect answer 	<ul style="list-style-type: none"> I understand that algorithms are implemented as programs I can write algorithms with care and precision to avoid errors and ambiguity 	<ul style="list-style-type: none"> I can demonstrate an understanding of what a network is I can explain the advantages and disadvantages of networking and will state some devices needed for networking I am able to explain the devices needed to create a local area network. 	<ul style="list-style-type: none"> I can add up three binary numbers I can explain how bitmaps are stored using binary and why images can get pixelated



Curriculum Information 2017-18

				<ul style="list-style-type: none"> • I can explain the difference between bitmap images and vector images • I Understand how sound is represented in a computer • I can complete a simple truth table based on a single logic gate
Step 4	<ul style="list-style-type: none"> • I can use the if-else statement accurately in my programming • I can use a while loop in a program • I can correct run-time errors that are highlighted by the computer when the program is run 	<ul style="list-style-type: none"> • I can use sequence, selection and repetition in flowcharts/pseudocode • I can solve problems by decomposing them into smaller parts • I can correct algorithms if they fail tests 	<ul style="list-style-type: none"> • I understand computer networks including internet • I understand how computers communicate with other systems 	<ul style="list-style-type: none"> • I can add up two binary number and then convert the answer to denary to check calculation • I can convert between binary and hexadecimal • I can convert binary into text using an ASCII conversion table • I can convert binary numbers to images
Step 3	<ul style="list-style-type: none"> • I can use input and print commands in a program using suitable variable names • I can combine text, numbers and variables in a single output line • I can use the if – else statements in a program 	<ul style="list-style-type: none"> • I understand that algorithms are implemented as programs • I can write algorithms with care and precision to avoid errors and ambiguity 	<ul style="list-style-type: none"> • I know the hardware and software components that make up computer systems 	<ul style="list-style-type: none"> • I can convert binary numbers to their denary equivalent without a table to help me place the value • I can add up two binary numbers by converting the values to denary first • I can convert hexadecimal numbers to denary and back again • I understand how an image is represented in a computer



Curriculum Information 2017-18

DANCE

1. Key Stage 3

KS3 Dance Topics		Ms Harris/Ms Humphrey	
	Term 1	Term 2	Term 3
Year 7	Capoeira (Brazilian Martial Arts Dance) Developing physical skills and historical knowledge.	See Art in Dance. Introduction to use of space and transitions in choreography.	Maths Dance (creating geometric shapes with sticks). Introducing use of a prop and building team-work skills.
Year 8	Jazz Dance (1920's -1960's). Developing physical skills and knowledge of a new genre.	Martial arts & Video games. Enhancing use of space and dynamics as a choreographic tool.	Gumboots (African Dance). Developing rhythmical skills and historical knowledge. <i>Or</i> Free-Running. Enhancing physical skills, spatial awareness and introduction to a new movement style.
Year 9	Resistance Enhancing use of physical skills and introduction to contact work.	BalletBoyz Torsion. Enhancing contact work, use of strength and safe practise in dance.	The London Riots. Creating a whole class performance using the London riots as a stimulus. <i>Or</i> Site Sensitive Introducing student to performance environments and creating their own choreography based on, and performed in, their choice of location.



Curriculum Information 2017-18

DANCE Assessment in Key Stage 3:

Unit	Year 7	Year 8	Year 9
1	Students will be given verbal feedback throughout and given opportunity to apply the feedback in a practical setting.		
2			
3			

Keywords and Subject Specific Vocabulary			Dance
Year 7	capoeira, energy , accuracy , martial-arts , self - defence, ginga, meia lua, roda, action/reaction, focus, eye – contact, esquiva, cocorinha, tesoura de costas, au, benção	pathways, transition, expression, dynamics, actions shape, air pathways, space lines, colours, shapes, expression	levels prop, shapes, angles, tempo, transitions, smooth focus, around/through/over/under, dynamics travelling
Year 8	jazz dance, Charlston , mirroring , lindy hop, partner work, kicks, mummies, mess around step, itchies, leap frog, counter balance, pull and change, fall off the log, crazy legs, hand jive	motif, self-discipline, kung fu, aikido, capoeira, motif development, emphasis, action/reaction, safe practice, slow motion, sound, tableaux	gumboots, body as an instrument, percussion, rhythm, polyrhythm, articulation, stamps, claps, solo, duo, transition, chains, bells <i>or</i> free –running, relationships, obstacles, parkour, commando crawl/roll, swings leap, explore, safety, agility, technical skills
Year 9	resistance, extension and gestures , balance and focus, canon, unison, contrast, weight, pushing and pulling apart, counter-balance	Ballet Boyz, torsion, control, contact work, unison, accumulation, canon, solo, duo, trio	London riots, chaos theory, butterfly effect, pedestrian movement, crowds, scatter, barrier, lead and follow, repetition



Curriculum Information 2017-18

KS3: How to support your son at home			Dance
What sorts of independent work/homework will he get?	How much help should you give him?	What are the top three tips for supporting independent learning?	Useful resources and links
<p>Dance does not officially set homework, but students are encouraged to rehearse the practical work at home and take any opportunity to experience dance as an art form.</p>	<p>Encouragement and praise for rehearsing and the work that he has produced</p> <p>To provide opportunities for your son/ward to visit the theatre to see performances</p>	<ol style="list-style-type: none"> 1. Encourage students to research the background and development of different dance styles 2. Get students to watch and experience as many different styles of dance, either in person or on the computer/TV 3. Provide opportunities for your son to practice/rehearse at home 4. Encouragement of participation in extra-curricular clubs and performances 	<p>The best place to search for examples of different styles/genre/topics is on Youtube or other search engines</p> <p>Use the keywords list below to help your son develop good subject specific vocabulary for Dance</p>

2. Key Stage 4

GCSE Dance Topics				Ms Humphrey / Ms Harris		
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 10	<i>CHOREOGRAPHY EXPLORATION</i>	<i>SET WORK 1</i>	<i>SET WORK 2</i>	<i>PERFORMANCE SKILLS</i>	<i>SET WORK 3</i>	<i>SET PHRASE 1</i>
Year 11	<i>GROUP DANCE</i>	<i>SET WORK 5</i>	<i>SET PHRASE 2</i>	<i>SET WORK 6</i>	<i>CHOREOGRAPHY</i>	<i>REVISION AND EXAMINATIONS</i>



Curriculum Information 2017-18

GCSE DANCE ASSESSMENT:

Term	Year 10	Year 11
Autumn		Pre-public exams: 04-15.12.17
Spring		
Summer	Pre-public exams: 09-20.07.18	FINAL EXAM DATES

KS4 How to support your son at home		Dance
What sorts of independent work / homework will he get?	How you can help	Useful resources and links
<p><i>Dance does not officially set homework, but students are encouraged to rehearse the practical work at home and take any opportunity to experience dance as an art form.</i></p> <p><i>To help at home, you can:</i></p> <ol style="list-style-type: none"> <i>1. Give encouragement and praise for rehearsing and the work that he has produced</i> <i>2. Encourage your son to research the background and development of different dance styles</i> <i>3. Get him to watch and experience as many different styles of dance, either in person or on the computer/TV</i> <i>4. Provide opportunities for your son to practice/rehearse at home</i> <i>5. Encourage participation in extra-curricular clubs and performances</i> <i>6. Provide opportunities for your son to visit the theatre to see performances</i> <p><i>The best place to search for examples of different styles/genre/topics is on Youtube or other search engines</i></p> <p><i>Use the keywords list in this section to help your son develop good subject specific vocabulary for Dance</i></p> <p><i>Please use the below link to the Forest Hill Dance website – Students have been given the password: www.dance.fhsmusic.org.uk</i></p>		



Curriculum Information 2017-18

3. Assessment Criteria (KS3 and 4)

STEPS to success criteria				Dance
Strand	Description	A student on Step 1 can	A student on Step 5 can	A student on Step 9 can
Choreography	Students being able to create dance sequences using a range of movement components, in a variety of styles, in a variety of contexts and in different groupings.	Begin to use some varied actions and make spatial decisions. Work as part of a team. Create clear still positions.	Respond to different stimulus in my choreography using basic dance relationships. Use a range of Actions, Space and Dynamics in the choreography. Communicate ideas with an audience.	Create imaginative dances whilst drawing on conventions of the past and present. Successfully use a variety of all 4 movement components. Communicate sensitive subject matter through the use of choreographic devices and motif development.
Performance	Students being able to perform choreographed movement in front of an audience using performance and technical skills.	Perform individual movements with co-ordination and control. Perform in groups showing consistent effort.	Perform complex sequences with consistent strength, control and precision. Perform with a strong sense of performance Use some interpretative skills.	Perform and interpret dance ideas clearly and sensitively. Demonstrate an understanding of technical and expressive skills. Perform sensitively in a group performance Demonstrate safe practice.
Appreciation	Students being able to reflect on their own dance practices and the practices of others, giving evaluative comment in relation to success criteria.	Comment using some basic dance terminology. Use What Went Well (WWW) and Even Better If (EBI) about others performances	Reflect on the skills and techniques I have used in order to make improvements. Give other feedback using my own opinion and give examples to support my opinion. Give others ideas for how to make improvements in their work in a constructive way.	Show detailed knowledge and understanding of choreographic and performance process. Discuss the significance of dance in relation to professional and /or my own choreography. Give detailed analysis and interpretation of the work of others.

