



# 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 4 Assessment – key marked work
- Key Stage 4 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.

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## Curriculum Structure:

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



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## *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/](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](http://www.mymaths.co.uk)*



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## ENGLISH

### 1. Key Stage 3

| English KS3 Topics |   |  |   | [Staff Contact: Ms Simmons]       |   |                                |
|--------------------|---|--|---|-----------------------------------|---|--------------------------------|
|                    | Topic 1                                   | Topic 2                                    | Topic 3   | Topic 4                           | Topic 5                                       | Topic 6                        |
| <b>Year 7</b>      | <i>Novel</i><br><i>Private Peaceful</i>   | <i>Poetry</i><br><i>Ballads</i>            | <i>Shakespeare</i><br><i>The Globe Trip</i>                               | <i>Subverted Fairy Tales</i>      | <i>Fiction Extracts</i>                       | <i>Novel</i><br><i>various</i> |
| <b>Year 8</b>      | <i>Novel</i><br><i>Animal Farm</i>        | <i>Poetry</i><br><i>Different Cultures</i> | <i>Short Stories</i><br><i>The Landlady</i><br><i>Whole Town Sleeping</i> | <i>Novel</i><br><i>Stone Cold</i> | <i>Fiction Extracts</i><br><i>Exam skills</i> | <i>Novel</i><br><i>various</i> |
| <b>Year 9</b>      | <i>Novels</i><br><i>Lord of the Flies</i> | <i>War Poetry</i>                          | <i>Shakespeare</i><br><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  |
|---------------|---|---|---|
| <b>Autumn</b> | <ul style="list-style-type: none"> <li>Autumn 1: Explore how Murpurgo creates tension in the extract</li> <li>Autumn 1: Write a description based on a war image</li> <li>Autumn 2: Explore how feelings are presented in Frankie and Johnny</li> <li>Autumn 2: Write a description based on a crime image</li> </ul> | <ul style="list-style-type: none"> <li>Autumn 1: How is Napoleon depicted in the extract?</li> <li>Autumn 1: 'Students should be allowed to set their own rules at school' to what extent do you agree with this statement.</li> <li>Autumn 2: Explore how identity is explored in 'Island Man'</li> <li>Autumn 2: Write a description based on an image</li> </ul> | <ul style="list-style-type: none"> <li>Autumn 1: How is innocence presented in this extract and throughout the novel?</li> <li>Autumn 1: Write a description based on an image</li> <li>Autumn 2: How does the writer present war in 'Dulce et decorum est'?</li> <li>Autumn 2: 'War poetry should not be taught as school' to what extent do you agree with this statement.</li> </ul> |
| <b>Spring</b> | <ul style="list-style-type: none"> <li>Spring 1: How is Beatrice portrayed in this scene?</li> <li>Spring 1: 'Shakespeare is irrelevant in the modern age' to what extent do you agree with this statement.</li> </ul>  | <ul style="list-style-type: none"> <li>Spring 1: Evaluate how tension is built in <i>The Landlady</i></li> <li>Spring 1: Write a description based on an image</li> <li>Spring 2: How is link presented in an extract?</li> </ul>   | <ul style="list-style-type: none"> <li>Spring 1: How is Hermia presented at the start of <i>A Midsummer Night's Dream</i>?</li> <li>Spring 1: Write a description based on an image</li> <li>Spring 2: Analyse a non-fiction extract</li> </ul>   |



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|               |   |   |  |
|---------------|---|---|--|
|               | <ul style="list-style-type: none"> <li>• Spring 2: Evaluate how well <i>Little Red Riding Hood</i> has been subverted</li> <li>• Spring 2: Write a description based on an image</li> </ul>   | <ul style="list-style-type: none"> <li>• Spring 2: 'Homeless people need to help themselves and not rely on other people' to what extent to you agree with this statement.</li> </ul>   | <ul style="list-style-type: none"> <li>• Spring 2: Write an argument</li> </ul>  |
| <b>Summer</b> | <ul style="list-style-type: none"> <li>• Analysis of fiction extracts in preparation for the end-of-year assessment</li> <li>• A study of a novel (various)</li> <li>• Speaking and Listening</li> <li>• Summer 1: Language paper 1, Q1 – Q4</li> <li>• Summer 2: Speaking and Listening</li> </ul> | <ul style="list-style-type: none"> <li>• Analysis of fiction extracts in preparation for the end-of-year assessment</li> <li>• Romeo and Juliet</li> <li>• Speaking and Listening</li> <li>• Summer 1: Language paper 1, Q1 – Q4</li> <li>• Summer 2: Speaking and Listening</li> </ul> | <ul style="list-style-type: none"> <li>• Of Mice and Men</li> <li>• Analysis of fiction extracts based on language</li> <li>• End of Year Exams: 11-22.06.18 paper 2</li> <li>• Summer 1: How is Lennie presented in this extract?</li> <li>• Summer 1: Write a description based on an image</li> <li>• Summer 2: Language paper 2</li> </ul> |

| <b>KS3 Keywords and Subject Specific Vocabulary</b> |  |  |  | <b>English</b>   |   |   |   |  |  |
|---|--|--|--|--|---|---|---|--|--|
|   | <b>Key words</b>   |  |  | <b>Commonly misspelt words and homophones</b>  |   |   |   |  |  |
| <b>Year 7</b>                                       | <i>Adjectives, Alliteration, Article, Concise, Describe, Description</i>   | <i>Emotive, Exclamation, Genre Imagery, Language, Metaphors</i>                                      | <i>Narrator, Onomatopoeia, Personification, Repetition, Similes</i>                            | <i>To/too/two<br/>Weak/week<br/>No/know<br/>By/bye/buy<br/>Tail/tale</i>   | <i>Male/mail<br/>So/sew/sow<br/>Leak/leek<br/>Paw/poor</i>  | <i>Pore/poor<br/>Vain/vane<br/>Through/threw<br/>There/their/they're<br/>Where/wear</i>   | <i>Bean/been<br/>Bored/board<br/>New/knew<br/>Our/are</i> | <i>Piece/peace<br/>Flour/flower<br/>Key/quay<br/>Weather/whether<br/>Serial/cereal</i> | <i>Aloud/allowed<br/>Site/sight<br/>Check/cheque</i> |
| <b>Year 8</b>                                       | <i>Sentence, Rhetorical question, Exaggeration, Anecdote, Rhyme, Rhythm, Punctuation, Infer, Connectives, Language</i> | <i>Heading, Sub-heading, Bullet points, Text box, Image, Colour, Font, Paragraph, Column, Inform</i> | <i>Explain, Describe, Argue, Persuade, Advise, Compare, Identify, Suggest, Form, Structure</i> | <i>Choice, Sincerely, Really, Develop, Believe, Because, Different, Government</i>   | <i>Business, Knowledge, Professional, Encourage, Necessary, Definite, Address, Library</i>  | <i>Accommodation, Particular, Integrate, Grammar, Describe, Beginning, Interesting, Which</i>   |   |  |  |
| <b>Year 9</b>                                       | <i>First person, Second person, Third person, Narrative, Viewpoint, Omniscient, Hyperbole</i>                          | <i>Dialogue, Imagery, Monologue, Soliloquy, Embedded clause, Anecdotes</i>                           | <i>Fluency, Facts, Statistics, Skim, Narrator, Narrative</i>                                   | <i>Accommodation, Acknowledge, Acquire, Aggravate, Appropriate, Because, Business, Conscious, Correspondence, Colleagues, Commemorate, Compatible, Comparative, Corroborate, Courteous, Disappoint</i> | <i>Desperate, Disastrous, Dissatisfied, Especially, Exception, Efficient, Embarrass, Erroneous, Essential, Fascinate, Feasible, Foreign, Friends, Illiterate, Incidentally, Indispensable</i> | <i>Irrelevant, Irreparable, Irresistible, Immediately, Liaison, Manoeuvre, Miniature, Negotiable, Necessary, Occasion, Occasional, Occurrence, Parallels, Separate, Unconscious, Unparalleled</i> |   |  |  |



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| <b>KS3 How to support your son at home</b>  |  |   | <b>English</b>  |
|---|--|---|---|
| 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"> <li>1. Encourage reading – reading at an appropriately challenge level; reading at least 3 times a week.</li> <li>2. Talk to your son about the HW and share your ideas or knowledge about the topic.</li> <li>3. Ask your son to read his written work out loud to check that it makes sense and to check the SPG.</li> </ol> | <p>The following websites are useful ones for supporting English from home</p> <p><a href="http://www.lovereading.com">www.lovereading.com</a></p> <p><a href="http://www.parentsintouch.co.uk">www.parentsintouch.co.uk</a></p> <p><a href="http://www.funenglishgames.com">www.funenglishgames.com</a></p> <p><a href="http://www.bbc.co.uk/education/subjects/z3kw2hv">http://www.bbc.co.uk/education/subjects/z3kw2hv</a></p> <p>CGP also do a range of English Year 7-9 Workbooks – please see the link below for more details</p> <p><a href="http://www.cgpbooks.co.uk">www.cgpbooks.co.uk</a></p> |

## 2. Key Stage 4

| <b>English KS4 Topics</b> |                                   |                                     |  |   |         | <b>[Staff Contact: Mr Lamb]</b> |
|---------------------------|-----------------------------------|-------------------------------------|--|---|---------|---------------------------------|
|                           | 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)<br>Language Paper 1 | Macbeth (Revise)<br>Language Paper 2 (Revise) |         |                                 |



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| <b>KS4 How to support your son at home</b>  |   | <b>English</b>   |
|---|---|--|
| What sorts of independent work / Homework will he get?  | How you can help  | Useful resources and links   |
| <ul style="list-style-type: none"> <li>Exam style questions</li> <li>Independent research questions</li> <li>Wider reading tasks – reading around the texts to secure a higher grade</li> </ul> | <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> | <ul style="list-style-type: none"> <li>GCSE Bitesize</li> <li>Mr Bruff YouTube videos</li> <li>AQA GCSE Language and Literature past papers</li> </ul> |

## ENGLISH Assessment at Key Stage 4:

| Term          | Year 10   | Year 11  |
|---------------|---|--|
| <b>Autumn</b> | Autumn 1 : A Christmas Carol practice paper<br>Autumn 1 : A Christmas Carol assessment paper<br>Autumn 2: Practice Language paper 1 (full paper)<br>Autumn 2: Language paper 1 (full paper) | Autumn 1: ACC and Language Paper 1 practice assessment<br>Autumn 1: ACC and Language Paper 1 assessment<br>Autumn 2: Macbeth and Language paper 2 practice assessment<br>Autumn 2: Macbeth and Language paper 2 assessment |
| <b>Spring</b> | Spring 1: Practice Macbeth assessment<br>Spring 1: Macbeth assessment<br>Spring 2: Practice Language paper 2 (full paper)<br>Spring 2: Language paper 2 (full paper)                        | Spring 1: Practice Macbeth assessment<br>Spring 1: Macbeth assessment<br>Spring 2: Practice Language paper 2 (full paper)<br>Spring 2: Language paper 2 (full paper)   |
| <b>Summer</b> | Summer 1: Practice Language paper 2<br>Summer 1: Language paper 2 Assessment<br>Summer 2: Practice Literature paper 2<br>Summer 2: Literature paper 2 Assessment                            | Revision all papers  |



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## 3. English Assessment Criteria (KS3 and 4)

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



# Curriculum Information 2017-18

## MATHEMATICS

### 1. Key Stage 3

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



# 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   |
|---------------|---|---|--|
| <b>AUTUMN</b> | Mid-term test: 16.10.17<br>End of term test: 11.12.2017   | Mid-term test: 16.10.17<br>End of term test: 11.12.2017   | 30.10.2017 - HIGHER; 20.11.2017 – FOUNDATION<br>OFFICIAL COMBINED UNIT TESTS: 1 & 2            |
| <b>SPRING</b> | Mid-term test: 05.02.2018<br>End of term test: 26.03.2018 | Mid-term test: 05.02.2018<br>End of term test: 26.03.2018 | 19.02.2018 - H & F<br>OFFICIAL COMBINED UNIT TESTS: 3, 4 & 5                                   |
| <b>SUMMER</b> | End of Year Exams: 15-29.06.18                            | End of Year Exams: 15-29.06.18                            | 07.05.2018 - H & F<br>OFFICIAL COMBINED UNIT TESTS: 6, 7 & 8<br>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   |
| <b>Year 7</b>                                | 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<br><br>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<br><br>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<br><br>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<br><br>Arithmetic, geometric, function, sequence, nth term, derive, quadratic, triangular, cube, square, odd, even, substitute, linear, graph, coordinate, quadrant, intercept, | (END OF YEAR ASSESSMENT/ PROBLEM-SOVLING/ INVESTIGATING) |



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|               |  |   |  |   |  |   |
|---------------|--|---|--|---|--|---|
|               | <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>  |   |
| <b>Year 8</b> | <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-SOLVING/ INVESTIGATING)</p> |
| <b>Year 9</b> | <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-SOLVING/</p>                |



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|  |  |  |  |   |  |                       |
|--|--|--|--|---|--|-----------------------|
|  | <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> |
|--|--|--|--|---|--|-----------------------|



# Curriculum Information 2017-18

| <b>KS3 How to support your son at home</b>  |   |  | <b>Mathematics</b>  |
|---|---|--|---|
| 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 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>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 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> | <ol style="list-style-type: none"> <li>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</li> <li>2. Make sure that your son has practice workbooks at home to do in his own time and encourage him to complete them.</li> <li>3. Check that homework is completed at home and to a high standard.</li> </ol> | <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"> <li><a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a> 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)</li> <li>Mathspace – available through London Grid for Learning – accessible through FHS Connect</li> <li>Sam Learning – schools online resources</li> <li>BBC Bitesize</li> </ul> <p>There are also a range of workbooks you can buy to support your son, for example<br/> <a href="https://www.cgpbooks.co.uk/Parent/books_ks3_maths_workbooks">https://www.cgpbooks.co.uk/Parent/books_ks3_maths_workbooks</a></p> |

## 2. Key Stage 4

| <b>MATHEMATICS KS4 TOPICS</b> |  |  |                              |                               |                       |                              |                                      |                                    |                                  |
|-------------------------------|--|--|------------------------------|-------------------------------|-----------------------|------------------------------|--------------------------------------|------------------------------------|----------------------------------|
|                               | Topic 1                                  | Topic 2                                | Topic 3                      | Topic 4                       | Topic 5               | Topic 6                      | Topic 7                              | Topic 8                            | Topic 9                          |
| <b>Year 10 Foundation</b>     | 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 |
| <b>Year 10 Higher</b>         | 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                 |
| <b>Year 11 Foundation</b>     | 18. Fractions, indices and standard form | 19. Congruence, similarity and vectors |                              |                               |                       |                              |                                      |                                    |                                  |
| <b>Year 11 Higher</b>         | 18. Vectors and geometric proof          | 19. Proportion and graphs              |                              |                               |                       |                              |                                      |                                    |                                  |



# Curriculum Information 2017-18

| <b>KS4 How to support your son at home</b>  |   | <b>Maths</b>  |
|---|---|---|
| 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 performance grade, as well as frequently completing past exam papers and self-marking them.</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 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.</p> | <p>Exam board course link:<br/> <a href="https://www.pearsonschoolsandfecolleges.co.uk/secondary/Mathematics/11-16/EdexcelGCSEMaths2015/EdexcelGCSEMaths2015.aspx">https://www.pearsonschoolsandfecolleges.co.uk/secondary/Mathematics/11-16/EdexcelGCSEMaths2015/EdexcelGCSEMaths2015.aspx</a></p> <p>Recommended revision guide: REVISE Edexcel GCSE (9-1) Mathematics Foundation/Higher Guided Revision Workbook</p> |

## MATHS Assessment in Key Stage 4:

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



# Curriculum Information 2017-18

## 3. Assessment Criteria (KS3 and 4)

| <b>FOREST HILL STEPS/GRADE to success criteria</b> |  |   | <b>Mathematics</b>   |
|--|--|---|--|
| <b>Strand</b>                                      | <b>Grade 2</b>   | <b>Grade 5</b>  | <b>Grade 8/9</b>   |
| <b>NUMBER</b>                                      | <p>Read, write and order integers, up to and including 4 digit numbers</p> <p>Use mental methods to add and subtract positive and negative integers</p> <p>Use written methods to multiply &amp; divide up to 3 digit numbers by a single-digit number</p> <p>Multiply and divide whole numbers by powers of 10</p> <p>Understand and apply BIDMAS</p> <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>Use index notation, including the use of negative integer powers</p> <p>Estimate the answer to square roots &amp; cube roots e.g. <math>\sqrt{70}</math> must lie between 8 and 9</p> <p>Calculate the LCM and HCF of a number when given the prime factorisation of each number</p> <p>Calculate the upper and lower bounds of a number to a given degree of accuracy</p> <p>Use upper and lower bounds for addition and subtraction calculations</p> <p>Estimate answers to calculations with the use of rounding numbers</p> <p>Multiply &amp; divide integers and decimals by a number between 0-1</p> <p>Add, subtract, multiply and divide mixed numbers</p> | <p>Solve and calculate the value of complex indices including surds</p> <p>Rationalise more complex denominators</p> <p>Understand and use rational and irrational numbers</p> |



# Curriculum Information 2017-18

|                               |   |   |   |
|-------------------------------|---|---|---|
| <b>ALGEBRA</b>                | <p>Write and plot coordinates in the positive quadrant</p> <p>Multiply, divide, add and subtract basic algebra e.g. <math>a + a</math>, <math>2 \times a</math></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 <math>y = mx + c</math></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> <p>Calculate the inverse function and construct and use composite functions</p> |
| <b>RATIO &amp; PROPORTION</b> | <p>Convert fractions to a ratio e.g. <math>\frac{1}{3}</math> 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>   | <p>Set up, solve and interpret the answers in growth and decay problems</p>   |
| <b>GEOMETRY</b>               | <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. <math>y = -f(x)</math></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>   |



# Curriculum Information 2017-18

|                           |  |  |  |
|---------------------------|--|--|--|
| <p><b>STATISTICS</b></p>  | <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>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 pie charts</p> <p>Construct and interpret composite bar charts</p> <p>Display data with an appropriate graph</p> <p>Construct and interpret real-life graphs (including speed/distance/velocity graphs)</p>   | <p>Extension of constructing and interpreting histograms</p>   |
| <p><b>PROBABILITY</b></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   |
| <b>Year 7</b>      | <i>Cells<br/>Particles and states of matter</i>   | <i>Energy and Sustainable living<br/>Reproduction</i> | <i>Chemical Reactions<br/>Electrical Circuits</i>                               | <i>Ecology<br/>Acids and alkalis</i>    | <i>Forces and their effects<br/>Classification</i>  | <i>Solar System<br/>Gravity and space<br/>Working Scientifically</i> |
| <b>Year 8</b>      | <i>Diet and digestion<br/>Solutions</i>   | <i>Heat transfers<br/>Periodic Table</i>              | <i>Respiration<br/>Materials and recycling</i>                                  | <i>Magnets<br/>Microbes and disease</i> | <i>Light<br/>Rocks and the Rock Cycle</i>   | <i>Sound<br/>Ecological relationships</i>                            |
| <b>Year 9</b>      | <i>Cells and Genetics<br/>Building Materials<br/>Reactions of Metals<br/>Using Energy</i> |   | <i>Plant Growth<br/>Pollution<br/>Pressure and Moments<br/>Forces and Speed</i> |   | <b><u>GCSE STUDIES</u></b><br><b><i>Cell Biology, Atomic Structure, Particle Model, Bonding and structure/ Organisation</i></b> |  |

### 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  |  |
| <b>Year 7</b>                            | Nucleus<br>Cell membrane<br>Cell wall<br>Cytoplasm<br>Mitochondria<br>Ribosomes<br>Vacuole<br>Chloroplast<br>Specialised cell<br>Organs<br>Enzyme                      | Particle theory<br>Solid<br>Liquid<br>Gas<br>Pressure<br>Bonds<br>Diffusion<br>Kinetic energy<br>Evaporation<br>Condensation  | Fossil fuel<br>Electricity<br>Renewable<br>Biomass<br>Geothermal<br>Hydroelectric<br>Wave power<br>Solar<br>Nuclear<br>Joule<br>Carbon neutral | Fertilisation<br>Nucleus<br>Chromosomes<br>Gametes<br>Zygote<br>Uterus<br>Embryo<br>Fallopian tube<br>Fertility<br>IVF<br>Menstruation<br>Placenta   | Reversible<br>Irreversible<br>Reactant<br>Product<br>Combustion<br>Activation<br>energy<br>Carbon dioxide<br>Oxygen<br>Hydrogen<br>Oxide                      | Voltage<br>Potential<br>difference<br>Current<br>Parallel circuit<br>Series circuit<br>Filament<br>Resistance<br>Ohm's Law<br>Fuse<br>Atoms<br>Electron | Environment<br>Habitat<br>Community<br>Population<br>Quadrat<br>Belt transect<br>Random<br>sampling<br>Biotic<br>Abiotic<br>Predator<br>Prey | Hazard<br>Concentration<br>Sulfuric acid<br>Nitric acid<br>Hydrochloric acid<br>Neutralisation<br>pH<br>Antacid<br>Ion<br>Hydrogen ion<br>Hydroxide ion                 | Contact forces<br>Non-contact forces<br>Weight<br>Mass<br>Newton<br>Density<br>Balanced<br>Unbalanced<br>Stationary  | Variation<br>Correlation<br>Continuous variation<br>Discontinuous variation<br>Distribution<br>Linnaeus<br>Kingdom<br>Vertebrates<br>Invertebrates<br>Arthropods       | Planet<br>Dwarf planet<br>Asteroid<br>Comet<br>Star<br>Moon<br>Satellite<br>Lunar<br>Orbit<br>Ellipse<br>Constellation<br>Galaxy                          | Gravity<br>Mass<br>Weight<br>Field strength<br>Universe<br>Kilograms<br>Newtons<br>Force<br>Light  |
| <b>Year 8</b>                            | Balanced diet<br>Malnutrition<br>Obesity<br>Body Mass<br>Index<br>Joule and kilojoule<br>Chemical energy<br>Diabetes<br>Enzymes<br>Respiration<br>Bile<br>Stomach acid | Soluble<br>Insoluble<br>Solvent<br>Solute<br>Saturated<br>Salts<br>Hard water<br>Soft water<br>Chromatography<br>Water vapour<br>Condensation<br>Distillation<br>Desalination | Particle<br>Infrared radiation<br>Emit<br>Medium<br>Conductor<br>Insulator<br>Conduction<br>Convection<br>Radiation<br>Absorbed<br>Reflected   | Atom<br>Element<br>Compound<br>Group<br>Period<br>Atomic number<br>Atomic mass<br>Chemical formula<br>Word equation  | Aerobic<br>Anaerobic<br>Glucose<br>Lactic acid<br>Mitochondria<br>Oxygen debt<br>Excreted<br>Ventilation<br>Alveoli<br>Heart<br>Arteries Veins<br>Capillaries | Minerals<br>Ore<br>Igneous<br>Metamorphic<br>Sedimentary<br>Weathering<br>Erosion   | Electromagnet<br>Bar magnet<br>Permanent magnet<br>North pole<br>South pole<br>Repel<br>Attract<br>Magnetism<br>Compass<br>Magnetic field    | Pathogen<br>Microorganism<br>Bacteria<br>Virus<br>Yeast<br>Infectious cell<br>White blood cell<br>Antibody<br>Antitoxin<br>Vaccine<br>Immunity<br>Antibiotic resistance | Shadow<br>Absorbed<br>Reflection<br>Transparent<br>Translucent<br>Opaque<br>Ray diagram<br>Incident ray<br>Refraction<br>Diffraction<br>Spectrum Prism<br>Wavelength | Theory<br>Creationism<br>Catastrophism<br>Uniformitarianism<br>Plate tectonic<br>Mantle<br>Wegener<br>Convection current<br>Earthquake<br>Volcano<br>Continental drift | Pitch<br>Volume<br>Amplitude<br>Wavelength<br>Frequency<br>Hertz<br>Vibrate<br>Sound wave<br>Oscilloscope<br>Vacuum<br>Eardrum<br>Cochlea<br>Impulse Echo | Adapt<br>Habitat<br>Acid rain<br>Global warming<br>Producer<br>Consumer<br>Herbivore<br>Omnivore<br>Carnivore<br>Consumer<br>Biomass<br>Predator<br>Prey |
| <b>Year 9</b>                            | Chromosome<br>Genes<br>Allele<br>Nucleus<br>DNA<br>Variation<br>Inherited<br>Environmental variation<br>Punnett square<br>Dominant<br>Recessive                        | Metal<br>Alloy<br>Non-metal<br>Word equation<br>Symbol equation<br>Neutralisation<br>Unreactive<br>Reactive<br>Reactivity series<br>Displacement                              | Efficiency<br>Useful energy<br>Wasted energy<br>Power station<br>Nuclear power station<br>Power<br>Watts<br>Power rating<br>Pay-back           | Chloroplast<br>Chlorophyll<br>Carbon dioxide<br>Glucose<br>Limiting factor<br>Respiration<br>Xylem<br>Phloem<br>Palisade mesophyll cell<br>Spongy mesophyll cell<br>Stomata<br>Guard cell<br>Diffusion<br>Root hair cell | Distance-time graph<br>Air resistance<br>Friction<br>Accelerate<br>Decelerate<br>Stationary<br>Resultant force<br>Mass<br>Aerodynamic                         | Mass<br>Weight<br>Gravity<br>Force<br>Natural satellite<br>Artificial satellite<br>Elliptical<br>Orbit<br>Space probe<br>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"> <li>1. Access the online textbooks from home to go over areas where there is confusion or you need extra help<br/><a href="http://connect/sitepages/remotapps.aspx">http://connect/sitepages/remotapps.aspx</a></li> <li>2. Use the Y7-9 Hand-in page through FHS Connect for information and advice about the work in lessons and support for homework</li> <li>3. Use the recommended websites to stretch yourself and supplement what you have learned in class</li> </ol> | <p><i>There are many useful websites for science, here are a few of the ones we recommend</i></p> <p><a href="http://www.samlearning.co.uk">www.samlearning.co.uk</a><br/> <a href="http://www.bbc.co.uk/bitesize/ks3/science">www.bbc.co.uk/bitesize/ks3/science</a><br/> <a href="http://www.docbrown.info/ks3/science/">www.docbrown.info/ks3/science/</a><br/> <a href="http://www.scibermonkey.org">www.scibermonkey.org</a><br/> <a href="http://www.planet-science.com">www.planet-science.com</a> (link is external)<br/> <a href="http://www.solarsystem.org.uk">www.solarsystem.org.uk</a> (link is external)<br/> <a href="http://www.sciencebob.com">www.sciencebob.com</a> (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><a href="http://www.cgpbooks.co.uk">www.cgpbooks.co.uk</a></p> |

## 2. Key Stage 4

| Triple Science Topics |   |   |   |   | Staff contact: Ms Edmund                          |  |
|-----------------------|---|---|---|---|---|--|
|                       | Topic 1   | Topic 2   | Topic 3   | Topic 4   | Topic 5   | Topic 6  |
| <b>Year 10</b>        | Particle model of matter<br>Atomic structure<br>Cell biology      | Energy / Electricity<br>Bonding/Quantitative chemistry<br>Organisation                                | Electricity<br>Chemical changes<br>Infection and response | Atomic structure<br>Energy changes<br>Bioenergetics | Forces<br>Rates of chemical change<br>Homeostasis | Forces<br>Organic chemistry<br>Catch up and revision |
| <b>Year 11</b>        | Forces<br>Organic chemistry /<br>Chemical analysis<br>Homeostasis | Magnetism and electromagnetism<br>Chemistry of the atmosphere<br>Inheritance, variation and evolution | Space<br>Using resources<br>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<br>B1 paper – topics 1-2<br>C1 paper – topics 1-3 | Pre-public exams: 04-15.12.17                 |
| Spring | Physics assessment<br>Biology assessment<br>Chemistry assessment        | Pre-public exams: 19-29.03.18                 |
| Summer | Pre-public exams: 09-20.07.18   | <b>Public Exam dates: 15.05.18 – 15.06.18</b> |

| Combined Science Topics |  |   |   |   |  | Staff contact: Ms Edmund |
|-------------------------|--|---|---|---|--|--------------------------|
|                         | Topic 1  | Topic 2                                       | Topic 3   | Topic 4   | Topic 5  | Topic 6                  |
| <b>Year 10</b>          | Cell biology<br>Organisation<br>Particle model of matter | Infection and response<br>Energy              | Bioenergetics<br>Electricity  | Atomic structure (chem)<br>Bonding<br>Atomic structure (phys)       | Quantitative chemistry<br>Chemical changes<br>Energy changes | Catch up and revision    |
| <b>Year 11</b>          | Homeostasis<br>Forces                                    | Inheritance, variation and evolution<br>Waves | Ecology<br>Magnetism and electromagnetism<br>Rates<br>Organic chemistry | Chemical analysis<br>Chemistry of the atmosphere<br>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<br>P1 paper – topics 1-3 | Pre-public exams: 04-15.12.17          |
| Spring | Physics assessment<br>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:<br/><a href="http://www.aqa.org.uk">www.aqa.org.uk</a><br/>Recommended revision guide:<br/><a href="https://collins.co.uk/product/9780008160869/Collins+GCSE+9-1+Revision+-+AQA+GCSE+Combined+Science+Trilogy+Higher+All-in-One+Revision+and+Practice">https://collins.co.uk/product/9780008160869/Collins+GCSE+9-1+Revision+-+AQA+GCSE+Combined+Science+Trilogy+Higher+All-in-One+Revision+and+Practice</a> (Higher tier)<br/><a href="https://collins.co.uk/product/9780008160852/Collins+GCSE+9-1+Revision+-+AQA+GCSE+Combined+Science+Trilogy+Foundation+All-in-One+Revision+and+Practice">https://collins.co.uk/product/9780008160852/Collins+GCSE+9-1+Revision+-+AQA+GCSE+Combined+Science+Trilogy+Foundation+All-in-One+Revision+and+Practice</a> (Foundation tier)</p> <p>Useful websites:<br/><a href="https://www.my-gcse-science.com">https://www.my-gcse-science.com</a><br/><a href="http://www.freesciencelessons.co.uk">www.freesciencelessons.co.uk</a><br/><a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a><br/><a href="http://www.bbc.co.uk/education/subjects/zrkw2hv">http://www.bbc.co.uk/education/subjects/zrkw2hv</a></p> |



# Curriculum Information 2017-18

## 3. Assessment Criteria (KS3 and 4)

| <b>STEPS to success criteria</b> |   |   |  | <b>Science</b>  |
|----------------------------------|---|---|--|---|
| 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   |
| <b>Year 10</b>                     | Topic 1.1<br>Enterprise and entrepreneurship | Topic 1.2<br>Spotting a business opportunity | Topic 1.3<br>Putting a business idea into practice | Topic 1.4<br>Making the business effective | Topic 1.5<br>Understanding external influences on business | Enhancement activity – Theme 1<br>Exam skills/end of Theme 1 exam |
| <b>Year 11</b>                     | Topic 2.1<br>Growing the business            | Topic 2.2<br>Making marketing decisions      | Topic 2.3<br>Making operational decisions          | Topic 2.4<br>Making financial decisions    | Topic 2.5<br>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<br>Topic 1.1 Enterprise and entrepreneurship extension exercise<br>Topic 1.2 Spotting a business opportunity Market mapping  | Pre-public exams: 04-15.12.17<br>Topic 5.1 stakeholders<br>Topic 5.2 Risk or certainty<br>Topic 5.2 Can the government solve economic and social problems  |
| Spring | Topic 3, Topic 4 and Topic 5 assessment / past paper<br><br>Topic 1.3 Putting a business idea into practice explaining and evaluating break-even<br><br>Topic 1.4 making the business effective students creating a business plan<br><br>Topic 1.5 understanding external business - student research activity | Unit 5 – Past paper / Unit 1- Past paper<br>Topic 5.3 Big or small – students investigate how businesses grow in a report<br>Topic 5.4 Is growth good? Students answer case study questions<br>Topic 5.5 Is the world fair? Students complete case studies |
| 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<br>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<br>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<br>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]                             |
|--------------------------------------|---|---|--|----------------------------------|-------------------------------|---------------------------------------|
| <b>Unit 1 (Sept.- June 2018)</b>     |   |   |  |                                  |                               |                                       |
| <b>Year 10</b>                       | <b>Topic 1</b>                                    | <b>Topic 2</b>  | <b>Topic 3</b>                                     | <b>Topic 4</b>                   | <b>Topic 5</b>                | <b>Topic 6</b>                        |
|                                      | What it means to be a citizen                     | The personal life cycle                                     | What is money?                                     | What is income?                  | Understanding tax             | How the economic system works         |
|                                      | <b>Topic 7</b>                                    | <b>Topic 8</b>  | <b>Topic 9</b>                                     | <b>Topic 10</b>                  | <b>Topic 11</b>               |                                       |
|                                      | 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       |                                       |
| <b>Unit 2 (Sept 2017- June 2018)</b> |   |   |  |                                  |                               |                                       |
| <b>Year 10</b>                       | <b>Topic 1</b>                                    | <b>Topic 2</b>  | <b>Topic 3</b>                                     | <b>Topic 4</b>                   | <b>Topic 5</b>                | <b>Topic 6</b>                        |
|                                      | 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 |
|                                      | <b>Topic 7</b>                                    | <b>Topic 8</b>  | <b>Topic 9</b>                                     | <b>Topic 10</b>                  | <b>Topic 11</b>               |                                       |
|                                      | 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 (N/A) There are no Year 10 LIBF classes | Year 11  |
|--------|---|--|
| Autumn |   | Pre-public exams: 04-15.12.17  |
| Spring |   | Internal assessment unit 2 and internal assessment unit 3<br>Complete revision tasks for topic 1<br>Complete two extension activities for Unit 3 topic 3 |
| Summer |   | Public exam dates: 8 May / 27 June 2018<br>Complete two extension activities for Unit 3 topic 4<br>Complete two extension activities for Unit 3 topic 5  |

# Curriculum Information 2017-18



| <b>KS4 How to support your son at home</b>  |   | <b>Business and Economics</b>  |
|---|---|--|
| 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.<br>LIBF website also has resources and activities to support learning | Encourage the use of the LIBF website for Finance<br>Encourage the use of resources on the edexcel website for Business studies | Exam board course link:<br><a href="http://qualifications.pearson.com/en/home.html">http://qualifications.pearson.com/en/home.html</a><br>Recommended revision guide:<br>GCSE (9-1) Business 9781292190716 |