Curriculum Information 2017-18



D&T

To follow

DRAMA

To follow

GEOGRAPHY

To follow

HISTORY

To follow



Curriculum Information 2017-18

MODERN FOREIGN LANGUAGES

Key Stage 3 French

KS3 French Topics				Ms Lopes Oliveira/Mr Brook		
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 7	Bienvenue (Welcome)	Bienvenue (2) (Welcome)	C'est perso (talking about yourself)	Mon collège (My school)	Mon college et mes passe-temps (My school and hobbies)	Mes passe-temps (My hobbies)
Year 8	<i>No French in main Y8 curriculum 2017-18</i>					
Year 9	Mon identité	Chez moi chez toi (house and home)	Mon avenir (future plans)	La santé (health)	Ma vie sociale d'ado (teenage social life)	Ma vie sociale d'ado & Project work

FRENCH Assessment in Key Stage 3:

In French, you will receive detailed written feedback on the following pieces of work this year. There will be opportunities for you to respond to that feedback.

Term	Year 7	Year 8	Year 9
Autumn	<ul style="list-style-type: none"> Greetings comic strip Baseline writing task Role play- classroom language Text about family and pets 		<ul style="list-style-type: none"> La musique translation Writing assessment end of module Mon identité Mon appart translation Text on local area
Spring	<ul style="list-style-type: none"> Personality traits translation Text on favourite musician Writing assessment (mon école) Opinions (adjectives) translation 		<ul style="list-style-type: none"> Text on future plans Speaking- Mes ambitions Es-tu en forme? Writing assessment Translation- le sport et le fitness
Summer	End of Year Exams: 15-29.06.18	End of Year Exams: 15-29.06.18	End of Year Exams: 11-22.06.18



Curriculum Information 2017-18

Keywords and Subject Specific Vocabulary						French
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	le travail en classe (CW) les devoirs (HW) la France (France) les Français (French people) l'alphabet (alphabet) les lettres (letters) écouter (to listen) respecter (to respect) travailler (to work) participer (to participate) l'âge (age) les mois (months)	mes goûts (my tastes) les pays (countries) la nationalité (nationality) le domicile (home) la ville (town) la campagne (countryside) les animaux domestiques (pets) la famille (family) le prénom (first name) le nom de famille (last name) mon identité (my identity)	mon auto-portrait (my self-portrait) ma personnalité (my personality) un artiste (an artist) avoir (to have) être (to be) les yeux (eyes) les cheveux (hair) avoir l'air (to look like) décrire (to describe)	mon kit de survie (my survival kit) les matières (subjects) le déjeuner (lunch) la récréation (break) les horaires (timings) l'heure (time)	l'emploi du temps (timetable) l'école (school) le collège (secondary school) la nourriture (food) les habitudes alimentaires (food habits) l'entrée (starter) le plat principal (main dish) le dessert (dessert) le menu (menu)	la technologie (technology) le sport (sports) l'exercice (exercise) l'entraînement (training) jouer (to play) faire (to do) s'entraîner (to train) aller (to go) écouter (to listen to), télécharger (to download) regarder (to watch) voir (to see)
Year 8	<i>No French in main Y8 curriculum 2017-18</i>					
Year 9	voyager (to travel) visiter (to visit) les voyages (trips) le tour du monde (world tour) les activités (activities) le farniente (farniente) le repos (rest) le camping (camping) les équipements (facilities) l'hôtel (hotel) la météo (weather forecast)	l'avion (plane) le train (train) la voiture (car) les embouteillages (traffic jams) la réception (the reception desk) les toilettes (toilets) le hall (hall) les horaires (times) l'enregistrement des bagages (check-in) les douanes (customs)	jouer (to play) faire (to do) se faire mal (to hurt o.s) la nourriture (food) l'alcool (alcohol) les drogues (drugs) être végétarien (to be a vegetarian) les problèmes de santé (health issues) l'hôpital (hospital)	la dépendance (dependency) le stress (stress) l'anxiété (anxiety) la cigarette (cigarette) le tabagisme (smoking) faire de l'exercice (to exercise)	la ville (town) la campagne (countryside) la banlieue (the outskirts) la montagne (mountain) le bord de mer (seaside) recycler (to recycle) trier (to sort out) la pollution (pollution) le temps (weather)	



Curriculum Information 2017-18

Key Stage 3 Spanish

MFL – Spanish Y7-9 Curriculum Map						Ms Lopes Oliveira
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<i>No Spanish in Year 7 2017-18</i>					
Year 8	Topic: La gente (Talking about yourself and others)	Topic: En la ciudad/Vamos a salir (In the city/ organising activities)	Topic: Mis vacaciones (Holidays)	Topic: La comida (Food)	Topic: De moda/ de compras (Fashion/shopping)	Topic: Barcelona (Project)
Year 9	Topic: Los medios de comunicación (Media)	Topic: El instituto (School)	Topic: La salud (Health)	Topic: Ganarse la vida (The world of work)	Topic: Hispanoamérica (Spanish speaking world)	Topic: Mi casa es tu casa (Planning a visit)

SPANISH Assessment in Key Stage 3: In Spanish, you will receive detailed written feedback on the following pieces of work this year. There will be opportunities for you to respond to that feedback.

Term	Year 7	Year 8	Year 9
Autumn		<ul style="list-style-type: none"> Los famosos (a description of a famous person) Translation (places in town) Writing assessment (Local area) Speaking task (arranging to go out with friends- accepting/declining invitations) 	<ul style="list-style-type: none"> El fin de semana pasado- write about what you did last weekend. Translation activity (Mi instituto) Speaking assessment (Las películas) Writing assessment about school (Mi instituto)
Spring		<ul style="list-style-type: none"> Translation- (la comida) Mi dieta- write a blog about your diet. Writing assessment (Las vacaciones) Speaking task (las vacaciones) 	<ul style="list-style-type: none"> Mi futuro- write a text about your future plans (education/work) Speaking assessment (future plans) Translation activity (El medio ambiente)
Summer		<ul style="list-style-type: none"> End of Year Exams: 15-29.06.18 	<ul style="list-style-type: none"> End of Year Exams: 11-22.06.18



Curriculum Information 2017-18

Keywords and Subject Specific Vocabulary						Spanish
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	<p>hacer (to do) jugar (to play) tiempo libre (free time) todos los días (every day) los deportes (sports) es la/son las X (it is X o'clock) me gusta + infinitivo (I like + infinitive) ir a + infinitivo (going to + infinitive) este fin de semana (this weekend) la semana que viene (next week)</p>	<p>voy a/al (i am going to the) salir (to go out) ¿Te gustaría... + infinitivo? (would you like to...) ¿Quieres.... + infinitivo? (do you want to..?) No tengo ganas (I don't feel like it) Vale/De acuerdo (OK/sure) No puedo salir (I can't go out) No tengo tiempo/dinero (I don't have time/money) ¡No es justo! (It's not fair!)</p>	<p>el año pasado (last year) fui a (i went to) los países (the countries) fue (it was) estupendo - un desastre (fantastic - a disaster) modo de transporte (modes of transport) el invierno pasado (last winter) el verano pasado (last summer) los verbos pasados (verbs in the past)</p>	<p>¡Lo pasé ...! (I had a ... time!) pasé (I spent...) generalmente (usually) me quedo en casa (I stay at home) por la noche (at night) por todo el día (all day) hice (I did) jugué (I played) tomé el sol (I sunbathed) pinté (I painted) bailé (I danced) descansé (I rested) visité (I visited)</p>	<p>llevar (to wear) nunca (never) a veces (sometimes) siempre (always) los colores (colours) el uniforme (uniform) este/a; estos/as (this; these) barato (cheap) caro (expensive) tengo que llevar (I have to wear) es más...que...(it's more...than...) llevé (I wore)</p>	<p>en Barca. hay mucho (in Barca. there is lots of) me gusta + infinitivo (I like + infinitive) le gusta (he/she likes) le encanta (he/she loves) se pueden (you/one can) comer (to eat) comprar (to buy) las tiendas (shops) visité (I visited) ví (I saw) comí (I ate) la playa (the beach) paella (paella)</p>
Year 9	<p>el ordenador (computer) el regalo (gift) hago (i do/make) descargo (i download) las películas (films) un concurso (a game show) primero (first) luego (then) ayer (yesterday) suelo + infinitivo (I usually + infinitive) un programa de tele-realidad (a reality show)</p>	<p>el instituto (school) alumnus (pupils) profesores (teachers) el recreo (break) las asignaturas (subjects) las normas (rules) más tarde (later) llevo (i wear) el club de ajedrez (chess club) se debe (you must) justo (fair) trabajador (hard-working) correr (to run)</p>	<p>la salud (health) el cuerpo (body) tienes que (you have to) la vida sana (healthy life) tomar (take) la comida sana (healthy food) la comida malsana (unhealthy food) dormir (to sleep) la leche (milk) las verduras (vegetables) desde hace-for (length of time) refrescos (fizzy drinks) para (in order to)</p>	<p>el dinero (money) me gustaría (i would like to) ganar (to win/to earn) gano (I win/I earn) trabajo (I work/work) trabajé (I worked) viajar (to travel) aire libre (in the open air) gente (people) ahora (now) comerciante (businessman) periodista (journalist) dime (tell me) maquillaje (make-up)</p>	<p>hispanoamérica (latin America) el país ((the)country) la vida diaria (daily life) el medio ambiente (the environment) la basura (waste) árboles (trees) el vidrio (glass) apagar (turn off) reducir (to reduce) tirar (to drop/throw) pagar (to pay) fábricas (factories) comercio justo (fair trade) un precio (price)</p>	<p>me presento (let me introduce myself) querido/a (dear) el viaje (journey) cargar (to charge) por eso (therefore) una toalla (a towel) un cepillo de dientes (a toothbrush) ir de compras (to go shopping) quiero (i want) billetes (tickets)</p>



Curriculum Information 2017-18

Key Stage 3 German

KS3 German Topics				Ms Lopes Oliveira/Mr Brook		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Hallo (introductions)	die Schule (school)	Familie und Freunde (family and friends)	Familie und Freunde (family and friends)	Freizeit (free time & hobbies)	Freizeit & project work
Year 8	Mein Zuhause (My home)	Stadt und Land (Town and Country)	die Ferien (holidays)	die Ferien (holidays)	Einkaufen und Essen (shopping and food)	Project work
Year 9	<i>No German in main curriculum in Year 9 2017-18</i>					

German Assessment in Key Stage 3: In German, you will receive detailed written feedback on the following pieces of work this year. There will be opportunities for you to respond to that feedback.

Term	Year 7	Year 8	Year 9
Autumn	<ul style="list-style-type: none"> Greetings Comic Strip Baseline writing task Reading and listening test on basics Writing/Translation task on school 	<ul style="list-style-type: none"> Writing task: where I live (house and local area) Speaking task on food and drink (ordering food and giving opinions on food) Reading and listening test on house and home Translation: describing plans for the summer holidays 	
Spring	<ul style="list-style-type: none"> Listening and reading test on school Speaking task on school Writing task describing family Speaking task describing family and friends 	<ul style="list-style-type: none"> Grammar test on perfect tense Reading and listening test on holidays Writing – account of a holiday Translation task – postcard from holiday 	
Summer	<ul style="list-style-type: none"> Listening and reading task on family and friends Speaking task on making arrangements (role play) Text on hobbies / favourite things End of Year Exams: 15-29.06.18 	<ul style="list-style-type: none"> Speaking task – at the market Writing task – what I ate and drank Listening task on shopping and food End of Year Exams: 15-29.06.18 	End of Year Exams: 11-22.06.18



Curriculum Information 2017-18

Keywords and Subject Specific Vocabulary						German
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Hallo. Guten Tag – hello Tschüß – bye Auf Wiedersehen - goodbye Wie geht's? -How are you? Mir geht's [gut] - I'm [fine] Ich heiße ... - I'm called ... Ich wohne in... - I live in... die Zahlen 0-31 – numbers 0 -31 Ich bin...Jahre alt - I'm ... years old der Geburtstag – birthday die Monate - months das Alphabet - alphabet die Farben - colours ja/nein - yes/no bitte – please danke –thank you</p>	<p>die Schultasche -school bag das ist - that is ich habe - I have das Lieblingsfach - favourite subject ich finde es... -I think it's... ich esse -I eat ich trinke - I drink das Pausenbrot –breaktime snack beginnt/endet -starts/ends die Schuluniform – school uniform ist/sind - is/are ich trage -I wear kein - no/none</p>	<p>die Geschwister -siblings die Haustiere -pets die Familie -family er/sie heißt...- he/she's called... er/sie ist ... -he/she is ... die Zahlen 31-100 – numbers 31-100 ich habe - I have du hast - you have er/sie hat - he/she has die Augen - eyes die Haare –hair groß –big klein - small</p>	<p>ich bin - I am die Eigenschaften - characteristics der Sport -Sport ich spiele -I play +gern/nicht gern –+like/don't like -ing ich gehe -I go die Aktivitäten - activities die Freizeit - free time ich besuche -I visit ich faulenze -I chill out ich lese -I read ich sehe fern -I watch TV</p>	<p>Mein/e Lieblings- ist... -My favourite - is... jeden Tag -every day einmal pro Woche - once a week am Wochenende - at the weekend nie - never Möchtest du +Infinitiv ?-would you like to...? ja, gern - yes, I would nein, das ist...- no, that's.. wir treffen uns.. -we'll meet.. bis dann -until then die Zeit -time</p>	<p>die Freizeit – free time der Jugendklub – youth club die Mannschaft – team der Freund - friend langweilig – boring toll – great klettern – to climb reiten – to ride radfahren – to cycle wandern – to hike fahren – to travel hören – to hear, listen tanzen – to dance gehen – to go angeln – to fish schwimmen – to swim segeln – to sail</p>
Year 8	<p>die Stadt – town das Zimmer – room kein [+ noun] - no [something] arbeiten - to work (ich arbeite - I work) die Möbel – furniture sehr – very ziemlich – quite Wo? - where? wohnen - to live (ich wohne - I live) schlafen - to sleep (ich schlafe - I sleep)</p>	<p>liegen - to lie, be situated es gibt - there is, there are mit dem Zug - by train mit dem Auto - by car nehmen - to take die Straße – street geradeaus - straight on mit - with ohne - without Wie? - How?</p>	<p>die Länder - countries die Ferien - holidays es/das war - it/that was es regnet - it's raining (es hat geregnet - it rained) es schneit - it's snowing (es hat geschneit - it snowed) ich habe ... gespielt - I played ich habe ... gegessen - I ate ich habe ... gewohnt - I lived, stayed ich bin ... gegangen - I went ich habe ... gekauft - I bought</p>	<p>die Jugendherberge - youth hostel die Uhrzeit - time Wie viel Uhr ist es? - what time is it? Wie spät ist es?- what time is it? halb drei - two thirty (2:30) Viertel nach - quarter past Viertel vor - quarter to lustig - fun furchtbar - awful nicht schlecht - not bad</p>	<p>Ich möchte - I would like Ich esse gern - I like eating Ich trinke gern - I like drinking lecker - delicious einkaufen gehen - to go shopping der Einkaufsbummel - shopping trip das Kaufhaus - department store das Taschengeld - pocket money, bekommen - to get sparen - to save</p>	<p>das Hähnchen - chicken das Eis - ice cream die Suppe - soup das Mineralwasser - mineral water die Zwiebel - onion die Erdbeere - strawberry die Kartoffel - potato die Traube - grape die Kirsche - cherry die Birne – pear</p>



Curriculum Information 2017-18

KS3 Languages: How to support your son at home			MFL
What sorts of independent work/homework will he get?	How much help should you give him?	What are the top three tips for supporting independent learning?	Useful resources and links
<p>The most commonly set homework are: vocabulary learning; reading comprehension; grammar exercises; writing/redrafting a text; learn a text; learn a speech; revise a topic; translate a text; online exercises (on linguascope)</p> <p>Occasionally your son may be set: Listening exercises from Active Teach; research-based homework; record yourself answering questions; making posters</p>	<p>Language learning is partly about repetition so as much testing, listening and even speaking to them in the language is useful. If you don't speak it ask him to teach you as that is a great way to reinforce his learning.</p> <p>You can support with tasks but please don't write for them or correct their work</p>	<ul style="list-style-type: none"> Provide a suitable learning space (away from distractions) Establish good routines (planning his time carefully so that he can meet deadlines/starting earlier than later) Encourage your son to take risks in his learning and to seek help from his teacher when needs it. 	<p>http://www.wordreference.com/ (French and Spanish) - this free online dictionary allows you to look up new words, check verb conjugation and even tells you how to pronounce the word in the target language!</p> <p>http://leo.org – excellent German online dictionary</p> <p>http://www.linguascope.com/ A fantastic website to practise and consolidate new vocabulary. (get login details from school)</p> <p>Make digital flashcards and play games on www.quizlet.com (free to register)</p> <p>http://www.bbc.co.uk/languages/ you can find a range of activities to practise all four skills. There are also lots of interactive games and videos to choose from for different topic areas.</p> <p>https://www.memrise.com/courses/english/languages/ free memorisation app- this is a great tool to practise your listening, speaking, reading and writing skills.</p> <p>https://www.duolingo.com/ free memorisation app- free memorisation app- this is a great tool to practise your listening, speaking, reading and writing skills.</p> <p>https://lyricstraining.com (free to register) a fun way to practise new vocabulary through your favourite songs.</p> <p>CGP KS3 Language Revision guides</p>

Curriculum Information 2017-18



Key Stage 4 French

French KS4 Topics				Ms Lopes Oliveira/Mr Brook		
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 10	<i>Les temps de loisirs (Free time)</i>	<i>Qui suis-je? (Family)</i>	<i>Jours ordinaires, jours de fête (Food and shopping)</i>	<i>De la ville à la campagne (Local area)</i>	<i>Le grand large... (Holidays)</i>	<i>Revision of topic areas covered in Year 10 / preparation for PPEs.</i>
Year 11	<i>No French in Y11 2017-18</i>					

FRENCH Assessment in Key Stage 4:

Term	Year 10	Year 11
Autumn	Baseline assessment (Listening, Reading and Writing) October 2017 End of module 1+2 assessment	
Spring	End of module assessment (Listening, Reading and Writing)	
Summer	Pre-public exams: 09-20.07.18 Listening/Speaking/Reading/Writing	Public exam dates: Listening GCSE 15 th May 2018 Reading GCSE 15 th May 2018 Writing GCSE 18 th May 2018



Curriculum Information 2017-18

Key Stage 4 Spanish

Spanish KS4 Topics						Ms Lopes Oliveira
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 10	<i>No Year 10 Spanish in 2017-18</i>					
Year 11	<i>El mundo laboral (The world of work) Intereses e influencias (Free time)</i>	<i>Las vacaciones (Holidays)</i>	<i>De costumbre (Food and health)</i>	<i>Hacia un mundo mejor (The environment and social issues)</i>	<i>A Repasar Revision of course and preparation for GCSE</i>	

SPANISH Assessment IN Key Stage 4:

Term	Year 10	Year 11
Autumn		Writing (+translation) assessment Pre-public exams: 04-15.12.17 Speaking (PPE) date to be confirmed
Spring		GCSE Speaking exam (Date to be confirmed)
Summer	Pre-public exams: 09-20.07.18	Public exam dates: 6 th June 2018 GCSE Listening and GCSE Reading 14 th June 2018 GCSE Writing



Curriculum Information 2017-18

Key Stage 4 German

German KS4 Topics				Ms Lopes Oliveira/Mr Brook		
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 10	<i>Auf in die Schule (School) + general grammar introduction</i>	<i>Auf in die Schule (current and future study)</i>	<i>Zeit für Freizeit (free time – identity and culture)</i>	<i>Zeit für Freizeit (Free time)</i>	<i>Menschliche Beziehungen (Me, my family and friends – identity and culture)</i>	<i>Revision of topics covered</i>
Year 11	<i>Ich liebe Wien! (local, national, international and global areas of interest)</i>	<i>Im Urlaub und zu Hause (local, national, international and global areas of interest)</i>	<i>Rund um die Arbeit (world of work)</i>	<i>Wunderbare Welt (festivals, social problems, the environment)</i>	<i>Revision of topics covered and preparation for GCSEs.</i>	

GERMAN Assessment IN Key Stage 4:

Term	Year 10	Year 11
Autumn	Baseline (Listening and Reading) End of module assessment	Writing (+translation) assessment Pre-public exams: 04-15.12.17 Speaking PPE- date to be confirmed
Spring	End of module assessment (Listening, Reading and Writing)	GCSE Speaking exam (date to be confirmed)
Summer	Pre-public exams: 09-20.07.18 Listening/Speaking/Reading/Writing	Public exam dates: Listening GCSE 18 th June Reading GCSE 18 th June 2018 Writing GCSE 21 st June 2018

KS4 Languages: How to support your son at home

MFL

What sorts of independent work / homework will he get?	How you can help	Useful resources and links
The most commonly set homework are: vocabulary learning; reading comprehension;	Language learning is partly about repetition so as much testing, listening and even speaking to them in the language is useful. If you don't speak it ask him to teach you as that is	Exam board course link: http://www.aqa.org.uk/subjects/languages/gcse/french-8658 (French)



Curriculum Information 2017-18

<p>grammar exercises; writing/redrafting a text; learn a text; learn a speech; revise a topic; translate a text; online exercises (on Linguascope)</p> <p>Occasionally your son may be set: research-based homework; record yourself answering questions; past exam questions</p>	<p>a great way to reinforce his learning. You can support with tasks but please don't write for them or correct their work.</p> <p>Revision tips</p> <ol style="list-style-type: none"> 1. Revise regularly 2. Look, cover, write, check 3. Get someone to test you 4. Make digital flashcards and play games on www.quizlet.com (free to register) 5. Use post-its and/or paper flashcards. 6. Record vocab lists on your phone to play back 7. Create mind maps around key topics 8. Do past exam papers (listening and reading) 	<p>http://www.aqa.org.uk/subjects/languages/gcse/german-8668 (German)</p> <p>http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698 (Spanish)</p> <p>Recommended revision guides from Pearson Education</p> <ul style="list-style-type: none"> • Revise AQA GCSE (9-1) French Revision Guide and Revision workbook • Revise AQA GCSE (9-1) German Revision Guide and German Revision Workbook • Revise AQA GCSE (9-1) Spanish Revision Guide and Spanish Revision Workbook <p>- all available through ParentPay</p> <p>+ websites / apps</p> <ul style="list-style-type: none"> • www.linguascope.com (login from teacher) • www.duolingo.com • www.memrise.com • www.languagesonline.org.uk • http://www.bbc.co.uk/schools/gcsebitesize/german/
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Assessment Criteria (KS3 and 4)

STEPS to Success criteria			Modern Foreign Languages (MFL)
Strand	A student on Step 1 can	A student on Step 5 can	A student on Step 9 can
Listening	Understand short spoken passages and pick out the main points.	Understand longer passages on a range of different topics and recognise people's point of view. Deal with unfamiliar language and need little repetition.	Deal with unpredictable and unfamiliar scenarios, contexts and authentic recordings. Identify the finer details, and explain answers fully in the target language.



Curriculum Information 2017-18

Speaking	Take part in simple conversations, ask and reply to questions and give my opinions.	Take part in conversations by asking and giving information on different topics. I am starting to improvise and paraphrase. My pronunciation is good and I make few mistakes.	Take the initiative and respond spontaneously and fluently, including unpredictable questions with highly accurate pronunciation and intonation. Present and evaluate different points of view.
Reading	Understand short written texts and pick out the main points.	Read and understand a range of longer texts on unfamiliar topics and I am generally confident at working out the meaning.	Deal with authentic texts in a variety of genres and for different audiences and purposes. Identify the finer details, and explain answers fully in the target language.
Writing	Write short sentences from memory and give my own opinions.	Write at length about real or imaginary events, including things I would like to or could happen. Link paragraphs to structure my ideas.	Use a range of sophisticated language to write for a variety of audiences and purposes. Write discursively, presenting and evaluating different points of view.
Language Learning Skills	Identify simple nouns, pronouns, verbs and adjectives in a target language sentence. Use a bilingual dictionary to find out the gender and plural of nouns. Use start to use articles and possessive adjectives correctly Start to use the 3rd person to talk about other people	Explain how to form the conditional tense and how to use it Confident to use reflexive verbs (French and Spanish) Use the pure future tense	Manipulate language appropriately (indicative/subjunctive , passive/active) Able to use a range of resources to conduct research and make effective notes about the topic Present and explain key grammar to others

MUSIC

1. Key Stage 3

KS3 Music Topics						Staff Contact: Ms Carini
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Music and me Singing and introduction to music. Students learn the basic	Keyboards Students learn the basics of playing the keyboard and begin to learn to read and	Horror Music Students learn how to compose their own pieces of film music (in a horror style)	African Drumming Students learn how to play as part of an African Drumming ensemble as well as learning the basics of reading and	Carnival of animals Students use music ICT software to compose their own music- reflecting an animal. Students learn in	Band Breakout Students learn how to play either the guitar, bass, piano or drum kit and develop their



Curriculum Information 2017-18

	elements of music and sing as part of a whole class.	write musical notation.	using music ICT software.	writing rhythmic notation.	more detail the key elements of music.	rehearsal skills. Students perform as part of a band.
Year 8	<p>Folk Music</p> <p>Students will compose music inspired by Middle Eastern and Eastern European Folk traditions.</p> <p>Students will learn about harmony and tonality and develop their skills at using Music ICT.</p>	<p>The Blues</p> <p>Students will explore the traditions of Blues Music and perform a 12 bar Blues piece as part of a band.</p>	<p>Structure and Composition</p> <p>Students will explore how structure is used in music and will compose their own piece of music using a common musical structure.</p>	<p>Class Playlist</p> <p>Students will explore key musical genres such as Reggae, RnB, Hip-Hop, Pop, Rock and Dance. Students will work in a band to perform a piece from one of these genres.</p>	<p>Classical Music</p> <p>Students will gain an appreciation of Classical Music through performing well-known Classical Pieces.</p> <p>Students will also develop their knowledge of the musical elements.</p>	<p>Salsa</p> <p>Students will explore South American Salsa music and will learn to perform as part of a group.</p>
Year 9	<p>Indian Music</p> <p>Students will explore the conventions of Indian Music and will learn how to compose their own.</p>	<p>In at the deep end</p> <p>Students will work as a group to perform a piece of Popular Music. Students will explore rehearsal techniques and typical band set up.</p>	<p>Song writing</p> <p>Students will learn how to write a typical Pop/Rock song. They will explore how to write a range of musical layers as well as develop their skills at using Music ICT.</p>	<p>Solo Performance</p> <p>Students will develop their skills at performing a solo (as a vocalist, pianist, guitarist or their chosen instrument if they already play one)</p> <p>Pupils will explore techniques for developing their skills and preparing a piece for performance.</p>	<p>Film Music</p> <p>Students will explore techniques and conventions used for composing Music for Film and T.V.</p>	<p>Class Concert</p> <p>Students will select to specialise in either performance or composition and will prepare a piece in their chosen field.</p>



Curriculum Information 2017-18

MUSIC Assessment in Key Stage 3:

In Music, you will receive detailed verbal feedback on the following pieces of work this year. There will be opportunities for you to respond to that feedback.