## 2. Assessment Criteria

| <b>STEPS to success criteria</b> |   |  | <b>Business</b>  |
|----------------------------------|---|--|--|
| Strand                           | A student on Step 1 can   | A student on Step 5 can  | A student on Step 9 can  |
| <b>Business decision making</b>  | Apply knowledge and understanding to business decision making, including:<br>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. |
| <b>Business contexts</b>         | 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  |
|-----------------------------|-------------------------------|------------------------------------|---|---|-------------------------------------|---|
| <b>Year 7</b>               | 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   |
| <b>Yr 7 Assembly Themes</b> | Autumn term 1<br>Week 2       | Autumn term 2<br>Week 2            | Spring 1<br>Week 2  | Spring 2<br>Week 2                            | Summer 1<br>Week 2                  | Summer 2<br>Week 2  |
| <b>Year 8</b>               | Positive relationships        | Sex and relationships              | Money & Budgeting   | Tolerance and respect                         | Roles and Responsibility of parents | Recognise, avoid and deal with potentially dangerous situations |
| <b>Yr 8 Assembly Themes</b> | Autumn term 1<br>Week 2       | Autumn term 2<br>Week 2            | Spring 1<br>Week 2  | Spring 2<br>Week 2                            | Summer 1<br>Week 2                  | Summer 2<br>Week 2  |
| <b>Year 9</b>               | Anti-social behaviour         | Sex and the law                    | Careers and choices                                       | Parliamentary Sovereignty and its limitations | Bullying and harassment             | The dangers of Knife crime                                      |
| <b>Yr 9 Assembly Themes</b> | Autumn term 1<br>Week 2       | Autumn term 2<br>Week 2            | Spring 1<br>Week 2  | Spring 2<br>Week 2                            | Summer 1<br>Week 2                  | Summer 2<br>Week 2  |
| <b>Year 10</b>              | 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

| <b>Computer Science KS3 Topics</b> |  |   |   | <b>[Staff contact: Ms Akpojaro]</b>  |  |   |
|------------------------------------|--|---|---|--|--|---|
|                                    | <b>Autumn 1</b>  | <b>Autumn 2</b>   | <b>Spring 1</b>   | <b>Spring 2</b>  | <b>Summer 1</b>  | <b>Summer 2</b>   |
| <b>Year 7</b>                      | <p><b>7.1 Introduction to Computing-</b><br/>File management, Hand-in own cloud, Baseline test, use of different types of software,</p>  | <p><b>7.1 Introduction to Computing-</b><br/>Multi[multiplication] Binary, code binary convertor using Scratch</p>  | <p><b>7.3 ICT (IT applications)</b><br/>Problem solving with spreadsheets: Students will be analysing data and meeting the needs of known users</p>   | <p><b>Digital Literacy</b><br/><b>7.2 – Issues of computer use -</b><br/>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><b>7.4 Introduction to HTML-</b>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><b>7.5 Introduction to python programming using MicroBit</b><br/>-This unit introduces students to the MicroBit The unit uses 'Python' programming language.</p> |
| <b>Year 8</b>                      | <p><b>8.1 Computer hardware -</b><br/>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><b>8.2 Binary Bits and Bobs</b><br/>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><b>8.3 Algorithms - Computational Thinking:</b><br/>-abstraction<br/>-decomposition<br/>-algorithmic thinking<br/><b>How to produce Algorithms using:</b><br/>-pseudocode<br/>-using flow diagrams</p> | <p><b>8.4 HTML and CSS - ADU</b><br/>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><b>8.5 Introduction Python -</b><br/>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><b>8.6 The Digital project-</b><br/>For this project students will work as part of a group to plan and create a digital product.</p>                             |
| <b>Year 9</b>                      | <p><b>More Python programming-intermediate Python</b><br/>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.</p>   |   | <p><b>9.2 Hardware and Networks-</b><br/>Students will be introduced to Local Area Networks (LANs), the hardware of a local network, the workings of the</p>  | <p><b>9.3 Binary and Data Representation</b></p>   | <p><b>9.4 Algorithms</b></p>   | <p><b>9.5 Advance Python programming with GUI Building with TKinter</b></p>   |



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|   |   |  |
|---|---|--|
| <i>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.<br/><b>Intermediate python programming-</b></i> | <i>Internet, how the WWW and Internet differ and how data travels around a network (e.g. Data Packets).</i> |  |
|---|---|--|

## 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   |
|---------------|---|---|--|
| <b>Autumn</b> | Introduction to Computing:<br>Scratch Binary Convertor coding<br>Homework 4- (4bit, 6bit, 8bit) | Hardware: Hardware end of unit Test<br>Data Representation end of unit test<br>.      | Python: midpoint progress check<br>Coding end of unit test                 |
| <b>Spring</b> | Issues of computer use: Written assessment  | Algorithms - Computational Thinking:<br>Written Assessment<br>HTML – Assessed project | Hardware and Network: Written Assessment<br>Algorithms- written assessment |
| <b>Summer</b> | 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 |  |  |  |  | Computer Science   |  |
|--|--|--|--|--|--|--|
|  | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
| <b>Year 7</b>                            | Logon, Password, Save, Folder, Bit, byte, binary, denary, ASCII; Hexadecimal | Sequence inputs, Motion, Operator, Variable, Start, Flag, Looks, Sprite, Costumes<br>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<br>Social media, privacy setting, digital footprint, E-safety | HTML, Tags, Browser, Hyperlink, Navigation, Table  | Microbit, , variables Compile, Flash, coordinates, syntax<br>Accelerometer<br>Python shell |
| <b>Year 8</b>                            | 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<br>Define, Variable, Function<br>Print, IF statements<br>Conditionals | Research, Design, Digital, Design Tools, Evaluation, Justify, audience                     |



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|               |   |  |   |  |   |   |
|---------------|---|--|---|--|---|---|
| <b>Year 9</b> | Input, Variable, Output, Syntax, Errors, Decision, Integer, Iteration, While loop | String, Constant, Validations, Statement, Comment, Nested if | Networks, LAN, Network, Interface 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"> <li>Discuss the lessons and the homework, asking him to teach you what he has been learning.</li> <li>Encourage him to use the support resources provided, and the internet as a whole to research the topic.</li> <li>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.</li> </ol> | <p>The computing department website:<br/> <a href="http://computing.foresthillschool.co.uk">http://computing.foresthillschool.co.uk</a><br/>           This site has a huge range of lesson resources, and contains links to further websites that contain even more support resources.</p> <p><a href="http://www.codecademy.com">http://www.codecademy.com</a><br/>           This site has a number of free online courses in a range of languages, including html, css, and python.</p> <p><a href="http://scratch.mit.edu">scratch.mit.edu</a><br/>           This site is an online Scratch editor, and allows programmers to share code and help each other out with their programming.</p> |

## 2. Key Stage 4

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



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## GCSE COMPUTING Assessment:

| Term          | Year 10  | Year 11  |     |      |         |                    |  |    |        |
|---------------|--|--|-----|------|---------|--------------------|--|----|--------|
| <b>Autumn</b> | <b>Coding Challenge</b> – Written Feedback         | Pre-public exams: 04-15.12.17  |     |      |         |                    |  |    |        |
| <b>Spring</b> | Computational thinking, algorithms and programming | Jan 8 <sup>th</sup> to Feb 23 <sup>rd</sup> Controlled Assessment – 20% of final Grade |     |      |         |                    |  |    |        |
| <b>Summer</b> | Pre-public exams: 09-20.07.18                      | 14/05/2018   | OCR | GCSE | J276/01 | (Computer Science) | Computer systems                                   | AM | 1h 30m |
|               |  | 17/05/2018   | OCR | GCSE | J276/02 | (Computer Science) | Computational thinking, algorithms and programming | PM | 1h 30m |

| KS4 Topics: ICT |   |   |   |  |  | [Mr Simpson/ Ms Akpojaro]   |
|-----------------|---|---|---|--|--|---|
|                 | Topic 1   | Topic 2   | Topic 3   | Topic 4  | Topic 5  | Topic 6   |
| <b>Y10</b>      | ADU: Purpose and properties of digital graphics (R082)<br><br>PSI: Purpose and content of pre-production (R081) | ADU: Plan the creation of a digital graphic (R082)<br><br>PSI: Purpose and content of pre-production (R081) | ADU: Create a digital graphic (R082)<br><br>PSI: Planning pre-production (R081) | ADU: Review a digital graphic (R082)<br><br>PSI: Producing pre-production documents (R081) | ADU: Uses and properties of interactive multimedia products (R087)<br><br>PSI: Reviewing pre-production documents (R081) | ADU: Plan interactive multimedia products (R087)<br><br>PSI: Properties and features of multipage websites (R085) |
| <b>Y11</b>      | VAO -ROO4   | VAO-ROO4  | VAO-R001  | VAO-R001   | External exam  |   |



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## ICT Assessment:

| Term          | Year 10  | Year 11   |
|---------------|--|---|
| <b>Autumn</b> | 1: Ongoing coursework for R082 (LO1-2)<br>2: Tailored exam paper using unit specific questions | R004 – Written feedback<br>R003 – Written feedback  |
| <b>Spring</b> | R082 –coursework feedback<br>2: Tailored exam paper using unit specific questions              | 1: On-going mini test in preparation for external exam<br>2: Mock test                                  |
| <b>Summer</b> | Pre-public exams: 09-20.07.18  | 14/05/2018 OCR Cambridge National R001/01 (ICT) Understanding computer systems, written paper AM 1h 00m |

## 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"> <li>Provide access to Python IDLE</li> <li>Encourage your son to program for fun using online Python tutorials</li> <li>Discuss and create a revision schedule with students</li> <li>Act as a tester to check students learning</li> <li>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</li> </ul> | Exam board course link:<br>Recommended revision guide:<br><a href="http://www.ocr.org.uk/qualifications/by-subject/computing/computing-resources/">http://www.ocr.org.uk/qualifications/by-subject/computing/computing-resources/</a><br>Revision materials in Hand-in and Computer Science\GCSE Computing Year 11\Revision <ul style="list-style-type: none"> <li>GCSE bbcbite Size:<br/> <a href="http://www.bbc.co.uk/education/subjects/z34k7ty">http://www.bbc.co.uk/education/subjects/z34k7ty</a> </li> </ul> |



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## 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"> <li>• Check your son has completed R002/R003 and R004.</li> <li>• Check that your son attend catch up session for coursework</li> <li>• Discuss and propose a revision schedule for the exam unit</li> </ul> | <a href="http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/">http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/</a><br><br><a href="http://ocr.org.uk/qualifications/cambridge-nationals-ict-level-1-2-j800-j810-j820/">http://ocr.org.uk/qualifications/cambridge-nationals-ict-level-1-2-j800-j810-j820/</a> |

### 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  |
| <b>Step 4</b>                    | <ul style="list-style-type: none"> <li>• I can recommend appropriate assistive input and output devices based on user need</li> <li>• I can add binary numbers</li> </ul>   | <ul style="list-style-type: none"> <li>• I can explain why some data is unsafe online and what to do instead</li> <li>• I can explain the possible outcomes of cyberbullying for both perpetrator and victim</li> </ul>                                  | <ul style="list-style-type: none"> <li>• I can organize data to make it usable in calculations</li> <li>• I can use complex functions like VLOOKUP or IF</li> </ul>                                  | <ul style="list-style-type: none"> <li>• I can explain DIV Tags</li> <li>• I can create a webpage which has been formatted using CSS.</li> <li>• I can create a webpage which contains divisions and where CSS code applies different styles to the different divisions.</li> </ul> | <ul style="list-style-type: none"> <li>• I can use the if-else statement accurately in my programming</li> <li>• I can use a while loop in a program</li> <li>• I can correct run-time errors that are highlighted by the computer when the program is run</li> </ul>     |
| <b>Step 3</b>                    | <ul style="list-style-type: none"> <li>• I can explain the difference between input and output devices</li> <li>• I can convert numbers between binary and denary without a table of column values</li> <li>• I can explain the difference between hardware and software</li> </ul> | <ul style="list-style-type: none"> <li>• I can identify a range of unsafe data online</li> <li>• I can carry out research and write up the results in my own words</li> <li>• I can explain the difference between masquerading and anonymity</li> </ul> | <ul style="list-style-type: none"> <li>• I can create a graph or chart with a title and labels</li> <li>• I can use simple functions like SUM or ROUND</li> </ul>                                    | <ul style="list-style-type: none"> <li>• I can control the font size and text colour of elements in a webpage.</li> <li>• I can use anchor tags within my webpage.</li> </ul>   | <ul style="list-style-type: none"> <li>• I can use input and print commands in a program using suitable variable names</li> <li>• I can combine text, numbers and variables in a single output line</li> <li>• I can use the if – else statements in a program</li> </ul> |
| <b>Step 2</b>                    | <ul style="list-style-type: none"> <li>• I can categories input, output and storage devices</li> <li>• I can convert numbers between binary and denary with the help of a table of column values</li> <li>• I know the difference between</li> </ul>                                | <ul style="list-style-type: none"> <li>• I know multiple ways to stay safe online</li> <li>• I know how to credit research sources</li> <li>• I can give an example of unsafe data online</li> </ul>   | <ul style="list-style-type: none"> <li>• I can resize cells and adjust their borders</li> <li>• I can carry out mathematical calculations</li> <li>• I can create a simple graph or chart</li> </ul> | <ul style="list-style-type: none"> <li>• I can explain HTML</li> <li>• I can make images appear in a webpage.</li> <li>• I can use tags to emphasise certain words or phrases in a webpage.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can give simple, accurate instructions for another person to follow</li> <li>• I can explain why the int() and str() commands need to be used in programming</li> </ul>  |



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|               |   |  |   |   |   |
|---------------|---|--|---|---|---|
|               | hardware and software   | • I can give examples of cyber-bullying  |   | • I can add links to other webpages in my webpage.  | • I can correct simple syntax errors such as a missing “ or )   |
| <b>Step 1</b> | <ul style="list-style-type: none"> <li>I can name an input device</li> <li>I can name an output device</li> <li>I can name a storage device</li> <li>I can organize my files and folders</li> </ul> | <ul style="list-style-type: none"> <li>I know what plagiarism is</li> <li>I know what copyright means</li> <li>I know what cyber-bullying is</li> <li>I know what to do if I feel unsafe online</li> </ul> | <ul style="list-style-type: none"> <li>I know the difference between data and labels</li> <li>I can enter data accurately into a spreadsheet</li> <li>I understand the terms 'cell', 'row', and 'column'</li> </ul> | <ul style="list-style-type: none"> <li>I can make text appear in a webpage</li> <li>I can use heading and paragraph tags</li> </ul> | <ul style="list-style-type: none"> <li>I can write a python program that displays text on a MicroBit</li> <li>I can write a python program that displays a sequence of numbers on a microbit</li> </ul> |

| 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   |
| <b>Step 9</b>                    | <ul style="list-style-type: none"> <li>I can create procedures that call procedures, to multiple levels. (Building one-abstraction on top of another)</li> <li>I can create programs that read and write persistent data to files</li> </ul> | <ul style="list-style-type: none"> <li>I understand searching algorithms – binary search, linear search</li> <li>I understand sorting algorithms – bubble sort, merge sort and insertion sort</li> </ul> |   |  |
| <b>Step 8</b>                    | <ul style="list-style-type: none"> <li>I can document programs to help explain how they work</li> </ul>  | <ul style="list-style-type: none"> <li>I know how to interpret, validate, test, correct or complete algorithms</li> </ul>  | <ul style="list-style-type: none"> <li>I understand the components that make up digital systems, how they communicate with one another and with other systems</li> <li>I can compare wired and wireless networks</li> <li>I can explain network topologies and protocols</li> </ul> |  |
| <b>Step 7</b>                    | <ul style="list-style-type: none"> <li>I can create, test and evaluate programs against user requirements</li> </ul>   | <ul style="list-style-type: none"> <li>I can use logical reasoning to compare the utility of alternative algorithms for the same problem</li> </ul>  | <ul style="list-style-type: none"> <li>I understand how computer networks can provide multiple services, e.g.: email, instant messaging</li> </ul>  | <ul style="list-style-type: none"> <li>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</li> </ul> |
| <b>Step 6</b>                    | <ul style="list-style-type: none"> <li>I can design and develop modular programs that use procedures or functions</li> <li>I can solve problems by decomposing</li> </ul>  | <ul style="list-style-type: none"> <li>I understand that algorithms may be decomposed into components parts(procedures), each of which itself contains an algorithm</li> </ul>                           | <ul style="list-style-type: none"> <li>I can demonstrate an understanding of what the internet is and what data packets are</li> </ul>  | <ul style="list-style-type: none"> <li>I understand how text, images and sound can be represented digitally in the form of binary numbers, e.g. 2 bit image</li> </ul>   |



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|               |  |   |  |  |
|---------------|--|---|--|--|
|               | <p>them into smaller parts in a language</p> <ul style="list-style-type: none"> <li>I can make appropriate use of data structures e.g. arrays</li> </ul>   | <ul style="list-style-type: none"> <li>I can use logical reasoning to detect and correct errors in algorithms</li> <li>I can design, write and debug programs that accomplish specific goals</li> </ul>   | <ul style="list-style-type: none"> <li>I can explain how data travels around the internet</li> <li>I am able to explain the various parts of a data packet</li> </ul>  |  |
| <b>Step 5</b> | <ul style="list-style-type: none"> <li>I can use for and while loops in my programs to repeat commands</li> <li>I can correctly create a program from a flowchart</li> <li>I can correct logic errors where a program looks like it works but is producing the incorrect answer</li> </ul> | <ul style="list-style-type: none"> <li>I understand that algorithms are implemented as programs</li> <li>I can write algorithms with care and precision to avoid errors and ambiguity</li> </ul>  | <ul style="list-style-type: none"> <li>I can demonstrate an understanding of what a network is</li> <li>I can explain the advantages and disadvantages of networking and will state some devices needed for networking</li> <li>I am able to explain the devices needed to create a local area network.</li> </ul> | <ul style="list-style-type: none"> <li>I can add up three binary numbers</li> <li>I can explain how bitmaps are stored using binary and why images can get pixelated</li> <li>I can explain the difference between bitmap images and vector images</li> <li>I understand how sound is represented in a computer</li> <li>I can complete a simple truth table based on a single logic gate</li> </ul> |
| <b>Step 4</b> | <ul style="list-style-type: none"> <li>I can use the if-else statement accurately in my programming</li> <li>I can use a while loop in a program</li> <li>I can correct run-time errors that are highlighted by the computer when the program is run</li> </ul>                            | <ul style="list-style-type: none"> <li>I can use sequence, selection and repetition in flowcharts/pseudocode</li> <li>I can solve problems by decomposing them into smaller parts</li> <li>I can correct algorithms if they fail tests</li> </ul> | <ul style="list-style-type: none"> <li>I understand computer networks including internet</li> <li>I understand how computers communicate with other systems</li> </ul>   | <ul style="list-style-type: none"> <li>I can add up two binary number and then convert the answer to denary to check calculation</li> <li>I can convert between binary and hexadecimal</li> <li>I can convert binary into text using an ASCII conversion table</li> <li>I can convert binary numbers to images</li> </ul>  |
| <b>Step 3</b> | <ul style="list-style-type: none"> <li>I can use input and print commands in a program using suitable variable names</li> <li>I can combine text, numbers and variables in a single output line</li> <li>I can use the if – else statements in a program</li> </ul>                        | <ul style="list-style-type: none"> <li>I understand that algorithms are implemented as programs</li> <li>I can write algorithms with care and precision to avoid errors and ambiguity</li> </ul>  | <ul style="list-style-type: none"> <li>I know the hardware and software components that make up computer systems</li> </ul>  | <ul style="list-style-type: none"> <li>I can convert binary numbers to their denary equivalent without a table to help me place the value</li> <li>I can add up two binary numbers by converting the values to denary first</li> <li>I can convert hexadecimal numbers to denary and back again</li> <li>I understand how an image is represented in a computer</li> </ul>                           |



# Curriculum Information 2017-18

## DANCE

### 1. Key Stage 3

| <b>KS3 Dance (2017-18)</b> |   | <b>Ms Harris/Ms Humphrey</b>  |  |
|----------------------------|---|---|--|
|                            | <b>Autumn 1: Sept-Oct C1<br/>Spring 2: Feb-April C2</b>   | <b>Autumn 2: Nov-Dec C1<br/>Summer 1: April-June C2</b>   | <b>Spring 1: Jan-Feb C1<br/>Summer 2: June-July C2</b>   |
| <b>Year 7</b>              | <b>Capoeira</b><br>(Brazilian Martial Arts Dance)<br>Developing physical skills and historical knowledge. | <b>See Art in Dance</b><br>Introduction to use of space and transitions in choreography.              | <b>Maths Dance (creating geometric shapes with sticks).</b><br>Introducing use of a prop and building team-work skills.  |
| <b>Year 8</b>              | <b>Jazz Dance (1920's -1960's).</b><br>Developing physical skills and knowledge of a new genre.           | <b>Martial arts &amp; Video games</b><br>Enhancing use of space and dynamics as a choreographic tool. | <b>Gumboots (African Dance)</b><br>Developing rhythmical skills and historical knowledge.<br><i>Or</i><br><b>Free-Running</b><br>Enhancing physical skills, spatial awareness and introduction to a new movement style.  |
| <b>Year 9</b>              | <b>Resistance</b><br>Enhancing use of physical skills and introduction to contact work.                   | <b>BalletBoyz Torsion</b><br>Enhancing contact work, use of strength and safe practise in dance.      | <b>The London Riots</b><br>Creating a whole class performance using the London riots as a stimulus.<br><i>Or</i><br><b>Site Sensitive</b><br>Introducing student to performance environments and creating their own choreography based on, and performed in, their choice of location. |



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## 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   |
|--|--|--|---|
| <b>Year 7</b>                            | 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   |
| <b>Year 8</b>                            | jazz dance, Charlston , mirroring , lindy hop, partner work, kicks, mammies, 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<br><i>or</i><br>free –running, relationships, obstacles, parkour, commando crawl/roll, swings leap, explore, safety, agility, technical skills |
| <b>Year 9</b>                            | 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

| <b>KS3: How to support your son at home</b>  |   |   | <b>Dance</b>   |
|--|---|---|--|
| 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"> <li>1. Encourage students to research the background and development of different dance styles</li> <li>2. Get students to watch and experience as many different styles of dance, either in person or on the computer/TV</li> <li>3. Provide opportunities for your son to practice/rehearse at home</li> <li>4. Encouragement of participation in extra-curricular clubs and performances</li> </ol> | <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

| <b>GCSE Dance Topics</b> |                                 |                   |                     | <b>Ms Humphrey / Ms Harris</b> |                     |                                  |
|--------------------------|---------------------------------|-------------------|---------------------|--------------------------------|---------------------|----------------------------------|
|                          | <b>Topic 1</b>                  | <b>Topic 2</b>    | <b>Topic 3</b>      | <b>Topic 4</b>                 | <b>Topic 5</b>      | <b>Topic 6</b>                   |
| <b>Year 10</b>           | <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>              |
| <b>Year 11</b>           | <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 | <b>FINAL EXAM DATES</b>       |

## 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"> <li><i>1. Give encouragement and praise for rehearsing and the work that he has produced</i></li> <li><i>2. Encourage your son to research the background and development of different dance styles</i></li> <li><i>3. Get him to watch and experience as many different styles of dance, either in person or on the computer/TV</i></li> <li><i>4. Provide opportunities for your son to practice/rehearse at home</i></li> <li><i>5. Encourage participation in extra-curricular clubs and performances</i></li> <li><i>6. Provide opportunities for your son to visit the theatre to see performances</i></li> </ol> <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: <a href="http://www.dance.fhsmusic.org.uk">www.dance.fhsmusic.org.uk</a></i></p> |                  |                            |



# Curriculum Information 2017-18

## 3. Assessment Criteria (KS3 and 4)

| <b>STEPS to success criteria</b> |  |  |   | <b>Dance</b>  |
|----------------------------------|--|--|---|---|
| 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.<br>Work as part of a team.<br>Create clear still positions.   | Respond to different stimulus in my choreography using basic dance relationships.<br>Use a range of Actions, Space and Dynamics in the choreography.<br>Communicate ideas with an audience.   | Create imaginative dances whilst drawing on conventions of the past and present.<br>Successfully use a variety of all 4 movement components.<br>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.<br>Perform in groups showing consistent effort.               | Perform complex sequences with consistent strength, control and precision.<br>Perform with a strong sense of performance<br>Use some interpretative skills.   | Perform and interpret dance ideas clearly and sensitively.<br>Demonstrate an understanding of technical and expressive skills.<br>Perform sensitively in a group performance<br>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.<br>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.<br>Give other feedback using my own opinion and give examples to support my opinion.<br>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.<br>Discuss the significance of dance in relation to professional and /or my own choreography.<br>Give detailed analysis and interpretation of the work of others. |

# Curriculum Information 2017-18



## DESIGN & TECHNOLOGY

### 1. Key Stage 3

To follow

### 2. Key Stage 4

| KS4 How to support your son at home   |  | Design & Technology   |
|---|--|---|
| What sorts of independent work / homework will my son get?  | How you can help   | Useful resources and links  |
| <p><b>Product Design</b><br/>Homework 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 performance grade, as well as frequently completing past exam papers and self-marking them.</p> <p>Exam question every lesson starter and homework. Every single lesson will be dedicated to theory/exam practice, while the controlled assessment is taking place</p> | <p>Encourage your son to regularly revise all topics. He could build a glossary from key terms each week. This way you can share in the learning of difficult technical vocabulary. This glossary can help with exam questions and coursework.</p> | <p>Exam board course link:<br/><a href="http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-product-design-4555/past-papers-and-mark-schemes">http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-product-design-4555/past-papers-and-mark-schemes</a></p> <p><u>Recommended revision sites</u><br/>www.technologystudent.co.uk<br/>www.bbcbitesize.co.uk</p> <p><u>Books</u><br/>AQA GCSE Design &amp; Technology: Product Design (Nelson Thornes)<br/>GCSE Design &amp; Technology Product Design AQA Revision Guide (CPG)<br/>GCSE Design &amp; Technology Graphics AQA Revision Guide (CPG)</p> |
| <p><b>Food &amp; Nutrition</b></p> <p>Topics to revise and develop:</p> <ul style="list-style-type: none"> <li>• Food, nutrition and health</li> </ul>  | <p><b>Food &amp; Nutrition</b></p> <p>Every single lesson will be dedicated to theory/exam practice, while the controlled assessment is taking place</p>   | <p><b>Food and Nutrition</b><br/><a href="https://www.youtube.com">https://www.youtube.com</a> - Inside The Factory, Heston's Fantastical Food</p> <p><u>Books</u><br/>New Grade 9-1 GCSE Food Preparation &amp; Nutrition - Complete</p>   |



# Curriculum Information 2017-18

|   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Food science</li> <li>• Food safety</li> <li>• Food choice</li> <li>• Food provenance</li> </ul> | <p>Check your son has completed homework</p> <p>Check that your son is attending catch up sessions for coursework</p> <p>Discuss and propose a revision schedule for the exam unit</p> | <p>Revision &amp; Practice (with Online Edition) CPG</p> <p>New Grade 9-1 GCSE Food Preparation &amp; Nutrition - AQA Revision Guide (FNAR41) (CPG)</p> |
|---|--|---|

### 3. Assessment Criteria (KS3 and 4)

| <b>STEPS to Success criteria</b> |                 |  | <b>DESIGN TECHNOLOGY</b>   |                       |                                  |
|----------------------------------|-----------------|--|----------------------------|-----------------------|----------------------------------|
| <b>Step</b>                      | <b>Research</b> | <b>Investigation &amp; Communication</b> | <b>Design &amp; Refine</b> | <b>Making H&amp;S</b> | <b>Analysis &amp; Evaluation</b> |



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|   |  |  |  |   |   |
|---|--|--|--|---|---|
| 9 | <p>Conduct relevant, detailed and concise research into how ingredients work and justify the reasons why</p> <p>Give detailed explanation showing a high level of understanding of how the research has been used to inform the practical investigation.</p> | <p>Communicate their plans clearly so that others can implement them</p> <p>Match and select suitable materials considering their fitness for purpose</p>                                  | <p>(Generating)<br/>Produce 3D models to develop and communicate ideas<br/>Use mathematical modelling to indicate likely performance before using physical materials and components, for instance when developing circuits or gearing systems<br/>Give oral and digital presentations and use computer-based tools</p> <p>(Understanding)<br/>Produce 3D models to develop and communicate ideas<br/>Use mathematical modelling to indicate likely performance before using physical materials and components, for instance when developing circuits or gearing systems<br/>Give oral and digital presentations and use computer-based tools</p> | <p>Exploit the use of CAD/CAM equipment to manufacture products, increasing standards of quality, scale of production and precision</p> <p>Apply a range of finishing techniques, including those from art and design, to a broad range of materials including textiles, metals, polymers and woods</p> <p>(Planning) Select appropriately from a wider, more complex range of materials, components and ingredients, taking into account their properties such as water resistance and stiffness</p> | <p>Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups</p> <p>Communicate the evaluation in a structured and coherent manner with key-terms and accurate use of technical language.</p> |
| 5 | <p>Provide detailed evidence of planning, with an explained approach to the investigation.</p>   | <p>Create production schedules that inform their own and others' roles in the manufacturing of products they design</p> <p>Make simple use of planning tools, for instance Gant charts</p> | <p>(Generating)<br/>Develop detailed design specifications to guide their thinking<br/>Use research including the study of different cultures, to identify and understand user need<br/>Identify and solve their own</p>   | <p>Use a broad range of manufacturing techniques including handcraft skills and machinery to manufacture products precisely</p> <p>(Planning) communicate their plans clearly so that others can</p>  | <p>Actively involve others in the testing of their product</p> <p>Take products through disassembly to determine how they are constructed and function</p>  |



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|             |   |   |   |  |   |
|-------------|---|---|---|--|---|
|             |   |   | <p>design problems (Understanding)</p> <p>Consider the influence of a range of lifestyle factors and consumer choices when designing products</p> <p>Take creative risks when making design decisions</p> <p>Consider additional factors such as ergonomics, anthropometrics or dietary needs</p> | <p>implement them (Planning) match and select suitable materials considering their fitness for purpose</p> <p>(Planning) match and select suitable materials considering their fitness for purpose</p> |   |
| 3<br>2<br>1 | <p>Identify how the research may be used to inform the investigation.</p> <p>Produce some basic planning which shows the approach to the investigation.</p> | <p>Communicate their ideas using written and verbal communication techniques.</p> <p>Select some materials based on their properties.</p> <p>Identify some needs of a client.</p> | <p>Plan their design in good detail and can sketch effectively in 2D and 3D.</p> <p>Make detailed planning and design in 2D and 3D.</p> <p>Colour designs using some tone and consistency.</p>  | <p>Work safely to manufacture a unique, functioning/simple design,</p> <p>Use basic hand tools safely and accurately.</p>  | <p>Evaluate their designs and suggest improvements.</p> |
| Foundation  | Conduct some basic research   | Conduct a limited investigation   | Plan and draw a simple 2D design.   | Use basic hand tools safely  | Describe some ways to improve their work.               |



# Curriculum Information 2017-18

## DRAMA

At KS3, Drama is on carousel with Dance and the boys will have a term and a half in each subject area and swap round. There are two carousals per year group.

### 1. Key Stage 3

| <b>KS3 Drama Curriculum Map (2017-18)</b> |  |  | <b>Ms Ferry/Mr Canning</b>   |
|---|--|--|--|
|   | <b>Autumn 1: Sept-Oct C1<br/>Spring 2: Feb-April C2</b>  | <b>Autumn 2: Nov-Dec C1<br/>Summer 1: April-June C2</b>  | <b>Spring 1: Jan-Feb C1<br/>Summer 2: June-July C2</b>   |
| <b>Year 7</b>                             | <p><b>Mime and Movement</b><br/><b>It Was Terrifying</b><br/>An introductory scheme which teaches the basis of future drama – role play, still image and monologue</p>   | <p><b>Darkwood Manor</b><br/>A process drama scheme, which uses drama to explore community, murder and guilt</p> <p><b>Spears Sports</b><br/>A process scheme which uses drama to explore the impact of a new sports equipment factory on the life of a small seaside community.</p>         | <p><b>The Tempest</b><br/>A scheme examining key scenes from the Shakespeare play and culminating in a learnt duologue between Ariel and Ferdinand</p> <p><b>The Toyshop</b><br/>A scheme examining the magical world of a Toyshop owner during the WW2 and the obstacles in has to go through to save it. The Scheme uses a variety of skills and techniques.</p> |
| <b>Year 8</b>                             | <p><b>Stimulus</b><br/>An introduction to various skills and technique’s that allow students to create, develop and respond to drama as a whole</p> <p><b>Alcatraz</b><br/>A scheme that uses drama to explore life in the toughest prison in America.</p> | <p><b>Macbeth/Henry V</b><br/>A scheme which examines the key scenes of the Shakespeare play and culminates in a modern re-imagining of the text</p> <p><b>Physical Theatre</b><br/>A skill-based scheme which develops techniques used in modern theatre to tell stories using the body</p> | <p><b>The Mystery of Joe</b><br/>A process drama scheme which casts the students in the role of investigators, tasked with solving the mystery of a young man called Joe</p> <p><b>Devising</b><br/>A scheme which draws together the skills learn over the year in a series of workshop based lessons aimed to develop devising and directing skills</p>          |
| <b>Year 9</b>                             | <p><b>Peer Pressure</b><br/>A Scheme that looks at how peer pressure can influence a young person’s life, analysing status and consequences.</p> <p><b>Slapstick and Silent Comedy</b><br/>A physical scheme which examines the styles of</p>              | <p><b>Fame</b><br/>An exploratory scheme based upon GCSE Drama exam Unit One, where students examine a modern issue through performance</p> <p><b>The Stones</b><br/>An exploratory scheme which explores the</p>  | <p><b>Theatre Practitioners</b><br/>A workshop-based scheme introducing the key theatre practitioners who influence modern theatre: Stanislavski, Brecht, Boal and Artaud</p> <p><b>Monologue</b><br/>A scheme which develops the key skill of public</p>  |