Term	Year 7	Year 8	Year 9
Autumn	Baseline test- end of Autumn 1	Folk Music assessment- end of Autumn 1	In at the deep end performance assessment-
Spring	African Drumming assessment-end of Spring 1	Class playlist performance assessment- end of Spring 2	Film Music composition assessment- end of Spring 2
Summer	End of Year Exams: 15-29.06.18	End of Year Exams: 15-29.06.18	End of Year Exams: 11-22.06.18

Keywords and Subject Specific Vocabulary						Music
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Tone Semitone Intervals Scales Vocal range Voice types Verse Chorus Structure Call and response Dynamics	Treble and bass clef Notes on the stave Sharps, flats and naturals Piano technique Keyboard notes Basic chords Major and minor	Chromaticism Semitones Sharps and flats Drone Atonality/dissonance Cluster chords Ostinato Repetition Timbre Orchestral instruments	Note lengths e.g. semibreve, minim, crotchet, quaver and semiquaver Polyrhythms and cross rhythms Syncopation Rests Pulse and metre Time signature Call and response improvisation	Tempo Dynamics Duration Structure Texture Pitch Timbre-instruments of the orchestra Phrase marks	Performance and rehearsal skills Timbre- band instruments Pop song structure Drum fills Riffs, repetition Pentatonic scale



Curriculum Information 2017-18

Year 8	Major/minor Scales e.g. modal, pentatonic chromatic Pedal/drone Tech key words e.g. looping, midi Homophonic texture treble/bass clefs, stave and score	12 bar Blues structure Walking bass Triads Chords naming I,IV,V Improvisation Scat singing Swung/dotted notes Inversions	Structure Binary Ternary Rondo Theme and variations Strophic Through-composed Quantizing Synthesiser/drum-machine, multitracking Loops	Pop song structure Middle 8, hook Riff Bassline melody Beat counter-melody chords	Expression Dynamics Tempo key words e.g. accelerando Articulation key words e.g. staccato and legato, pizzicato and con arco	Son clave Syncopation Salsa instruments Riff Piano guajeo Verse and tag Improvisation
Year 9	Harmony and tonality Melody, Drone, Raga, Tala, Chaal Pitch bend Sharps and Flats Ornaments e.g. trills and mordents Sitar, Sarangi, Sarod, Tabla, Dhol, Tambura. Improvisation Alap and gat	Performance skills Rehearsal technique Amplification Electronic and pop instruments Lead/backing vocals Solo Pop structure	Musical layers e.g. melody, bassline, harmony (chords) counter-melody and drum beat Structure- Popular song forms Music tech e.g. digital effects Texture- e.g. homophonic, polyphonic, melody and accompaniment	Performance techniques and routine Warm ups Scales Rehearsal techniques Texture e.g. melody and accompaniment and solo Recap of pitch notations	Compositional devices Micky mousing Hit points Leitmotif Ostinato, loop, riff Texture Dynamics	Composition, Melody Harmony, Bassline Counter-melody, Chords Rhythm, Structure Texture, Performance Stage presence, Dynamics, Tone, Range Solo



Curriculum Information 2017-18

How to support your son at home			Music
What sorts of independent work/homework will he get?	How much help should you give him?	What are the top three tips for supporting independent learning?	Useful resources and links
<p>Although homework is not officially set in Music in Years 7, 8 or 9, we encourage students to practice their instrument as often as they can - a minimum of 5 times a week for 20 minutes to expect sustained improvement on your instrument. Students can also book practice time at lunch and after school Mon-Thurs. Students are welcome to sign up for piano, drum, guitar clubs, Vocal Group, Orchestra and beginner violin ensemble.</p>	<p>As much as you possibly can – either through encouragement, praise, advice or any other support</p>	<ol style="list-style-type: none"> 1. Encourage their son to practice and book rehearsal time 2. Expose your son to different styles of Music by playing a range of music from your records, Spotify, the internet or the radio. 3. Ensure your son makes full use of the music department website (see link under resources) 	<p>The music department has their own website which has all the links and resources needed to excel, both in the classroom and from home</p> <p style="text-align: right;">www.Fhsmusic.org.uk</p>

2. Key Stage 4

GCSE Music Topics						
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 10	General/baseline test. Music theory/keyboards Keywords, listening Chords -> composition	Concerto through time First composition First group performance	Film Music Long answer questions Composition	Folk music/rhythms & Mediterranean Group and solo performances	Rhythms from the world Group and solo performances	Performance at concert Revision
Year 11	Melodic dictation Cadences & structure -> composition Pop Music	Pop Music Solo and group performances - EXAM	Concerto – recap Texture & Tonality recap	Film – recap Long answer questions Instrument recognition	Rhythms – recap	Revision - EXAM



Curriculum Information 2017-18

GCSE MUSIC Assessment:

Term	Year 10	Year 11
Autumn	Assessment/homeworks: Music theory homework booklet First solo performance	Quizlet Musical Context worksheets Rhythms of the World end of topic test
Spring	Quizlet Film music worksheets Film music end of topic test	Quizlet Performances – practise Pop music end of topic test Time signatures worksheet
Summer	Concerto end of topic test Pre-public exams: 09-20.07.18	FINAL EXAM DATES- June 18

BTEC Music Topics						
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 10	<i>Performance Composition</i>	<i>Performance Composition</i>	<i>Performance Composition The Music Industry</i>	<i>Performance Composition The Music Industry</i>	<i>Performance Composition The Music Industry</i>	<i>Performance Composition The Music Industry</i>
Year 11	<i>The Music Industry Creating a Product</i>	<i>The Music Industry Creating a Product</i>	<i>The Music Industry Creating a Product</i>	<i>The Music Industry Creating a Product</i>	<i>The Music Industry Creating a Product</i>	



Curriculum Information 2017-18

BTEC MUSIC Assessment:

Term	Year 10	Year 11
Autumn	First performance – Thursday 19 th October Second Performance (Concert) Tuesday 7 th November	Pre-public exams: 04-15.12.17 First chance at Unit 1 listening exam- January
Spring	Third Performance (Concert) Wednesday 7 th March	First chance at Unit 1 listening exam- January
Summer	Fourth Performance (Concert) Tuesday 19 th June Pre-public exams: 09-20.07.18	Second Chance at Unit 1 Listening exam- June

NCFE Music Tech Topics

NCFE Music Tech Topics						
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 10	<i>Intro to a DAW – Digital Audio Workstation</i>	<i>Sequencing – keyboard skills. Using a DAW effectively</i>	<i>Sequencing – using MIDI FX Sequencing using audio FX</i>	<i>Sequencing – using MIDI FX Sequencing using audio FX</i>	<i>MIDI controller theory Audio Formats Audio effects Unit 1 – Setting up and configuring a digital audio workstation</i>	<i>Exam preparation revision Unit 1 – Setting up and configuring a digital audio workstation</i>
Year 11	<i>Unit 3 – Recording Multi Track Audio Exam preparation</i>	<i>Unit 3 – Multi-Track recording practical work Unit 1 – Setting up and configuring a digital audio workstation</i>	<i>Unit 3 – Multi-Track recording practical work Unit 1 – Setting up and configuring a digital audio workstation</i>	<i>Unit 2 External Exam Unit 2 External Written Exam</i>	<i>Unit 4 – Mixing Multi-track audio practical work</i>	<i>Unit 4 – Mixing Multi-track audio practical work</i>



Curriculum Information 2017-18

NCFE MUSIC Assessment:

Term	Year 10	Year 11
Autumn	Assessment of sequencing skills – teacher assessment	Pre-public exams: 04-15.12.17
Spring	Assessment of sequencing work and DAW theory	February 2018 Unit 2 Sequencing Exam and Unit 2 written exam
Summer	Coursework evidence – unit 1, 3 and 4 Pre-public exams: 09-20.07.18	Finishing all unit coursework evidence

3. Assessment Criteria (KS3 and 4)

STEPS to success criteria			Music
Strand	A student on Step 1 can	A student on Step 5 can	A student on Step 9 can
Performance	Perform a simple part with errors on an instrument or using his voice.	Perform a complex part accurately with expressive control, making appropriate use of dynamics and phrasing.	Perform showing an excellent understanding of the musical character of his piece, and can do so displaying commitment, conviction, artistic flair and creativity.
Rehearsal	Take direction from others in rehearsal and begin to participate.	Set up and pack away their own instrument/equipment (tuning, levels etc.) properly and safely without assistance. Remain on-task, with only occasional lapses in focus; Offer their opinion on how to improve his ensemble's performance, including evaluating our balance, tempo/rhythm, structure, dynamics, expression, and phrasing.	Show a sensitive approach to leading the music rehearsal, and ensure all musical opinions are heard, while showing an acute understanding of how to exploit the relevant musical elements, in order to steer the group towards a high standard of performance.
Composition	Improvise simple and short rhythmic patterns.	Develop and extend his musical ideas, including some use of contrasting elements (dynamics, articulation, register, structure, rhythm, harmony, melody, timbre, texture, instrumentation)	Create compositions that are original, coherent, idiomatic, and imaginative. Produce an accurate and complete score.