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|  |                                     |   |   |
|--|-------------------------------------|---|---|
|  | Slapstick and Silent Film Melodrama | consequences of a single action on the lives of two boys. | speaking, both within performance and speech-making.<br><b>Six Emotional States</b><br>A scheme which looks at the relationship between the internal emotional state and the external physical state. |
|--|-------------------------------------|---|---|

| Term   | Year 7  | Year 8   | Year 9   |
|--------|---|--|--|
| Autumn | Small group-devised performance<br>Assessment through performance and peer self-evaluation                        | Devising performance in response to stimulus.<br>Assessment through performance and peer/self-evaluation | Small group performance<br>Assessment through performance and peer/self-evaluation                                       |
| Spring | Paired devised performance in response to stimulus  | Shakespeare and physical theatre performance   | Large group-devised performance  |
| Summer | Paired scripted Shakespeare performance.<br>The Toyshop: A devised performance.<br>End of Year Exams: 15-29.06.18 | Devising performance in response to stimulus<br>End of Year Exams: 15-29.06.18                           | Assessment: Workshop-based rehearsal task<br>Monologue: Scripted Monologue performance<br>End of Year Exams: 11-22.06.18 |

| Keywords and Subject Specific Vocabulary (2017-18) |  |   | Drama  |
|--|--|---|--|
|  | Autumn 1 / Spring 2  | Autumn 2 / Summer 1   | Spring 1 / Summer 2  |
| <b>Year 7</b>                                      | Still Image, Spoken Thought, Body Language, Narration, Mime and Movement, Gesture, Facial expression, Freeze Frame, Stillness, Masking | Sound Effects, Movement, Characterisation, Teacher in Role, Devising, Directing | Shakespeare, Duologue, Lighting, Sound, Music  |
| <b>Year 8</b>                                      | Duologue, Status, Power, Levels, Voice, Proxemics, Blocking  | Shakespeare, Physical theatre, Soliloquy, Conflict                              | Devising, Stimulus, Investigation, Body as Object, Externalised Conscience   |
| <b>Year 9</b>                                      | Conflict, Tension, Wealth  | Exploration, Contrast, Characterisation   | Naturalism, Epic Theatre, Forum Theatre, Melodrama, 4 <sup>th</sup> Wall, Script, Monologue, Classic, Modern, Devising, Directing, Collaboration, Creating, Abstract |

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| KS3 How to support your son at home  |   |  | Drama   |
|--|---|--|---|
| 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>In the lead-up to assessed performances students are expected to</p> <ul style="list-style-type: none"> <li>○ learn lines ready for performance,</li> <li>○ rehearse independently with their groups,</li> <li>○ source props and costumes,</li> <li>○ design lighting and sound,</li> <li>○ deepen characterisation through research into the historical or social context of their play.</li> </ul> | <p>In the run-up to assessed performances, you can support your son by</p> <ul style="list-style-type: none"> <li>○ checking he knows his lines,</li> <li>○ asking him about the character he is playing, where the scene is set, who else is in the scene.</li> <li>○ talking to him about how he can develop his performance through technical aspects such as lighting and sound design, props and costumes etc .</li> </ul> | <ol style="list-style-type: none"> <li>1. Take your son to the theatre! Nothing beats the experience of being in the audience for a live event. We are extremely fortunate in Lewisham to have many fantastic - and subsidised - theatres on our doorstep</li> <li>2. Critically engage him in the art form by asking him about the TV and films he watches. What does he enjoy? What is it about this that appeals? What doesn't he enjoy? Why? If he could take on any role or direct any film, what would he do and why?</li> <li>3. If your son struggles with learning lines – direct him here:<br/> <a href="http://www.bbc.co.uk/learningzone/clips/actor-s-techniques-on-learning-lines/12142.html">http://www.bbc.co.uk/learningzone/clips/actor-s-techniques-on-learning-lines/12142.html</a><br/>                     If your son struggles with accents, there are many excellent examples on YouTube. For example:<br/> <a href="http://www.youtube.com/watch?v=VJyTA4VIZus&amp;safe=active">http://www.youtube.com/watch?v=VJyTA4VIZus&amp;safe=active</a> </li> </ol> | <p>The Shakespeare Schools Festival – has lots of accessible resources around many of Shakespeare's best-loved plays <a href="http://www.ssf.uk.com">www.ssf.uk.com</a></p> <p>The Globe Theatre, on London's South Bank, has a wealth of info about Elizabethan theatre on its website <a href="http://www.shakespearesglobe.com">www.shakespearesglobe.com</a></p> <p>The National Theatre's education pages are a brilliant resource for deepening understanding of plays, playwrights and stagecraft<br/> <a href="http://www.nationaltheatre.org.uk/discover-more/learning">http://www.nationaltheatre.org.uk/discover-more/learning</a></p> <p>Top local theatres:<br/>                     Brockley Jack<br/>                     Catford Broadway<br/>                     Young Vic Theatre<br/>                     National Theatre<br/>                     Half-Price Ticket Booth (discounted West End theatre tickets)</p> |



# Curriculum Information 2017-18

## 2. Key Stage 4

| <b>BTEC Performing Arts Award Level 1 / 2 (Acting) Topics</b> |  |   | <b>[Ms Ferry]</b>  |
|---|--|---|--|
|   | Topic 1  | Topic 2   | Topic 3  |
| <b>Year 11</b>  | Unit 2: Preparation, performance and production<br><br>ASBO 30 GLH | <b>Unit 3: Acting Skills and Technique's 60 GLH</b> | Unit 1: Individual Showcase<br>30 GLH<br>External Examination based on 2 monologues and a letter of application. |

| <b>GCSE Drama Topics</b> |  |   |  |  |  | <b>[Mr Canning]</b>                         |
|--------------------------|--|---|--|--|--|---|
|                          | Topic 1                                    | Topic 2   | Topic 3  | Topic 4  | Topic 5                                      | Topic 6                                     |
| <b>Year 10</b>           | <i>Scene Study: Scenes from a Wardrobe</i> | <i>Monster Punch: Intro to Devising</i>           | <i>Whole text study: (Blackout or Noughts and Crosses)</i> | <i>Whole Text Study: (Blackout or Noughts and Crosses)</i> | <i>Devising from a Stimulus Process</i>      | <i>Devising from a Stimulus Performance</i> |
| <b>Year 11</b>           | <i>Texts in Practice: Preparation</i>      | <i>Texts in Practice: Performance Examination</i> | <i>Understanding Drama: Noughts and Crosses</i>            | <i>Understanding Drama: Noughts and Crosses</i>            | <i>Understanding Drama: Live Performance</i> | N/A   |

### GCSE/BTEC DRAMA Assessment

| Term   | Year 10  | Year 11 BTEC           |
|--------|--|------------------------|
| Autumn | Texts in Practice: 50% and Devising Drama: 50% | Continuous assessment. |
| Spring | Understanding Drama: Full Text                 |                        |
| Summer | Pre-public exams: 09-20.07.18                  | <b>10.05.17</b>        |



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| <b>KS4 How to support your son at home</b>  |  |  | <b>Drama</b> |
|---|--|--|--------------|
| What sorts of independent work / homework will he get?  | How you can help                                       | Useful resources and links                             |              |
| <i>Learning Lines; Logbook for Devised Performance; Annotating Full Text; Exam Questions;</i> | <i>Assisting with Lines learning; Oversee Logbook;</i> | Exam board course link:<br>Recommended revision guide: |              |

### 3. Assessment Criteria (KS3 and 4)

| <b>STEPS to success criteria</b> |  |   |   | <b>Drama</b>   |
|----------------------------------|--|---|---|--|
| Strand                           | Description  | A student on Step 1 can                                 | A student on Step 5 can   | A student on Step 9 can  |
| Performance                      | Assesses students' ability to perform their drama in front of an audience    | Participate in rehearsal but does not perform to others | Perform with focus on the stage. They can adapt their voice to clearly suggest the emotion, status, age etc. of the character. They can adapt their body language to communicate their character's feelings, location and status etc. | Perform lead roles assuredly, including both self-devised and scripted monologue, taking both the character and audience on an emotional journey. Expertly take on a wide range of characters that are engaging, imaginative and believable using both their physicality and vocal expression. |
| Devising                         | Assesses students' ability to create drama in response to a range of stimuli | Explore role-play in rehearsal                          | Use the drama techniques cross-cutting, physical theatre and participate well in whole-group drama.   | Identify and select a range of drama techniques and use them confidently in devised work; move whole group drama forward through their creative choices in-role  |
| Script work                      | Assesses students' ability to interpret script in performance                | Work with others who are performing scripts             | Learn lines, with the majority of a script extract memorised, and justifiable interpretation of character   | Adeptly interpret playwrights' words in performance, with fully-justified choices about staging  |



## Curriculum Information 2017-18

|             |  |  |   |   |
|-------------|--|--|---|---|
| Shakespeare | Assesses students' ability to interpret Shakespeare in performance                 | Identify key themes in Shakespearian plays practically | Demonstrate a good understanding of Shakespeare in performance  | Demonstrate a sophisticated understanding of Shakespeare in performance which is demonstrable through their verbal responses and their performance techniques         |
| Rehearsal   | Assesses students' ability to contribute positively to the creation of drama       | Participate in group work                              | Remain focussed, offering creative ideas for shaping drama and able to support students less able than themselves. They begin to emerge as the Director in rehearsal. | Have a sensitive approach to directing in rehearsal, and ensure all voices are heard while still being able to steer the group towards a high standard of performance |
| Evaluation  | Assesses students' ability to evaluate successes and areas of improvement in drama | Name basic drama techniques                            | Identify moments of performance which were successful and suggest improvements using subject-specific language  | Highlight their keen understanding of theatre through their analytical approach and sophisticated theatre vocabulary  |



# Curriculum Information 2017-18

## GEOGRAPHY

### 1. Key Stage 3

| Geography Y7-9 Curriculum Map |                                      |   |                                  |                                  |  | Uthel Laurent       |
|-------------------------------|--------------------------------------|---|----------------------------------|----------------------------------|--|---------------------|
|                               | Autumn 1                             | Autumn 2                                | Spring 1                         | Spring 2                         | Summer 1   | Summer 2            |
| <b>Year 7 Humanities*</b>     | Local area study / Geographic skills | Rivers and flooding<br>OS maps          | Africa: a continent of contrasts | International Development        | Asia, India and globalisation                      | London and the UK   |
| <b>Year 8</b>                 | Russia                               | Weather and Climate/Our warming climate | The UK's natural environment     | Africa: a continent of contrasts | Oceans   | Cold environments   |
| <b>Year 9</b>                 | Earning a living                     | Restless planet (inc. plate tectonics)  | Asia, India and Globalisation    | Living off Earth's resources     | The Middle East : Hot environments and Geopolitics | Our changing cities |

*\*Current Year 7 to follow a different Geography curriculum in Years 8 and 9.*

### GEOGRAPHY Assessment in Key Stage 3:

In Geography, 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  |
|---------------|--|---|---|
| <b>Autumn</b> | OS map skill test<br>Decision making exercise – Siting a Norman castle                                 | Unit assessment: Is Russia a Superpower? Decision making task<br>Unit assessment: Write a letter to President Trump about why he should take climate change seriously | Earning a Living: Who is to blame for the Rana Plaza disaster?<br>Unit Assessment: Earning a Living exam<br>Restless Earth: Essay –‘The level of development is the biggest factor in determining the level of damage from an earthquake’<br>Discuss this statement |
| <b>Spring</b> | Extended writing – ‘Why are some countries more developed than others?’<br>How can aid be sustainable? | Unit assessment: Should Heathrow get a new runway? Decision making task<br>Conflicts in National Parks  | Decision making exercise ‘How should India develop in the future?’<br>Decision Making Exam – Living off the Earth’s resources   |
| <b>Summer</b> | 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 |   |  |   |   |   | Geography  |
|--|---|--|---|---|---|--|
|  | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
| <b>Year<br/>7</b>                        | Country<br>Continent<br>Symbol<br>Scale<br>Grid reference<br>Compass                | Hydraulic action<br>Abrasion<br>Attrition<br>Corrosion<br>Traction<br>Saltation<br>Suspension<br>Solution  | Africa<br>Continent<br>Colony<br>Population distribution<br>Biome                                   | Development<br>Development indicator<br>More economically<br>developed country<br>Less economically<br>developed country<br>Human Development<br>Index<br>Quality of life<br>Standard of living | Globalisation<br>Mumbai<br>Bangalore<br>Beijing<br>Shanghai<br>Multi-national company         | Urban<br>Urbanisation<br>Regeneration<br>Migration<br>Brownfield site    |
| <b>Year<br/>8</b>                        | Biome<br>Superpower<br>Soviet Union<br>Moscow<br>Arctic<br>Ukraine                  | Climate<br>Longitude<br>Latitude<br>Anticyclone<br>Depression<br>Emissions<br>Greenhouse Effect<br>Greenhouse Gases<br>Convention<br>Government<br>Sustainable | Topographical<br>National Park<br>Igneous<br>Sedimentary<br>Metamorphic<br>Greenfield<br>Brownfield | Africa<br>Continent<br>Colony<br>Population distribution<br>Biome   | Thermo-haline<br>circulation<br>Thermal expansion.<br>Great Pacific Garbage<br>Patch          | Ice age<br>Ice sheet<br>Tundra<br>Glacier<br>Erosion<br>Antarctic Treaty |
| <b>Year<br/>9</b>                        | Industry<br>Sector<br>Primary<br>Secondary<br>Tertiary<br>Quaternary<br>Agriculture | Geological timescale<br>Tectonic<br>Subduction<br>Constructive<br>Destructive<br>Conservative<br>Plate margin  | Globalisation<br>Mumbai<br>Bangalore<br>Beijing<br>Shanghai<br>Multi-national company               | Natural resource<br>Environment<br>Pollution<br>Extraction  | Syria<br>International<br>Management<br>Response<br>Refugee<br>United Arab Emirates.<br>Qatar | Urbanisation<br>Shanty town<br>Push factor<br>Pull factor<br>Slums       |



# Curriculum Information 2017-18

## KS3 Geography: How to support your son at home

Ms Laurent

| 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>Students are set a variety of work once a week and normally consist of one of:</p> <ol style="list-style-type: none"> <li>1. Research tasks using the internet and library.</li> <li>2. Learning keywords</li> <li>3. Extended writing on key geographical issues</li> <li>4. Skills based tasks e.g. practising skills we have been practising in class, for example map skills.</li> <li>5. Redrafting e.g. using teacher comments to make improvements to an existing piece of work.</li> </ol> | <p>Students should be completing homework independently from classroom teachers and parents. However we would always request that parents ask about the homework and support their son to ensure it is completed. Also wherever possible it is useful to engage your son in conversation about what they have learned or extend their learning.</p> | <ol style="list-style-type: none"> <li>1. <b>Help students to take an interest in world events and news and to develop their understanding of the world.</b> Eg reading a newspaper together or watching the news.</li> <li>2. <b>Involve students in planning journeys</b> – this could be holidays or everyday routes. Alternatively this could be done by testing student’s knowledge of different places.</li> <li>3. <b>Testing students on the geographic vocabulary.</b> Every half term students learn a different topic, each with different list of expected vocabulary. Teachers often carry out spelling tests of these keywords, but parents should also test students on their spelling, definitions and use of these keywords.</li> </ol> | <ol style="list-style-type: none"> <li>1. <b>BOOKS:</b> <b>KS3 Geography: Complete revision and practice</b> (CGP books – <a href="http://www.cgpbooks.co.uk">www.cgpbooks.co.uk</a>)<br/><b>KS3 Geography: the study guide</b> (CGP books – <a href="http://www.cgpbooks.co.uk">www.cgpbooks.co.uk</a>)</li> <li>2. <b>SPECIALIST SOFTWARE:</b><br/><b>Google Earth</b> – A free GIS package with various tools students should be confident in using as part of their Geography education.<br/><a href="http://www.google.co.uk/intl/en_uk/earth/">http://www.google.co.uk/intl/en_uk/earth/</a></li> <li>3. <b>WEBSITE LINKS:</b><br/><b>Ordnance survey website</b> – This website gives students access to a range of different types of maps, as well as a student zone where they can practise their mapping and GIS skills.<br/><a href="http://mapzone.ordnancesurvey.co.uk/mapzone/giszone/english/gismissions/">http://mapzone.ordnancesurvey.co.uk/mapzone/giszone/english/gismissions/</a><br/><b>BBC Schools website</b> – A variety of revision resources, games and video clips to help students reinforce their learning.<br/><a href="http://www.bbc.co.uk/schools/websites/11_16/site/geography.shtml">http://www.bbc.co.uk/schools/websites/11_16/site/geography.shtml</a><br/><b>Geography map games</b> – A variety of activities where students can test their knowledge of geographic locations against students from around the world.<br/><a href="http://www.geography-map-games.com/">http://www.geography-map-games.com/</a><br/><b>Geocube</b> – A website created by the EU to give students information about 54 key topics, as well as information about what geographers do and what Geography can lead to.<br/><a href="http://www.geo-cube.eu/">http://www.geo-cube.eu/</a><br/><b>NASA’s Earth observatory</b> – Information collected about the Earth from NASA’s visits to space.<br/><a href="http://earthobservatory.nasa.gov/">http://earthobservatory.nasa.gov/</a><br/><b>The CIA World factbook</b> – Contains a variety of information about every country in the world. Provides a useful tool when completing research for assessments.<br/><a href="https://www.cia.gov/library/publications/the-world-factbook/index.html">https://www.cia.gov/library/publications/the-world-factbook/index.html</a><br/><b>Georesources</b> – A website with research links for the topics that students study in Geography across all key stage<br/><a href="http://www.georesources.co.uk/">http://www.georesources.co.uk/</a></li> </ol> |



# Curriculum Information 2017-18

## 2. Key Stage 4

| Geography KS4 Topics                        |                      |                             |                                     | Mr Brook  |
|---|----------------------|-----------------------------|-------------------------------------|---|
|   | Topic 1              | Topic 2                     | Topic 3                             | Topic 4   |
| <b>Year 10<br/>(Living In the UK Today)</b> | People of the UK     | UK Environmental Challenges | Landscapes of the UK                | Geographical Investigation - Human and physical fieldwork |
| <b>Year 11<br/>(The World Around Us)</b>    | People of the Planet | Ecosystems of the Planet    | Environmental threats to our planet | Revision for Final Examinations                           |

### Geography Assessment in Key Stage 4:

| Term   | Year 10  | Year 11  |
|--------|--|--|
| Autumn | <ol style="list-style-type: none"> <li>Extended Writing: What are the social and economic impacts of immigration to the UK? Extended writing.</li> <li>People of the UK unit test</li> </ol>   | <ol style="list-style-type: none"> <li>Extended writing: Why are some countries more developed than others?</li> <li>Uneven Development unit test</li> </ol> <p><b>Pre-public exams: 04-15.12.17</b><br/>           Paper 2 - The World Around Us (1 hour)<br/>           Paper 3 - Geographical Skills (1 hour 30 minutes)</p>  |
| Spring | <ol style="list-style-type: none"> <li>Case Study extended writing: What were the causes, effects and responses to the Somerset Level floods in 2014?</li> <li>UK Environmental Challenges Unit test</li> <li>Explain how and why a river changes from source to mouth#</li> <li>Landscapes in the UK unit test</li> </ol> | <ol style="list-style-type: none"> <li>Global ecosystems – Extended writing: What are the threats to the Peruvian Amazon and how is this managed?</li> <li>Ecosystems of the planet unit test</li> <li>Extended writing: Is El Nino to blame for Australia’s drought issues?</li> <li>Environmental threats to our Planet unit test.</li> </ol> <p><b>Pre-public exams</b></p> |
| Summer | Geographical enquiry – How do the characteristics of the river Ravensbourne change from source to mouth?<br><b>Pre-public exams: 09-20.07.18</b><br>Paper 1 – Living in the UK 1 (hour)  | <p><b>Public exam dates: TBC</b></p>   |

# Curriculum Information 2017-18



| <b>KS4 How to support your son at home</b>  |   | <b>Geography</b>   |
|---|---|--|
| What sorts of independent work / homework will he get?  | How you can help  | Useful resources and links   |
| <p>Students are set a variety of work once a week and normally consist of one of:</p> <ol style="list-style-type: none"> <li>1. Research tasks using the internet and library.</li> <li>2. Learning keywords</li> <li>3. Extended writing on key geographical issues</li> <li>4. Skills based tasks e.g. practising skills we have been practising in class, for example map skills.</li> <li>5. Redrafting e.g. using teacher comments to make improvements to an existing piece of work.</li> <li>6. Completing exam questions</li> </ol> | <ol style="list-style-type: none"> <li>1. Help students to take an interest in world events and news and to develop their understanding of the world. E.g. reading a newspaper together or watching the news.</li> <li>2. Discuss what the student has done in their geography class that day. Can they clearly explain the concepts and key skills.</li> <li>3. Testing students on the geographic vocabulary. Every half term students learn a different topic, each with different list of expected vocabulary. Teachers often carry out spelling tests of these keywords, but parents should also test students on their spelling, definitions and use of these keywords.</li> <li>4. Download exam questions and specimen papers from the OCR - A Geography website. They come with mark schemes to help monitor progress</li> </ol> | <p><b>Exam board course link:</b>@ OCR A GCSE Geography</p> <ol style="list-style-type: none"> <li>1. <b>RECOMMENDED REVISION GUIDE:</b><br/><br/>New Grade 9-1 GCSE Geography Revision Guide Paperback – 28 Apr 2017 (CGP books – <a href="http://www.cgpbooks.co.uk">www.cgpbooks.co.uk</a>)</li> <li>2. <b>SPECIALIST SOFTWARE:</b><br/>Google Earth – A free GIS package with various tools students should be confident in using as part of their Geography education.<br/><a href="http://www.google.co.uk/intl/en_uk/earth/">http://www.google.co.uk/intl/en_uk/earth/</a></li> <li>3. <b>WEBSITE LINKS:</b><br/>Ordnance survey website – This website gives students access to a range of different types of maps, as well as a student zone where they can practise their mapping and GIS skills.<br/><a href="http://mapzone.ordnancesurvey.co.uk/mapzone/giszone/english/gismissions/">http://mapzone.ordnancesurvey.co.uk/mapzone/giszone/english/gismissions/</a><br/>BBC Schools website – A variety of revision resources, games and video clips to help students reinforce their learning.<br/><a href="http://www.bbc.co.uk/schools/websites/11_16/site/geography.shtml">http://www.bbc.co.uk/schools/websites/11_16/site/geography.shtml</a><br/>Geography map games – A variety of activities where students can test their knowledge of geographic locations against students from around the world.<br/><a href="http://www.geography-map-games.com/">http://www.geography-map-games.com/</a><br/>Geocube – A website created by the EU to give students information about 54 key topics, as well as information about what geographers do and what Geography can lead to <a href="http://www.geo-cube.eu/">http://www.geo-cube.eu/</a></li> </ol> |



# Curriculum Information 2017-18

## 3. Assessment Criteria (KS3 and 4)

| STEPS to success criteria  |   |   | Geography   |
|--|---|---|---|
| Strand   | A student on Step 1 can   | A student on Step 5 can   | A student on Step 9 can   |
| Knowledge and understanding  | <ul style="list-style-type: none"> <li>🌐 begin to identify what gives an area character</li> <li>🌐 begin to understand simple human and physical processes</li> <li>🌐 begin to simply describe what places are like</li> <li>🌐 begin to locate geographic features.</li> <li>🌐 begin to understand scale</li> </ul> | <ul style="list-style-type: none"> <li>🌐 analyse differences between a range of places in the UK and in the wider world</li> <li>🌐 analyse physical and human characteristics of places in a range of locations, contexts and scales</li> <li>🌐 analyse differences in the way physical and human processes interact to produce the distinctive characteristics of places</li> <li>🌐 understand how physical and human processes lead to change in places</li> <li>🌐 identify geographical patterns at a range of scales</li> </ul> | <ul style="list-style-type: none"> <li>🌐 have detailed knowledge of a range of global locations, which I have developed independently.</li> <li>🌐 accurately suggest and explain how the characteristics of places change over time, using a wide range of locations, contexts and scales.</li> <li>🌐 Suggest reasons why different stakeholders might perceive places in different ways.</li> <li>🌐 evaluate and analyse processes to independently and critically show how processes create diversity, interdependence and change.</li> <li>🌐 Show knowledge of a wide range of geographical processes, and with place specific details, apply this to familiar and unfamiliar contexts independently.</li> </ul>   |
| Application of knowledge – analysis, interpretation and evaluation | <ul style="list-style-type: none"> <li>🌐 begin to identify how a place has changed over time</li> <li>🌐 begin to express my views on places</li> <li>🌐 begin to identify simple geographic patterns</li> <li>🌐 begin to identify the links between places</li> </ul>  | <ul style="list-style-type: none"> <li>🌐 Analyse differences in the way places change over time.</li> <li>🌐 compare sustainable and other approaches to managing environments</li> <li>🌐 appreciate that different values and attitudes can result in different approaches to environmental interaction and change</li> <li>🌐 analyse geographical patterns, identifying correlations and anomalies.</li> <li>🌐 analyse the links between places to identify the different relationships between places.</li> </ul>                 | <ul style="list-style-type: none"> <li>🌐 accurately explain in depth how complex physical and human processes interact and cause change in different contexts, including unfamiliar locations.</li> <li>🌐 evaluate the sustainability of management choices and provide further suggestions independently that are realistic and consider all elements of sustainability.</li> <li>🌐 Understand complex relationships and patterns in familiar and unfamiliar contexts, with a clear understanding of Geography being a holistic subject (e.g. drawing out links between units in a sophisticated way.)</li> <li>🌐 evaluate the relationships between different places, linking this to current events in detail, to suggest how the relationships may change in the future.</li> </ul> |



# Curriculum Information 2017-18

|  |  |   |  |
|--|--|---|--|
| <b>Geographic skills and communication</b> | <ul style="list-style-type: none"> <li> carry out simple tasks</li> <li> use simple geographical words</li> <li> use some of the resources given to me</li> <li> use a limited range of geographic skills</li> </ul> | <ul style="list-style-type: none"> <li> ask relevant geographical questions</li> <li> suggest an appropriate sequence of investigation</li> <li> select information and sources of evidence and identified potential bias</li> <li> present my findings clearly and based my conclusions on evidence</li> <li> use a wide range of geographic words accurately</li> </ul> | <ul style="list-style-type: none"> <li> Develop and design a geographic enquiry on my own</li> <li> use a range of relevant and critically evaluated sources of evidence in an enquiry.</li> <li> justify my findings with well-reasoned conclusions and can link them to wider contexts and issues</li> <li> I can confidently use modern technology in a complex and relevant way to support my study</li> </ul> |
|--|--|---|--|

## New Geography Y7-9 Curriculum Map for current Yr7 Uthel Laurent

|                           | Autumn 1            | Autumn 2                                | Spring 1                         | Spring 2                     | Summer 1   | Summer 2            |
|---------------------------|---------------------|---|----------------------------------|------------------------------|--|---------------------|
| <b>Year 7 Humanities*</b> | Geographical skills | Rivers and flooding<br>OS maps          | Africa: a continent of contrasts | International Development    | Asia, India and globalisation                      | London and the UK   |
| <b>Year 8</b>             | Russia              | Weather and Climate/Our warming climate | The UK's natural environment     | Coasts                       | Biomes:<br>Rainforests<br>Oceans                   | Cold environments   |
| <b>Year 9</b>             | Earning a living    | Restless planet (inc. plate tectonics)  | Population issues                | Living off Earth's resources | The Middle East : Hot environments and Geopolitics | Our changing cities |

### 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                             |
| <b>Year 7</b>     | 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)        |
| <b>Year 8</b>     | <i>No French in main Y8 curriculum 2017-18</i> |                                    |                                      |                            |  |                                     |
| <b>Year 9</b>     | 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"> <li>Greetings comic strip</li> <li>Baseline writing task</li> <li>Role play- classroom language</li> <li>Text about family and pets</li> </ul>                       |                                | <ul style="list-style-type: none"> <li>La musique translation</li> <li>Writing assessment end of module Mon identité</li> <li>Mon appart translation</li> <li>Text on local area</li> </ul>      |
| Spring | <ul style="list-style-type: none"> <li>Personality traits translation</li> <li>Text on favourite musician</li> <li>Writing assessment (mon école)</li> <li>Opinions (adjectives) translation</li> </ul> |                                | <ul style="list-style-type: none"> <li>Text on future plans</li> <li>Speaking- Mes ambitions</li> <li>Es-tu en forme? Writing assessment</li> <li>Translation- le sport et le fitness</li> </ul> |
| 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

| <b>Keywords and Subject Specific Vocabulary</b> |   |   |   |   |   | <b>French</b>   |
|---|---|---|---|---|---|---|
|   | <b>Autumn 1</b>   | <b>Autumn 2</b>   | <b>Spring 1</b>   | <b>Spring 2</b>   | <b>Summer 1</b>   | <b>Summer 2</b>   |
| <b>Year 7</b>                                   | le travail en classe (CW)<br>les devoirs (HW)<br>la France (France)<br>les Français (French people)<br>l'alphabet (alphabet)<br>les lettres (letters)<br>écouter (to listen)<br>respecter (to respect) travailler (to work)<br>participer (to participate) l'âge (age)<br>les mois (months) | mes goûts (my tastes)<br>les pays (countries)<br>la nationalité (nationality)<br>le domicile (home)<br>la ville (town)<br>la campagne (countryside)<br>les animaux domestiques (pets)<br>la famille (family)<br>le prénom (first name)<br>le nom de famille (last name)<br>mon identité (my identity) | mon auto-portrait (my self-portrait)<br>ma personnalité (my personality)<br>un artiste (an artist)<br>avoir (to have)<br>être (to be)<br>les yeux (eyes)<br>les cheveux (hair)<br>avoir l'air (to look like) décrire (to describe)            | mon kit de survie (my survival kit)<br>les matières (subjects)<br>le déjeuner (lunch)<br>la récréation (break)<br>les horaires (timings) l'heure (time)         | l'emploi du temps (timetable)<br>l'école (school)<br>le collège (secondary school)<br>la nourriture (food)<br>les habitudes alimentaires (food habits)<br>l'entrée (starter)<br>le plat principal (main dish)<br>le dessert (dessert)<br>le menu (menu) | la technologie (technology)<br>le sport (sports)<br>l'exercice (exercise)<br>l'entraînement (training) jouer (to play)<br>faire (to do)<br>s'entraîner (to train)<br>aller (to go)<br>écouter (to listen to), télécharger (to download)<br>regarder (to watch)<br>voir (to see) |
| <b>Year 8</b>                                   | <i>No French in main Y8 curriculum 2017-18</i>  |   |   |   |   |   |
| <b>Year 9</b>                                   | voyager (to travel)<br>visiter (to visit)<br>les voyages (trips)<br>le tour du monde (world tour)<br>les activités (activities)<br>le farniente (farniente)<br>le repos (rest)<br>le camping (camping)<br>les équipements (facilities)<br>l'hôtel (hotel)<br>la météo (weather forecast)    | l'avion (plane)<br>le train (train)<br>la voiture (car)<br>les embouteillages (traffic jams)<br>la réception (the reception desk)<br>les toilettes (toilets)<br>le hall (hall)<br>les horaires (times)<br>l'enregistrement des bagages (check-in)<br>les douanes (customs)                            | jouer (to play)<br>faire (to do)<br>se faire mal (to hurt o.s)<br>la nourriture (food)<br>l'alcool (alcohol)<br>les drogues (drugs)<br>être végétarien (to be a vegetarian)<br>les problèmes de santé (health issues)<br>l'hôpital (hospital) | la dépendance (dependency)<br>le stress (stress)<br>l'anxiété (anxiety)<br>la cigarette (cigarette)<br>le tabagisme (smoking) faire de l'exercice (to exercise) | la ville (town)<br>la campagne (countryside) la banlieue (the outskirts) la montagne (mountain) le bord de mer (seaside) recycler (to recycle) trier (to sort out)<br>la pollution (pollution)<br>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:<br>La gente<br>(Talking about yourself and others) | Topic: En la ciudad/Vamos a salir<br>(In the city/ organising activities) | Topic:<br>Mis vacaciones<br>(Holidays) | Topic:<br>La comida (Food)                    | Topic:<br>De moda/ de compras<br>(Fashion/shopping) | Topic:<br>Barcelona (Project)                   |
| Year 9                            | Topic: Los medios de comunicación<br>(Media)              | Topic: El instituto<br>(School)   | Topic: La salud<br>(Health)            | Topic: Ganarse la vida<br>(The world of work) | Topic: Hispanoamérica<br>(Spanish speaking world)   | Topic: Mi casa es tu casa<br>(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"> <li>Los famosos (a description of a famous person)</li> <li>Translation (places in town)</li> <li>Writing assessment (Local area)</li> <li>Speaking task (arranging to go out with friends- accepting/declining invitations)</li> </ul> | <ul style="list-style-type: none"> <li>El fin de semana pasado- write about what you did last weekend.</li> <li>Translation activity (Mi instituto)</li> <li>Speaking assessment (Las películas)</li> <li>Writing assessment about school (Mi instituto)</li> </ul> |
| Spring |        | <ul style="list-style-type: none"> <li>Translation- (la comida)</li> <li>Mi dieta- write a blog about your diet.</li> <li>Writing assessment (Las vacaciones)</li> <li>Speaking task (las vacaciones)</li> </ul>   | <ul style="list-style-type: none"> <li>Mi futuro- write a text about your future plans (education/work)</li> <li>Speaking assessment (future plans)</li> <li>Translation activity (El medio ambiente)</li> </ul>  |
| Summer |        | <ul style="list-style-type: none"> <li>End of Year Exams: 15-29.06.18</li> </ul>   | <ul style="list-style-type: none"> <li>End of Year Exams: 11-22.06.18</li> </ul>  |