Curriculum Information 2017-18

Listening, appraising and understanding music	Name basic music terminology. Find notes on the keyboard with assistance.	<p>Identify moments in his own or others' performance which were successful and suggest improvements using some subject-specific language accurately.</p> <p>Begin identifying rhythmic notation (crochets, quavers). Understand how to form, identify the notes of and play major and minor chords on an instrument. Can identify notes on the keyboard or another instrument without assistance.</p>	<p>Highlight his keen understanding of music through his analytical approach and sophisticated musical vocabulary using verbal responses and written analyses.</p> <p>Accurately notate what he hears (for example can hear a melody and write its rhythm and pitch accurately on a treble or bass clef staff)</p> <p>Understand how to form, identify the notes of and play major, minor, chromatic and pentatonic scales on an instrument.</p>
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PHYSICAL EDUCATION

Key Stage 3

Physical Education (PE) Y7-9 Curriculum Map

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 7	Rugby	Table Tennis/HRF	Football	Basketball	Athletics	Cricket / Softball
	Basic skills taught: Tackling, Passing, Ball handling.	Basic skills taught: Forehand drive/push, backhand drive/push, service	Basic Skills taught: Passing, shooting, tackling, dribbling.	Basic Skills taught: Passing, shooting/layups, dribbling.	Basic skills taught: long jump, throws javelin/shot putt, sprint starts, relay change over	Basic skills taught: Throwing, catching, striking, bowling /pitching.
	Theory content to cover a number of analysis opportunities in each unit plus standalone theory content which equates for 40% of students' final grade. Theory content in Year 7: Effects of exercise, role of blood, aerobic and anaerobic respiration, principles of a warm up and cool down.					
Year 8	Rugby	Table Tennis/ HRF	Football	Basketball	Athletics	Cricket / Softball
	Refinement of basic skills, introduction of tactical knowledge: Spatial awareness, attacking and defending principles.	Basic skill refinement. Also addition of service with variations of spin.	Refinement of basic skills, introduction of tactical knowledge: Spatial awareness, attacking and defending principles.	Refinement of basic skills, introduction of tactical knowledge: Spatial awareness, attacking and defending principles.	Basic skill refinement: Sprint technique. Additional movement to throws to gain momentum.	Refinement of basic skills, introduction of tactical knowledge: Spatial awareness, attacking and defending principles. Shot selection and field placement.
	Theory content to cover a number of analysis opportunities in each unit plus standalone theory content which equates for 40% of students' final grade. Theory content in Year 8:					



Curriculum Information 2017-18

	The planes of movement, arousal, aerobic and anaerobic respiration, training zones, components of fitness, muscles and the training methods.					
Year 9	Rugby	Table Tennis/HRF	Football	Basketball	Athletics	Cricket/Softball
	Development of advanced skills. Ruck and maul development. Creative deployment of tactical thinking.	Development of advanced skills. Topspin forehand and backhand. Smash on both sides. Tactic development to create opportunities to finish points.	Development of advanced skills. Further dribbling skills and heading. Tactical thinking around breaking attacking lines and covering in defensive situations.	Development of advanced skills. Development of tactical plays to outwit opponents such as screening and pick and roles.	Advanced skill refinement. Full movements into throws and jumps. Also high jump taught with a range of techniques.	Advance skill development. Different pitches in softball. Spin bowling in cricket. Also development of batting approaches including sweep, pull and square. Bunting in softball.
	Theory content to cover a number of analysis opportunities in each unit plus standalone theory content which equates for 40% of students' final grade. Theory content in Year 9: The planes of movement, arousal, aerobic and anaerobic respiration, training zones, components of fitness, muscles and the training methods.					

Topics will be completed in different orders depending on which House the student is in.

PE Assessment in Key Stage 3:

In PE, you will receive detailed written feedback on the following pieces of work this year. There will be opportunities for you to respond to that feedback.

Term	Year 7	Year 8	Year 9
Autumn	Assessment in PE will be performed using your theory booklet from lessons. This includes work in practical lessons on analysis, plus homework and the theory sheets that develop ideas on anatomy and training	Assessment in PE will be performed using your theory booklet from lessons. This includes work in practical lessons on analysis, plus homework and the theory sheets that develop ideas on anatomy and training	Assessment in PE will be performed using your theory booklet from lessons. This includes work in practical lessons on analysis, plus homework and the theory sheets that develop ideas on anatomy and training.
Spring			
Summer	End of Year Exams: 15-29.06.18	End of Year Exams: 15-29.06.18	End of Year Exams: 11-22.06.18



Curriculum Information 2017-18

Keywords and Subject Specific Vocabulary				Physical Education (PE)	
Year 7		Year 8		Year 9	
Speed	Pulse raiser	Speed	Aerobic	Speed	Oxygen debt
Power	Dynamic	Power	Anaerobic Continuous	Power	Oxygen
Strength	Static	Strength	Interval	Strength	Carbon dioxide Gaseous
Flexibility Cardiovascular	Oxygen	Flexibility Cardiovascular	Oxygen debt Oxygen	Flexibility Cardiovascular	exchange
Endurance	Carbon dioxide Accuracy	Endurance	Carbon dioxide Gaseous	Endurance	Fartlek
Timing	Control	Timing	Exchange Accuracy	Timing	Circuit
Reaction time	Precision	Reaction time	Control	Reaction time	Weight
Agility	Warm up	Agility	Precision	Agility	Sets
Co-ordination	Cool down	Co-ordination	Lactic acid	Co-ordination	Repetitions Accuracy
		Pulse raiser		Pulse raiser	Control
		Dynamic		Dynamic	Precision
		Static		Static	Lactic acid
				Aerobic	Fatigue
				Anaerobic Continuous	Mental
				Interval	Social
					Wellbeing

How to support your son at home			Physical Education (PE)
What sorts of independent work/homework will he get?	How much help should you give him?	What are the top three tips for supporting independent learning?	Useful resources and links
PE do not set homework or independent work as standard, but regular physical exercise is strongly recommended outside of lessons	Sport is a communal activity and therefore we encourage you to take as much interest and involvement in your son's sporting interests as possible	<ol style="list-style-type: none"> 1. Ensure that your son engages in regular physical activity 2. Sign up for one of the many extra-curricular sporting activities available through school and/or the local community 3. Discuss and value competitive sports as a key way to ensure physical fitness and the general benefits associated with sport 	<p>Look at the clubs and activities list on the school website</p> <p>Use the Fusion sports centre for other local community activities and sports</p>



Curriculum Information 2017-18

2. Key Stage 4

GCSE PE Topics						[Mr Davey]
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 10	<i>Anatomy - Students will learn and develop ideas from KS3 on skeletal and muscular functions including muscle and bones names, types of movement etc.</i>	<i>Biomechanics; Planes of movement (how you analyse movement from what you can see), levers – what can be moved using efficient actions.</i>	<i>Gaseous exchange, aerobic and anaerobic respiration, effects of exercise on these items</i>	<i>Cardiovascular system and respiratory system, effects of exercise on these systems</i>	<i>Training; components of fitness, training methods and testing</i>	<i>Skill acquisition, feedback and personality</i>
Year 11	<i>Sponsorship, Technology, commercialisation and Media</i>	<i>Drugs in Sport, hooliganism</i>	<i>Social groups, personality types</i>	<i>Health fitness and wellbeing</i>	Controlled assessment – analysis of performance from an aspect of your practical performance	

GCSE PE Assessment:

Term	Year 10	Year 11
Autumn	Assessment workbooks on each topic area.	Pre-public exams: 04-15.12.17
Spring		Assessment workbooks on each topic
Summer	Pre-public exams: 09-20.07.18	FINAL EXAM DATES:



Curriculum Information 2017-18

3. Assessment Criteria (KS3 and 4)

STEPS to success criteria			Physical Education
Strand	A student on Step 1 can	A student on Step 5 can	A student on Step 9 can
Outwitting opponents	Perform basic skills with some accuracy and control. Understand basic principles of attacking and defending. Attempt to make space for themselves in a game.	Perform skills with both feet/hands with control and accuracy. Understand the principles of attacking and defending and have a positive effect in game situations. Move into space when they have passed.	Perform skills to a high level with a good standard of accuracy and control consistently. Influence the game having a significant impact. Create space for themselves and others and exploit gaps in oppositions defence.
Theory	Pupils understand the 3 Parts of a Warm up. They can perform a warm up with some guidance. Pupils can take their own pulse and understand what resting heart rate is.	Pupils understand the aerobic and anaerobic equations. They know the methods and principles of training and can apply them in a sporting context. They understand the role of blood and can name at least 6 bones and muscles.	Pupils know all of the nutrients needed in a balance diet. Carbohydrates, proteins, fats, fibre, minerals, vitamins and water. Pupils will understand that athletes will need to train different components of fitness based on their sport. Pupils will have a broad knowledge of the theoretical strand.
Net and wall games	Perform basic skills with some accuracy and control. Show a basic knowledge of the rules.	Perform basic skills with control and accuracy on a consistent basis. Show a good knowledge of tactics and the rules.	Perform advanced skills with control and accuracy consistently. Show good understanding of the rules and using tactics
Striking and fielding games	Throw, catch, bowl, and bat with some accuracy and control with limited success. Show a basic knowledge of the rules and tactics.	Show good technique in a range of skills with accuracy and control achieving success. Show a greater knowledge of the rules and tactics which can be applied.	Show advanced skills and use these consistently to achieve success. Show a very good knowledge of the rules and apply tactics in the correct manner.
Athletics	Know the basic techniques for running, throwing and jumping but have difficulty applying these in competition. Show a basic understanding of officiating in Athletics.	Perform well in competition showing good technique. Consistently perform well in most disciplines. Show a good running action. Throw with correct action and also jump well with good coordination.	Perform well in competition consistently. Pupil's performances are of a high standard and show a good running style. Show good jumping skills approaching and taking off well. Show good throwing technique.
Alternative roles in sport	Evaluate performance with some correct terminology. Officiate using basic rules.	Confidently assess their peers using good evaluation skills and correct terminology. Correctly identify faults. Officiate games but lack assertiveness.	Confidently assess their peers using good observation skills and terminology. Correctly identify faults and give demonstrations or instruction to correct. Officiate games using correct rules confidently.
Health related fitness	Give basic reasoning to why they need to warm up. Use fitness tests with assistance. Complete a circuit session with guidance.	Give good reasoning to why they need to warm up and lead small groups in doing so. Complete fitness tests with limited assistance. Complete a circuit and give the benefits this type of training has.	Give sound reasoning to why they need to warm up and the effects it has on the body. Lead a whole class warm up confidently. Complete fitness tests with no guidance. Complete circuit sessions and weight sessions without guidance.



Curriculum Information 2017-18

PSYCHOLOGY

1. Key Stage 4

GCSE PSYCHOLOGY Topics				[Mr Ernest / Ms Namatovu]		
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 10	Research Methods <ul style="list-style-type: none"> • The knowledge and understanding of research methods. • The knowledge and understanding of how studies are conducted in new contexts. • Design, conduct and record a research study 	Development <ul style="list-style-type: none"> • Understand early brain development • Understand the role of education and intelligence • Understand the effects of learning on development • Understand the effects of learning on development 	Memory <ul style="list-style-type: none"> * Know the structure and process of memory and information processing * Understand the features of short-term and long-term memory * Understand retrograde and anterograde amnesia 	Psychological Problems <ul style="list-style-type: none"> * Understand the two mental health problems unipolar depression and * Addiction * The symptoms and features according to the International 	Neuropsychology <ul style="list-style-type: none"> * Know the structure and function of the brain * Understand the lateralisation of function in the hemispheres * Know what neurons and synapses 	Social Influence <ul style="list-style-type: none"> * Understand factors affecting bystander intervention * Understand conformity to majority influence and factors affecting conformity to majority influence * Understand obedience to authority and factors affecting obedience to authority figures
Year 11	Why do we have Phobias? <ul style="list-style-type: none"> * Causes of phobias * The nature-nurture debate * Therapies for phobias * Cultural issues in the development of phobias 	Are criminals born or made? <ul style="list-style-type: none"> * Causes of criminal behaviour * Biological and social explanations of criminality * The nature-nurture debate 	How do we see our world? <ul style="list-style-type: none"> * The biological structures involved in perception * Cues to depth: superimposition, relative size, linear perspective, stereopsis, texture gradient, height in the plane; and size constancy * Gestalt laws: figure-ground, continuity, proximity, similarity, closure 	Is dreaming meaningful? <ul style="list-style-type: none"> * Freud's (1900) dream theory * The basic structure and function of a neuron * Hobson and McCarley's (1977) activation-synthesis model * Explanations of dreaming offered by Freud, and Hobson and McCarley 	Do TV and video games affect young people's behaviour? <ul style="list-style-type: none"> * Causes of aggression * Social learning Theory * Biological and social learning * The nature-nurture debate in relation to understanding aggression 	Exam Period



Curriculum Information 2017-18

GCSE PSYCHOLOGY Assessment:

Term	Year 10	Year 11
Autumn	<ul style="list-style-type: none"> • Research Methods • Development 	<ul style="list-style-type: none"> • Phobias • Criminality • Pre-public exams: 04-15.12.17
Spring	<ul style="list-style-type: none"> • Memory • Psychological problems 	<ul style="list-style-type: none"> • Perception • Dreams
Summer	<ul style="list-style-type: none"> • Neuropsychology • Social Influence • Pre-public exams: 09-20.07.18 	<ul style="list-style-type: none"> • FINAL EXAM DATES 2018: • 23-05-2018 • 04-05-2018

KS4 How to support your son at home

REPP

What sorts of independent work / homework will my son get?	How you can help	Useful resources and links
<ul style="list-style-type: none"> • Past papers and/or exam style questions • Research tasks • Revision/Homework booklets 	<ul style="list-style-type: none"> • Edexcel website for practise exam questions, examiners reports (to see where students usually loose marks) Visit the Freud museum • Lunch hour lectures at UCL (during the half term) • Subscribe to Psychology Review • Books to read: • The curious incident of the dog in the 	<ul style="list-style-type: none"> • Exam board course link: Edexcel - https://qualifications.pearson.com/en/qualifications/edexcel-gcses/psychology-2017.html • Recommended revision guide: https://www.pearsonschoolsandcolleges.co.uk/Secondary/SocialScience/Psychology/EdexcelGCSE91Psychology/ISBN/StudentBook/EdexcelGCSE91PsychologyStudentBook.aspx



Curriculum Information 2017-18

2. Assessment Criteria / Strands (KS4)

STEPS to Success Criteria			Psychology
Strand	A student working at Steps 1-2 can	A student working at Steps 4-5 can	A student working at Steps 8-9 can
A01 – Demonstrate Psychology	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding of a limited range of psychological ideas. 	<ul style="list-style-type: none"> • Demonstrates mostly accurate understanding of some relevant psychological ideas. 	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of relevant psychological ideas.
A02 – Apply Psychology	<ul style="list-style-type: none"> • Provides little or no reference to relevant psychological ideas related to the context. 	<ul style="list-style-type: none"> • Provides some reference to relevant psychological ideas related to the context but this may be limited or lack relevance at times. 	<ul style="list-style-type: none"> • Provides sustained reference to relevant psychological ideas related to the context.
A03 – Analyse and evaluate psychology	<ul style="list-style-type: none"> • Limited attempt to deconstruct relevant psychological ideas. Limited consideration of supporting/refuting evidence, leading to generic judgements. 	<ul style="list-style-type: none"> • Deconstructs relevant psychological ideas using mostly logical chains of reasoning. Some consideration of supporting/refuting evidence, leading to a judgement. 	<ul style="list-style-type: none"> • Deconstructs relevant psychological ideas using logical chains of reasoning. Sustained consideration of supporting/refuting evidence, showing an awareness of competing arguments, leading to a judgement.



Curriculum Information 2017-18

RELIGIOUS EDUCATION

1. Key Stage 3

RE KS3 Topics						Mr Ernest
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 7	Rights and Responsibilities: Those who fought injustice Jesus, Muhammad, Ghandi, Malala, Nelson Mandela	The 6 Major Religions Islam, Buddhism, Hinduism, Sikhism, Judaism, Christianity (Focus on the Nativity)	Festivals Diwali, Ramadan, Hanukah, Easter, Loy Krathong	Equality and Diversity Anti-Racism, Anti-Homophobia, Remember the Titans, Show racism the red card	Rites of Passage Identity, Being a member of a faith, Hindu stages of life, Bar mitzvah, Baptism, Weddings	RE in the community Sikhism and the Gurdwara, Islam and the Mosque, Christianity and the Church, Judaism and the Synagogue, Buddhism and the temple
Year 8	Focus on Islam What is Islam, What do Muslims believe, 5 Pillars, The Prophet Muhammad, The Night Journey	Focus on Christianity Belonging to Christian faith, Christian beliefs, The Trinity, Jesus challenges inequality, Christianity in Action,	Principle of Religious Care World poverty, Judaism and charity, Islam and Zakat, Sikhism and Langar, Christianity and stewardship	Religious Weddings Christianity and Holy Matrimony, Islam and the Nikah, Hindu and Gandharva, Judaism and Ketubah, Sikhism and Anand Karaj	Religion and Conflict Freedom of speech, Dangers of religion, Terrorism, The boy in striped pyjama, Just war, Islamaphobia.	Philosophy of Religion Ultimate questions, Humanism, God's Not Dead, Life after death, William Paley's watch
Year 9	Crime and Punishment Causes of crime, Religious responses to crime, Types of Crime, Opposition to unjust laws, Views about people who break the law,	Religion and Punishment The aims of punishment, Forgiveness, Religious responses to prisons, The death penalty,	Humans Rights Status of women in religion, The uses of wealth, Freedom of religious expression, Prejudice and discrimination in religion and belief	Issues of Equality Issues of equality, Freedom of religion, The responsibility to respect the rights of others, Social justice, Racial prejudice and discrimination.	Religion, Peace and Conflict Religion and belief as a cause of war, Pacifism, Peace and justice, Forgiveness and reconciliation, Violence and violent protest.	Belief, peace and conflict in the 21st Century Weapons of mass destruction, Nuclear weapons and nuclear deterrence, Religious responses to the victims of war.

Religious Education Assessment in Key Stage 3:

In RE, you will receive detailed written feedback on the following pieces of work this year. There will be opportunities for you to respond to that feedback.