# Curriculum Information 2017-18

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



# 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                |
| <b>Year 7</b>     | Hallo (introductions)                                 | die Schule (school)               | Familie und Freunde (family and friends) | Familie und Freunde (family and friends) | Freizeit (free time & hobbies)          | Freizeit & project work |
| <b>Year 8</b>     | Mein Zuhause (My home)                                | Stadt und Land (Town and Country) | die Ferien (holidays)                    | die Ferien (holidays)                    | Einkaufen und Essen (shopping and food) | Project work            |
| <b>Year 9</b>     | <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"> <li>Greetings Comic Strip</li> <li>Baseline writing task</li> <li>Reading and listening test on basics</li> <li>Writing/Translation task on school</li> </ul>   | <ul style="list-style-type: none"> <li>Writing task: where I live (house and local area)</li> <li>Speaking task on food and drink (ordering food and giving opinions on food)</li> <li>Reading and listening test on house and home</li> <li>Translation: describing plans for the summer holidays</li> </ul> |                                |
| Spring | <ul style="list-style-type: none"> <li>Listening and reading test on school</li> <li>Speaking task on school</li> <li>Writing task describing family</li> <li>Speaking task describing family and friends</li> </ul>                             | <ul style="list-style-type: none"> <li>Grammar test on perfect tense</li> <li>Reading and listening test on holidays</li> <li>Writing – account of a holiday</li> <li>Translation task – postcard from holiday</li> </ul>   |                                |
| Summer | <ul style="list-style-type: none"> <li>Listening and reading task on family and friends</li> <li>Speaking task on making arrangements (role play)</li> <li>Text on hobbies / favourite things</li> <li>End of Year Exams: 15-29.06.18</li> </ul> | <ul style="list-style-type: none"> <li>Speaking task – at the market</li> <li>Writing task – what I ate and drank</li> <li>Listening task on shopping and food</li> <li>End of Year Exams: 15-29.06.18</li> </ul>   | 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  |
| <b>Year<br/>7</b>                        | <p>Hallo. Guten Tag – hello<br/>Tschüß – bye<br/>Auf Wiedersehen - goodbye<br/>Wie geht's? -How are you?<br/>Mir geht's [gut] - I'm [fine]<br/>Ich heiße ... - I'm called ...<br/>Ich wohne in... - I live in... die<br/>Zahlen 0-31 – numbers 0 -31<br/>Ich bin...Jahre alt - I'm ... years old<br/>der Geburtstag – birthday<br/>die Monate - months<br/>das Alphabet - alphabet<br/>die Farben - colours<br/>ja/nein - yes/no<br/>bitte – please<br/>danke –thank you</p> | <p>die Schultasche -school bag<br/>das ist - that is<br/>ich habe - I have<br/>das Lieblingsfach - favourite subject<br/>ich finde es... -I think it's...<br/>ich esse -I eat<br/>ich trinke - I drink<br/>das Pausenbrot –breaktime snack<br/>beginnt/endet -starts/ends<br/>die Schuluniform – school uniform<br/>ist/sind - is/are<br/>ich trage -I wear<br/>kein - no/none</p> | <p>die Geschwister -siblings<br/>die Haustiere -pets<br/>die Familie -family<br/>er/sie heißt...- he/she's called...<br/>er/sie ist ... -he/she is ...<br/>die Zahlen 31-100 – numbers 31-100<br/>ich habe - I have<br/>du hast - you have<br/>er/sie hat - he/she has<br/>die Augen - eyes<br/>die Haare –hair<br/>groß –big<br/>klein - small</p>  | <p>ich bin - I am<br/>die Eigenschaften - characteristics<br/>der Sport -Sport<br/>ich spiele -I play<br/>+gern/nicht gern --like/don't like -ing<br/>ich gehe -I go<br/>die Aktivitäten - activities<br/>die Freizeit - free time<br/>ich besuche -I visit<br/>ich faulenze -I chill out<br/>ich lese -I read<br/>ich sehe fern -I watch TV</p> | <p>Mein/e Lieblings- ist... -My favourite - is...<br/>jeden Tag -every day<br/>einmal pro Woche - once a week<br/>am Wochenende - at the weekend<br/>nie - never<br/>Möchtest du +Infinitiv ?-would you like to...?<br/>ja, gern - yes, I would<br/>nein, das ist...- no, that's..<br/>wir treffen uns.. -we'll meet..<br/>bis dann -until then<br/>die Zeit -time</p> | <p>die Freizeit – free time<br/>der Jugendklub – youth club<br/>die Mannschaft – team<br/>der Freund - friend<br/>langweilig – boring<br/>toll – great<br/>klettern – to climb<br/>reiten – to ride<br/>radfahren – to cycle<br/>wandern – to hike<br/>fahren – to travel<br/>hören – to hear, listen<br/>tanzen – to dance<br/>gehen – to go<br/>angeln – to fish<br/>schwimmen – to swim<br/>segeln – to sail</p> |
| <b>Year<br/>8</b>                        | <p>die Stadt – town<br/>das Zimmer – room<br/>kein [+ noun] - no [something]<br/>arbeiten - to work (ich arbeite - I work)<br/>die Möbel – furniture<br/>sehr – very<br/>ziemlich – quite<br/>Wo? - where?<br/>wohnen - to live (ich wohne - I live)<br/>schlafen - to sleep (ich schlafe - I sleep)</p>   | <p>liegen - to lie, be situated<br/>es gibt - there is, there are<br/>mit dem Zug - by train<br/>mit dem Auto - by car<br/>nehmen - to take<br/>die Straße – street<br/>geradeaus - straight on<br/>mit - with<br/>ohne - without<br/>Wie? - How?</p>  | <p>die Länder - countries<br/>die Ferien - holidays<br/>es/das war - it/that was<br/>es regnet - it's raining (es hat geregnet - it rained)<br/>es schneit - it's snowing (es hat geschneit - it snowed)<br/>ich habe ... gespielt - I played<br/>ich habe ... gegessen - I ate<br/>ich habe ... gewohnt - I lived, stayed<br/>ich bin ... gegangen - I went<br/>ich habe ... gekauft - I bought</p> | <p>die Jugendherberge - youth hostel<br/>die Uhrzeit - time<br/>Wie viel Uhr ist es? - what time is it?<br/>Wie spät ist es?- what time is it?<br/>halb drei - two thirty (2:30)<br/>Viertel nach - quarter past<br/>Viertel vor - quarter to<br/>lustig - fun<br/>furchtbar - awful<br/>nicht schlecht - not bad</p>                            | <p>Ich möchte - I would like<br/>Ich esse gern - I like eating<br/>Ich trinke gern - I like drinking<br/>lecker - delicious<br/>einkaufen gehen - to go shopping<br/>der Einkaufsbummel - shopping trip<br/>das Kaufhaus - department store<br/>das Taschengeld - pocket money, bekommen - to get<br/>sparen - to save</p>   | <p>das Hähnchen - chicken<br/>das Eis - ice cream<br/>die Suppe - soup<br/>das Mineralwasser - mineral water<br/>die Zwiebel - onion<br/>die Erdbeere - strawberry<br/>die Kartoffel - potato<br/>die Traube - grape<br/>die Kirsche - cherry<br/>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"> <li>Provide a suitable learning space (away from distractions)</li> <li>Establish good routines (planning his time carefully so that he can meet deadlines/starting earlier than later)</li> <li>Encourage your son to take risks in his learning and to seek help from his teacher when needs it.</li> </ul> | <p><a href="http://www.wordreference.com/">http://www.wordreference.com/</a> (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><a href="http://leo.org">http://leo.org</a> – excellent German online dictionary</p> <p><a href="http://www.linguascope.com/">http://www.linguascope.com/</a> A fantastic website to practise and consolidate new vocabulary. (get login details from school)</p> <p>Make digital flashcards and play games on <a href="http://www.quizlet.com">www.quizlet.com</a> (free to register)</p> <p><a href="http://www.bbc.co.uk/languages/">http://www.bbc.co.uk/languages/</a> 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><a href="https://www.memrise.com/courses/english/languages/">https://www.memrise.com/courses/english/languages/</a> free memorisation app- this is a great tool to practise your listening, speaking, reading and writing skills.</p> <p><a href="https://www.duolingo.com/">https://www.duolingo.com/</a> free memorisation app- free memorisation app- this is a great tool to practise your listening, speaking, reading and writing skills.</p> <p><a href="https://lyricstraining.com">https://lyricstraining.com</a> (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   |
| <b>Year 10</b>    | <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> |
| <b>Year 11</b>    | <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<br>End of module 1+2 assessment |   |
| Spring | End of module assessment (Listening, Reading and Writing)   |   |
| Summer | Pre-public exams: 09-20.07.18<br><b>Listening/Speaking/Reading/Writing</b>                        | Public exam dates:<br>Listening GCSE 15 <sup>th</sup> May 2018 Reading GCSE 15 <sup>th</sup> May 2018<br>Writing GCSE 18 <sup>th</sup> 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           |
| <b>Year 10</b>     | <i>No Year 10 Spanish in 2017-18</i>  |                                      |   |   |  |                   |
| <b>Year 11</b>     | <i>El mundo laboral<br/>(The world of work)<br/>Intereses e influencias<br/>(Free time)</i> | <i>Las vacaciones<br/>(Holidays)</i> | <i>De costumbre<br/>(Food and health)</i> | <i>Hacia un mundo mejor<br/>(The environment and social issues)</i> | <i>A Repasar<br/>Revision of course and preparation for GCSE</i> |                   |

## SPANISH Assessment IN Key Stage 4:

| Term   | Year 10                       | Year 11  |
|--------|-------------------------------|--|
| Autumn |                               | Writing (+translation) assessment<br>Pre-public exams: 04-15.12.17<br>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:<br>6 <sup>th</sup> June 2018 GCSE Listening and GCSE Reading<br>14 <sup>th</sup> 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                           |
| <b>Year 10</b>    | <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> |
| <b>Year 11</b>    | <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)<br>End of module assessment        | Writing (+translation) assessment<br>Pre-public exams: 04-15.12.17<br>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<br>Listening/Speaking/Reading/Writing | Public exam dates:<br>Listening GCSE 18 <sup>th</sup> June Reading GCSE 18 <sup>th</sup> June 2018<br>Writing GCSE 21 <sup>st</sup> June 2018 |



# Curriculum Information 2017-18

| <b>KS4 Languages: How to support your son at home</b>   |  |  | <b>MFL</b> |
|---|--|--|------------|
| What sorts of independent work / homework will he get?  | How you can help   | 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: research-based homework; record yourself answering questions; past exam questions</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> <p><b>Revision tips</b></p> <ol style="list-style-type: none"> <li>1. Revise <b>regularly</b></li> <li>2. Look, cover, write, check</li> <li>3. Get someone to test you</li> <li>4. Make digital flashcards and play games on <a href="http://www.quizlet.com">www.quizlet.com</a> (free to register)</li> <li>5. Use post-its and/or paper flashcards.</li> <li>6. Record vocab lists on your phone to play back</li> <li>7. Create mind maps around key topics</li> <li>8. Do past exam papers (listening and reading)</li> </ol> | <p>Exam board course link:<br/> <a href="http://www.aqa.org.uk/subjects/languages/gcse/french-8658">http://www.aqa.org.uk/subjects/languages/gcse/french-8658</a> (French)<br/> <a href="http://www.aqa.org.uk/subjects/languages/gcse/german-8668">http://www.aqa.org.uk/subjects/languages/gcse/german-8668</a> (German)<br/> <a href="http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698">http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698</a> (Spanish)</p> <p><b>Recommended revision guides from Pearson Education</b></p> <ul style="list-style-type: none"> <li>• Revise AQA GCSE (9-1) <a href="#">French Revision Guide</a> and <a href="#">Revision workbook</a></li> <li>• Revise AQA GCSE (9-1) <a href="#">German Revision Guide</a> and <a href="#">German Revision Workbook</a></li> <li>• Revise AQA GCSE (9-1) <a href="#">Spanish Revision Guide</a> and <a href="#">Spanish Revision Workbook</a></li> </ul> <p>- all available through ParentPay</p> <p><b>+ websites / apps</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.linguascope.com">www.linguascope.com</a> (login from teacher)</li> <li>• <a href="http://www.duolingo.com">www.duolingo.com</a></li> <li>• <a href="http://www.memrise.com">www.memrise.com</a></li> <li>• <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></li> <li>• <a href="http://www.bbc.co.uk/schools/gcsebitesize/german/">http://www.bbc.co.uk/schools/gcsebitesize/german/</a></li> </ul> |            |



# Curriculum Information 2017-18

## Assessment Criteria (KS3 and 4)

| <b>STEPS to Success criteria</b> |   | <b>Modern Foreign Languages (MFL)</b>   |   |
|----------------------------------|---|---|---|
| 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.  |
| 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.<br>Use a bilingual dictionary to find out the gender and plural of nouns.<br>Use start to use articles and possessive adjectives correctly<br>Start to use the 3rd person to talk about other people | Explain how to form the conditional tense and how to use it<br>Confident to use reflexive verbs (French and Spanish) Use the pure future tense                                | Manipulate language appropriately (indicative/subjunctive , passive/active)<br>Able to use a range of resources to conduct research and make effective notes about the topic<br>Present and explain key grammar to others |



# Curriculum Information 2017-18

## MUSIC

### 1. Key Stage 3

| <b>KS3 Music Topics</b> |   |  |  |  |   | <b>Staff Contact: Ms Carini</b>   |
|-------------------------|---|--|--|--|---|---|
|                         | <b>Autumn 1</b>   | <b>Autumn 2</b>  | <b>Spring 1</b>  | <b>Spring 2</b>  | <b>Summer 1</b>   | <b>Summer 2</b>   |
| <b>Year 7</b>           | <p><b>Music and me</b></p> <p>Singing and introduction to music.</p> <p>Students learn the basic elements of music and sing as part of a whole class.</p>   | <p><b>Keyboards</b></p> <p>Students learn the basics of playing the keyboard and begin to learn to read and write musical notation.</p>  | <p><b>Horror Music</b></p> <p>Students learn how to compose their own pieces of film music (in a horror style) using music ICT software.</p>   | <p><b>African Drumming</b></p> <p>Students learn how to play as part of an African Drumming ensemble as well as learning the basics of reading and writing rhythmic notation.</p>  | <p><b>Carnival of animals</b></p> <p>Students use music ICT software to compose their own music- reflecting an animal. Students learn in more detail the key elements of music.</p>                                   | <p><b>Band Breakout</b></p> <p>Students learn how to play either the guitar, bass, piano or drum kit and develop their rehearsal skills.</p> <p>Students perform as part of a band.</p> |
| <b>Year 8</b>           | <p><b>Folk Music</b></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><b>The Blues</b></p> <p>Students will explore the traditions of Blues Music and perform a 12 bar Blues piece as part of a band.</p>   | <p><b>Structure and Composition</b></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><b>Class Playlist</b></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><b>Classical Music</b></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><b>Salsa</b></p> <p>Students will explore South American Salsa music and will learn to perform as part of a group.</p>   |
| <b>Year 9</b>           | <p><b>Indian Music</b></p> <p>Students will explore the conventions of Indian Music and will learn how to compose their own.</p>  | <p><b>In at the deep end</b></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><b>Song writing</b></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><b>Solo Performance</b></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><b>Film Music</b></p> <p>Students will explore techniques and conventions used for composing Music for Film and T.V.</p>   | <p><b>Class Concert</b></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  |
| <b>Year<br/>7</b>                        | Tone<br>Semitone<br>Intervals<br>Scales<br>Vocal range<br>Voice types<br>Verse<br>Chorus<br>Structure<br>Call and response<br>Dynamics | Treble and bass clef<br>Notes on the stave<br>Sharps, flats and naturals<br>Piano technique<br>Keyboard notes<br>Basic chords<br>Major and minor | Chromaticism<br>Semitones<br>Sharps and flats<br>Drone<br>Atonality/dissonance<br>Cluster chords<br>Ostinato<br>Repetition<br>Timbre<br>Orchestral instruments | Note lengths e.g. semibreve, minim, crotchet, quaver and semiquaver<br>Polyrhythms and cross rhythms<br>Syncopation<br>Rests<br>Pulse and metre<br>Time signature<br>Call and response<br>improvisation | Tempo<br>Dynamics<br>Duration<br>Structure<br>Texture<br>Pitch<br>Timbre-instruments of the orchestra<br>Phrase marks | Performance and rehearsal skills<br>Timbre- band instruments<br>Pop song structure<br>Drum fills<br>Riffs, repetition<br>Pentatonic scale |



# Curriculum Information 2017-18

|                   |   |   |  |  |  |  |
|-------------------|---|---|--|--|--|--|
| <b>Year<br/>8</b> | Major/minor Scales e.g. modal, pentatonic chromatic<br>Pedal/drone<br>Tech key words e.g. looping, midi<br>Homophonic texture<br>treble/bass clefs, stave and score   | 12 bar Blues structure<br>Walking bass<br>Triads<br>Chords naming I,IV,V<br>Improvisation<br>Scat singing<br>Swung/dotted notes<br>Inversions | Structure<br>Binary<br>Ternary<br>Rondo<br>Theme and variations<br>Strophic<br>Through-composed<br>Quantizing<br>Synthesiser/drum-machine, multitracking<br>Loops  | Pop song structure<br>Middle 8, hook<br>Riff<br>Bassline<br>melody<br>Beat<br>counter-melody<br>chords   | Expression Dynamics<br>Tempo key words e.g. accelerando<br>Articulation key words e.g. staccato and legato, pizzicato and con arco | Son clave<br>Syncopation<br>Salsa instruments<br>Riff<br>Piano guajeo<br>Verse and tag<br>Improvisation  |
| <b>Year<br/>9</b> | Harmony and tonality<br>Melody, Drone, Raga, Tala, Chaal<br>Pitch bend<br>Sharps and Flats<br>Ornaments e.g. trills and mordents<br>Sitar, Sarangi, Sarod, Tabla, Dhol, Tambura.<br>Improvisation<br>Alap and gat | Performance skills<br>Rehearsal technique<br>Amplification<br>Electronic and pop instruments<br>Lead/backing vocals<br>Solo<br>Pop structure  | Musical layers e.g. melody, bassline, harmony (chords)<br>counter-melody and drum beat<br>Structure- Popular song forms<br>Music tech e.g. digital effects<br>Texture- e.g. homophonic, polyphonic, melody and accompaniment | Performance techniques and routine<br>Warm ups<br>Scales<br>Rehearsal techniques<br>Texture e.g. melody and accompaniment and solo<br>Recap of pitch notations | Compositional devices<br>Micky mousing<br>Hit points<br>Leitmotif<br>Ostinato, loop, riff<br>Texture<br>Dynamics                   | Composition, Melody<br>Harmony, Bassline<br>Counter-melody, Chords<br>Rhythm, Structure<br>Texture, Performance<br>Stage presence, Dynamics, Tone, Range<br>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"> <li>1. Encourage their son to practice and book rehearsal time</li> <li>2. Expose your son to different styles of Music by playing a range of music from your records, Spotify, the internet or the radio.</li> <li>3. Ensure your son makes full use of the music department website (see link under resources)</li> </ol> | <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;"><a href="http://www.Fhsmusic.org.uk" style="color: blue; text-decoration: underline;">www.Fhsmusic.org.uk</a></p> |