Curriculum Information 2017-18

Term	Year 7	Year 8	Year 9
Autumn	Rights and Responsibilities: Those who fought injustice The 6 Major Religions	Focus on Islam Focus on Christianity	Crime and Punishment Religion and Punishment
Spring	Festivals Equality and Diversity	Principle of Religious Care Religious Weddings	Humans Rights Issues of Equality
Summer	End of Year Exams: 15-29.06.18	End of Year Exams: 15-29.06.18	End of Year Exams: 11-22.06.18

KS3 Keywords and Subject Specific Vocabulary			Key words - RE
Year 7	<i>Rules</i> <i>Consequences</i> <i>Commandments</i> <i>Jesus' Golden Rules</i> <i>Adultery</i> <i>Idol</i> <i>Sabbath</i> <i>Inheritance</i>	<i>Chronological</i> <i>Holy Book</i> <i>Founder</i> <i>Hinduism</i> <i>Hindu</i> <i>Ramayana</i> <i>Diwali</i>	<i>Judaism</i> <i>Jew</i> <i>Torah</i> <i>Hebrew</i> <i>Covenant</i> <i>Abraham</i> <i>Moses</i> <i>Exodus</i>
Year 8	<i>Sign</i> <i>Symbol</i> <i>Myth</i> <i>Creationist</i> <i>Humanist</i> <i>Evolution</i> <i>Big bang theory Punctuation</i>	<i>Halal</i> <i>Haram</i> <i>Fasting</i> <i>Saum</i> <i>Ramadan</i> <i>Obedience</i> <i>Eid ul Fitre</i> <i>Eid ul Adha</i>	<i>Rosh Hashanah</i> <i>Yom Kippur</i> <i>Repent</i> <i>Forgive</i> <i>Seder</i> <i>Pesach</i> <i>Passover</i> <i>Shabbat</i>
Year 9	<i>Agnosticism</i> <i>Assisted suicide</i> <i>Atheism</i> <i>Civil partnership</i> <i>Cohabitation</i> <i>Community cohesion</i>	<i>Conversion</i> <i>Discrimination</i> <i>Ethnic minority</i> <i>Euthanasia</i> <i>Faithfulness</i> <i>Free will</i>	<i>Religious freedom</i> <i>Re-marriage</i> <i>Resurrection</i> <i>Prejudice</i> <i>Sanctity of life</i> <i>Voluntary euthanasia</i>



Curriculum Information 2017-18

KS3 How to support your son at home				RE
What sorts of independent work/homework will he get?	How much help should you give him?	What are the top tips for supporting independent learning?	Useful resources and links	
<p><i>A range of different extended writing activities, e.g. diary tasks, letters, reviews, etc. This will also involve redrafting and improvement work</i></p> <p><i>Independent reading of a range of different texts</i></p> <p><i>Research into key themes and areas</i></p>	<p><i>It would be helpful if parents check that the HW is done and that it is done to a good standard and length</i></p> <p><i>It is also helpful if parents can proof read and support with spelling, punctuation and grammar</i></p>	<ul style="list-style-type: none"> <i>Encourage reading – reading at an appropriately challenge level; reading at least 3 times a week.</i> <i>Talk to your son about the HW and share your ideas or knowledge about the topic.</i> 	<p><i>The following websites are useful ones for supporting RE from home</i> http://www.bbc.co.uk/education/subjects/zb48q6f BITESIZE RE https://www.truetube.co.uk/</p> <p><i>CGP also do a range of RE Year 7-9 Workbooks – please see the link below for more details</i> https://www.cgpbooks.co.uk/Parent/book_RHS31</p>	

2. Key Stage 4

RE KS4 Topics						Mr Ernest
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 10	<p>Relationship & Families</p> <ol style="list-style-type: none"> 1. Religious teachings on families 2. Sexual relationships in and outside marriage 3. Divorce and remarriage 4. Religious teachings on families in 21st Century 5. Religious attitudes to gender equality 	<p>Beliefs and Teachings - Christianity</p> <ol style="list-style-type: none"> 1. <i>The nature of God</i> 2. <i>God has omnipotent, loving and just</i> 3. <i>The Oneness of God and the Trinity</i> 4. <i>Christian beliefs and Creation</i> 5. <i>The incarnation of Jesus, the Son of God</i> 	<p>Beliefs and Teachings – Christianity</p> <ol style="list-style-type: none"> 1. <i>The Crucifixion</i> 2. <i>The Resurrection & Ascension</i> 3. <i>Resurrection & Afterlife</i> 4. <i>The Afterlife and judgement</i> 5. <i>Heaven and Hell</i> 6. <i>Sin and Salvation</i> 	<p>Beliefs and Teachings – Islam</p> <ol style="list-style-type: none"> 1. <i>The Oneness of God</i> 2. <i>Key beliefs of Sunni & Shi'a Islam</i> 3. <i>The nature of God</i> 4. <i>Angels</i> 5. <i>Predestination</i> 6. <i>Life after death</i> 	<p>Beliefs and Teachings – Islam</p> <ol style="list-style-type: none"> 1. <i>Prophethood and Adam</i> 2. <i>Ibrahim</i> 3. <i>Muhammad & the Imamate</i> 4. <i>The Holy books of Islam</i> 5. <i>The Five Pillars, Ten Obligatory Acts</i> 6. <i>The festivals of Id-UI-Fitr and Id-UI-Adha</i> 	<p>Crime and Punishment</p> <ol style="list-style-type: none"> 1. <i>Reasons for crime</i> 2. <i>Religious attitudes towards lawbreakers</i> 3. <i>Aims of punishment</i> 4. <i>Religious attitudes to the treatment of criminals</i> <i>Religious attitudes to forgiveness</i>



Curriculum Information 2017-18

Year 11	<p>THEME E RELIGION, CRIME and PUNISHMENT In depth detailed study with reference to Christianity and Islam following three issues</p> <ul style="list-style-type: none"> • Corporal punishment. • Death penalty. • Forgiveness. 	<p>THEME D RELIGION, PEACE AND CONFLICT In depth detailed study with reference to Christianity and Islam following three issues</p> <ul style="list-style-type: none"> • Violence. • Weapons of mass destruction. • Pacifism. 	<p>THEME A RELATIONSHIPS AND FAMILIES In depth detailed study with reference to Christianity and Islam following three issues</p> <ul style="list-style-type: none"> • Contraception. • Sexual relationships before marriage. • Homosexual relationships. 	<p>THEME F RELIGION, HUMAN RIGHTS AND SOCIAL JUSTICE In depth detailed study with reference to Christianity and Islam following three issues</p> <ul style="list-style-type: none"> • Status of women in religion. • The uses of wealth. • Freedom of religion 	<i>GCSE REVISION OF THE ENTIRE COURSE</i>	<i>GCSE REVISION OF THE ENTIRE COURSE</i>
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KS4 How to support your son at home

RE

What sorts of independent work / homework will he get?	How you can help	Useful resources and links
<p><i>A range of different extended writing activities, e.g. practice papers, diary tasks, letters, reviews, etc. This will also involve redrafting and improvement work</i></p> <p><i>Independent reading of a range of different texts</i></p> <p><i>Research into key themes and areas</i></p>	<p><i>It would be helpful if parents check that the HW is done and that it is done to a good standard and length</i></p> <p><i>It is also helpful if parents can proof read and support with spelling, punctuation and grammar</i></p>	<p>Exam board course link: http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062</p> <p>Recommended revision guide: https://www.cgpbooks.co.uk/Parent/book_RAR41</p>



Curriculum Information 2017-18

RE Assessment in Key Stage 4:

Term	Year 10	Year 11
Autumn	Relationship and Families assessment	THEME E - RELIGION, CRIME and PUNISHMENT THEME D - RELIGION, PEACE AND CONFLICT
Spring	Beliefs and Teachings assessment Islam	THEME A - RELATIONSHIPS AND FAMILIES THEME F - RELIGION, HUMAN RIGHTS AND SOCIAL JUSTICE
Summer	Beliefs and Teachings assessment - Christianity Pre-public exams: 09-20.07.18	14 May - 2018 Exams for GCSE Religious Studies A

3. Assessment Criteria (KS3 and 4)

STEPS to Success Criteria				RE
Strand	A student working at Steps 1-2 can	A student working at Steps 4-5 can	A student working at Steps 8-9 can	
Knowledge	<ul style="list-style-type: none"> demonstrate some relevant knowledge and understanding of some beliefs and practices with limited reference to sources of wisdom and authority 	<ul style="list-style-type: none"> demonstrate mostly accurate and appropriate knowledge and understanding of a range of beliefs and practices with reference to sources of wisdom and authority 	<ul style="list-style-type: none"> demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices with well-integrated reference to sources of wisdom and authority 	
Understanding	<ul style="list-style-type: none"> demonstrate some understanding of different views and practices between religions or beliefs 	<ul style="list-style-type: none"> demonstrate some understanding of common and divergent views and practices within and between religions or beliefs 	<ul style="list-style-type: none"> demonstrate detailed understanding of common and divergent views and practices within and between religions or beliefs 	
Writing	<ul style="list-style-type: none"> express an opinion on matters of religion or belief using everyday language, recognising others might have different views 	<ul style="list-style-type: none"> construct a reasoned point of view on matters of religion or belief based on some analysis and evaluation of different perspectives, and using mostly accurate specialist terminology 	<ul style="list-style-type: none"> construct a sustained and convincing argument on matters of religion or belief based on critical analysis and evaluation of different perspectives, and using accurate specialist terminology 	