## 2. Key Stage 4

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



# Curriculum Information 2017-18

## GCSE MUSIC Assessment:

| Term   | Year 10   | Year 11  |
|--------|---|--|
| Autumn | Assessment/homeworks:<br>Music theory homework booklet<br>First solo performance October 2018- written feedback given   | Quizlet<br>Musical Context worksheets<br>Rhythms of the World end of topic test<br>Solo and ensemble performance- Written feedback given November 2018<br>Pre-public exams: Last 2 weeks of term- written feedback given |
| Spring | Quizlet<br>Film music worksheets<br>Film music end of topic test<br>First Composition- Written feedback given April 2017<br>First Ensemble performance- Written feedback given March 2017 | Quizlet<br>Performances – practise<br>Pop music end of topic test<br>Time signatures worksheet<br>Composition 2 written feedback given- March 2018   |
| Summer | Concerto end of topic test<br>Pre-public exams: 09-20.07.- Listening exam written- Feedback Given<br>Written feedback given for composition and performance – July 2017                   | FINAL EXAM DATES- 6th June 18  |

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



# Curriculum Information 2017-18

## BTEC MUSIC Assessment:

| Term   | Year 10   | Year 11  |
|--------|---|--|
| Autumn | Unit 5: First performance – Thursday 19th October<br>Unit 5: Second Performance (Concert) Tuesday 7th November<br>Written feedback provided on performances in November   | Pre-public exams: 04-15.12.17- Written Exam on the Music Industry- Written feedback given<br>Unit 2: Creating their own product- Written Feedback given                          |
| Spring | Unit 5: Third Performance (Concert) Wednesday 7th March<br>Written feedback provided on performances in March   | First chance at Unit 1 listening exam- 10th January- Written Exam on the Music Industry-<br>Written feedback given<br>Unit 2: Creating their own product- Written Feedback given |
| Summer | Unit 5: Fourth Performance (Concert) Tuesday 19th June<br>Final written feedback given on Unit 5 in July<br>Unit 4-Composition written feedback<br>Pre-public exams: 09-20.07.18- Written Exam on the Music Industry-<br>Written feedback given | Second Chance at Unit 1 Listening exam-14th May 2019   |

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



# 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<br>Written practical – 08/12/17 - EWF<br>Written listening – 15/12/17 - EWF |
| Spring | Assessment of sequencing work and DAW theory - EWF                           | March 12-16 <sup>th</sup> 2018 Practical Exam and Written/Listening Exam                                  |
| Summer | Coursework evidence – unit 1, 3 and 4 - EWF<br>Pre-public exams: 09-20.07.18 | Finishing all unit coursework evidence - EWF  |

## Music

| What sorts of independent work / homework will my son get?  | How you can help  | Useful resources and links   |
|---|---|--|
| <p>There is a variety of homework at KS4 dependant on the course that your son is studying.</p> <p>All Music courses (BTEC, GCSE and Music Tech) have an exam element, so much of the homework will be focused on this- learning key words and terms and being able to analyse different styles of music.</p> <p>In the BTEC and GCSE courses, performance is one of the main units- so your son should aim to practice their instrument/voice as often as they can - a minimum of 5 times a week for 20 minutes to expect sustained improvement on their instrument.</p> <p>On all three courses, composition plays a major part and students will be expected to work on these outside of lesson times. 257 can be used at lunch and after school for this purpose.</p> | <ol style="list-style-type: none"> <li>1. Encourage your son to practise and book rehearsal time</li> <li>2. Expose your son to different styles of music by playing a range of music from your records, Spotify, the internet or the radio.</li> <li>3. Ensure your son makes full use of the music department website (see link under resources)</li> <li>4. Help with the learning and memorising of key words and terms- using websites and revision materials</li> </ol> | <p> <a href="http://www.quizlet.co.uk">www.quizlet.co.uk</a><br/> <a href="http://www.kahoot.co.uk">www.kahoot.co.uk</a><br/> <a href="http://www.Fhsmusic.org.uk">www.Fhsmusic.org.uk</a><br/>           OCR GCSE Music- Rhinegold revision guide<br/>           OCR GCSE Music- CGP revision guide- this comes with a CD and practice listening questions         </p> |



# Curriculum Information 2017-18

## 3. Assessment Criteria (KS3 and 4)

| <b>STEPS to success criteria</b>              |   |   |   | <b>Music</b> |
|---|---|---|---|--------------|
| 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.  |              |
| Listening, appraising and understanding music | Name basic music terminology. Find notes on the keyboard with assistance. | Identify moments in his own or others' performance which were successful and suggest improvements using some subject-specific language accurately.<br>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. | Highlight his keen understanding of music through his analytical approach and sophisticated musical vocabulary using verbal responses and written analyses.<br>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)<br>Understand how to form, identify the notes of and play major, minor, chromatic and pentatonic scales on an instrument. |              |



# Curriculum Information 2017-18

## PHYSICAL EDUCATION

### 1. Key Stage 3

| <b>Physical Education (PE) Y7-9 Curriculum Map</b> |   |  |   |   |  |  |
|--|---|--|---|---|--|--|
|  | <b>Topic 1</b>  | <b>Topic 2</b>   | <b>Topic 3</b>  | <b>Topic 4</b>  | <b>Topic 5</b>   | <b>Topic 6</b>   |
| <b>Year 7</b>                                      | <b>Rugby</b>  | <b>Table Tennis/HRF</b>  | <b>Football</b>   | <b>Basketball</b>   | <b>Athletics</b>   | <b>Cricket / Softball</b>  |
|  | 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.                                |  |   |   |  |  |
| <b>Year 8</b>                                      | <b>Rugby</b>  | <b>Table Tennis/ HRF</b>   | <b>Football</b>   | <b>Basketball</b>   | <b>Athletics</b>   | <b>Cricket / Softball</b>  |
|  | 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: The planes of movement, arousal, aerobic and anaerobic respiration, training zones, components of fitness, muscles and the training methods. |  |   |   |  |  |
| <b>Year 9</b>                                      | <b>Rugby</b>  | <b>Table Tennis/HRF</b>  | <b>Football</b>   | <b>Basketball</b>   | <b>Athletics</b>   | <b>Cricket/Softball</b>  |
|  | Development of advanced skills. Ruck and maul development.<br><br>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.*



# Curriculum Information 2017-18

## 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  |

| 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              |



# Curriculum Information 2017-18

| KS3: 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"> <li>1. Ensure that your son engages in regular physical activity</li> <li>2. Sign up for one of the many extra-curricular sporting activities available through school and/or the local community</li> <li>3. Discuss and value competitive sports as a key way to ensure physical fitness and the general benefits associated with sport</li> </ol> | <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> |

## 2. Key Stage 4

| GCSE PE Topics |   |   |  |   |   | [Mr Davey]   |
|----------------|---|---|--|---|---|--|
|                | Topic 1   | Topic 2   | Topic 3  | Topic 4   | Topic 5   | Topic 6  |
| <b>Year 10</b> | <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> |
| <b>Year 11</b> | <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>   | <i>Controlled assessment – analysis of performance from an aspect of your practical performance</i> |  |



# Curriculum Information 2017-18

## GCSE PE Assessment:

| Term   | Year 10   | Year 11   |
|--------|---|---|
| Autumn | Phase tests on the following topics:<br>Anatomy - Students will learn and develop ideas from KS3 on skeletal and muscular functions including muscle and bones names, types of movement etc.<br>Biomechanics; Planes of movement (how you analyse movement from what you can see), levers – what can be moved using efficient actions.<br>Gaseous exchange, aerobic and anaerobic respiration, effects of exercise on these items<br>Cardiovascular system and respiratory system, effects of exercise on these systems | Pre-public exams: 04-15.12.17<br>Phase test on each of the following topics:<br>Sponsorship, Technology, commercialisation and Media<br>Drugs in Sport, hooliganism<br>Social groups, personality types<br>Health fitness and wellbeing |
| Spring | Training; components of fitness, training methods and testing<br>Skill acquisition, feedback and personality  | Controlled assessment – analysis of performance from an aspect of your practical performance  |
| Summer | Pre-public exams: 09-20.07.18   | FINAL EXAM DATES:   |

## KS4 How to support your son at home

**PE**

| What sorts of independent work / homework will he get?   | How you can help  | Useful resources and links   |
|--|---|--|
| <p><i>Your son can be expected to receive the following varieties of homework.</i></p> <ol style="list-style-type: none"> <li>1. Long answer Exam questions</li> <li>2. Matching tasks</li> <li>3. Short exam questions</li> <li>4. Coursework tasks on performance analysis</li> <li>5. Flipped learning (research based tasks)</li> </ol> <p><i>All tasks are delivered on Hand-in and link to future learning or consolidate learning from previous lessons</i></p> | <p><i>Encourage your son to regularly revise all topics. Together you could build a glossary from key terms each week from those lessons. This way you can share in the learning of difficult technical vocabulary. This glossary can help with exam questions and coursework.</i></p> <p><i>You can test each other on the key terms and in most cases it is possible to relate key terms to your everyday life/physical and health wellbeing.</i></p> | <p>Exam board course link:<br/><a href="http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/introduction">http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/introduction</a></p> <p>Recommended revision guide:<br/>Our exam board is AQA. Currently there is no revision guide for this specific course. DO NOT BUY ANOTHER EXAM BOARD.</p> <p>Please buy a generic Revision guide e.g. <b>New GCSE Physical Education Revision Guide - For the Grade 9-1 Course</b> ISBN-13: 9781782945321 or <b>GCSE Physical Education All-in-One Revision and Practice</b> ISBN-13: 9780008166281</p> |



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## 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.  |



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## PSYCHOLOGY

### 1. Key Stage 4

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



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## GCSE PSYCHOLOGY Assessment:

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

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



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## 2. Assessment Criteria / Strands (KS4)

| <b>STEPS to Success Criteria</b>      |  |   | <b>Psychology</b>  |
|---------------------------------------|--|---|--|
| 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"> <li>• Demonstrates isolated elements of knowledge and understanding of a limited range of psychological ideas.</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstrates mostly accurate understanding of some relevant psychological ideas.</li> </ul>  | <ul style="list-style-type: none"> <li>• Demonstrates accurate and thorough knowledge and understanding of relevant psychological ideas.</li> </ul>  |
| A02 – Apply Psychology                | <ul style="list-style-type: none"> <li>• Provides little or no reference to relevant psychological ideas related to the context.</li> </ul>  | <ul style="list-style-type: none"> <li>• Provides some reference to relevant psychological ideas related to the context but this may be limited or lack relevance at times.</li> </ul>                              | <ul style="list-style-type: none"> <li>• Provides sustained reference to relevant psychological ideas related to the context.</li> </ul>   |
| A03 – Analyse and evaluate psychology | <ul style="list-style-type: none"> <li>• Limited attempt to deconstruct relevant psychological ideas. Limited consideration of supporting/refuting evidence, leading to generic judgements.</li> </ul> | <ul style="list-style-type: none"> <li>• Deconstructs relevant psychological ideas using mostly logical chains of reasoning. Some consideration of supporting/refuting evidence, leading to a judgement.</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> </ul> |



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## RELIGIOUS EDUCATION

### 1. Key Stage 3

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



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| Term   | Year 7   | Year 8   | Year 9  |
|--------|--|--|---|
| Autumn | <p>Rights and Responsibilities: Those who fought injustice</p> <ul style="list-style-type: none"> <li>Explain what human rights and why are they important in religion.</li> <li>Describe examples of human rights being upheld by religious leaders.</li> <li>Evaluate should religions be involved in social issues?</li> </ul> <p>Abrahamic Faiths</p> <ul style="list-style-type: none"> <li>Evaluate why is Abraham such an important figure in religion and in history?</li> <li>Explain what the three Abrahamic faiths have in common and separate?</li> </ul> | <p>Focus on Islam</p> <ul style="list-style-type: none"> <li>What are the main features of the Islamic religion?</li> <li>Evaluate whether the Mosque is the central part of Islamic worship</li> </ul> <p>Focus on Christianity</p> <ul style="list-style-type: none"> <li>Explain what is the Trinity</li> <li>Evaluate the relevance of the Bible to help us in modern society today.</li> </ul>                                      | <p>GCSE Practice Paper - Crime and Punishment – explaining, evaluating and writing on the topics of</p> <ul style="list-style-type: none"> <li>Good and evil intentions and actions, including whether it can ever be good to cause suffering.</li> <li>Reasons for crime, including poverty and upbringing mental illness and addiction</li> </ul> <p>GCSE Practice Paper - Peace, War and Conflict – explaining, evaluating and writing on the topics of</p> <ul style="list-style-type: none"> <li>The meaning and significance of: peace, justice, forgiveness, reconciliation.</li> <li>Violence, including violent protest and terrorism. Reasons for war, including greed, self-defence and retaliation.</li> </ul>  |
| Spring | <p>Festivals</p> <ul style="list-style-type: none"> <li>Describe the main religious festivals</li> <li>Explain the impact and importance of festivals within religion communities</li> </ul> <p>Equality and Diversity</p> <ul style="list-style-type: none"> <li>Write about how religion may promote and hinders equality and diversity</li> <li>Evaluate the effectiveness of religion to create equality and diversity in our local communities</li> </ul>   | <p>Focus on Judaism</p> <ul style="list-style-type: none"> <li>What is the origin of the Jewish faith?</li> <li>How easy is it for those of the Jewish faith to practice their beliefs in modern society</li> </ul> <p>Focus on Hinduism</p> <ul style="list-style-type: none"> <li>What is the Dharma or duty expected of all Hindus</li> <li>Evaluate the importance of Brahman and God within the life of a Hindu believer</li> </ul> | <p>GCSE Practice Paper - Humans Rights – explaining, evaluating and writing on the topics of</p> <ul style="list-style-type: none"> <li>Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals.</li> <li>Issues of equality, freedom of religion and belief including freedom of religious expression.</li> </ul> <p>GCSE Practice Paper – Wealth and Poverty – explaining, evaluating and writing on the topics of</p> <ul style="list-style-type: none"> <li>The responsibilities of wealth, including the duty to tackle poverty and its causes.</li> <li>Exploitation of the poor including issues relating to: fair pay, excessive interest on loans, people-trafficking.</li> </ul> |
| Summer | <p>Symbols</p> <ul style="list-style-type: none"> <li>Write is the significance of symbols in religious practices</li> <li>“Without symbols it would be very hard for</li> </ul>   | <p>Focus on Sikhism</p> <ul style="list-style-type: none"> <li>What is the significance of the five K’s in Hinduism</li> <li>“The Gurdwara is the central part of the Hinduism faith.” Evaluate this viewpoint</li> </ul>  | <p>GCSE Practice Paper – Christianity Beliefs</p> <ul style="list-style-type: none"> <li>Describe the Christian view of the nature of God</li> <li>Explain what is meant by the Oneness of God and Trinity</li> <li>Evaluate the validity of the Christian view of</li> </ul>   |



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|  |  |   |
|--|--|---|
| <p>believers to understand their faith” Evaluate this viewpoint</p> <p>Pilgrimages</p> <ul style="list-style-type: none"> <li>Describe the features of at least 3 major religious pilgrimages</li> <li>“Every believer should go on a pilgrimage” Evaluate this viewpoint</li> </ul> | <p>Focus on Buddhism</p> <ul style="list-style-type: none"> <li>Describe the story of the Buddha and his path to enlightenment</li> <li>“The four Noble truths are the most important part of Buddhism” Evaluate this view.</li> </ul> | <p>Creation</p> <p>GCSE Practice Paper – Islam – Beliefs</p> <ul style="list-style-type: none"> <li>Diversity of believers within the religion</li> <li>The six articles of faith in Sunni Islam</li> <li>The five roots of Usul ad-Din in Shi’a Islam</li> </ul> |
|--|--|---|

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



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| <b>KS3 How to support your son at home</b>   |  |   |   | <b>RE</b> |
|--|--|---|---|-----------|
| 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"> <li><i>Encourage reading – reading at an appropriately challenge level; reading at least 3 times a week.</i></li> <li><i>Talk to your son about the HW and share your ideas or knowledge about the topic.</i></li> </ul> | <p><i>The following websites are useful ones for supporting RE from home</i><br/> <a href="http://www.bbc.co.uk/education/subjects/zb48q6f">http://www.bbc.co.uk/education/subjects/zb48q6f</a> BITESIZE RE<br/> <a href="https://www.truetube.co.uk/">https://www.truetube.co.uk/</a></p> <p><i>CGP also do a range of RE Year 7-9 Workbooks – please see the link below for more details</i><br/> <a href="https://www.cgpbooks.co.uk/Parent/book_RHS31">https://www.cgpbooks.co.uk/Parent/book_RHS31</a></p> |           |

## 2. Key Stage 4

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



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

## 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:<br/><a href="http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062">http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062</a></p> <p>Recommended revision guide:<br/><a href="https://www.cgpbooks.co.uk/Parent/book_RAR41">https://www.cgpbooks.co.uk/Parent/book_RAR41</a></p> |



# Curriculum Information 2017-18

## RE Assessment in Key Stage 4:

| Term          | Year 10   | Year 11   |
|---------------|---|---|
| <b>Autumn</b> | <p>GCSE Practice Paper – Islam – Beliefs</p> <ul style="list-style-type: none"> <li>• Diversity of believers within the religion</li> <li>• The six articles of faith in Sunni Islam</li> <li>• The five roots of Usul ad-Din in Shi’a Islam</li> </ul> <p>GCSE Practice Paper – Islam Practices</p> <ul style="list-style-type: none"> <li>• Describe the Hajj Journey and explain its significance to the believer</li> <li>• Explain what the ten obligatory acts of Shi’a Islam are.</li> <li>• Evaluate the significance of Eid in Islam beyond a celebration</li> </ul>   | <p>GCSE Practice Paper - Crime and Punishment – explaining, evaluating and writing on the topics of</p> <ul style="list-style-type: none"> <li>• Good and evil intentions and actions, including whether it can ever be good to cause suffering.</li> <li>• Reasons for crime, including poverty and upbringing mental illness and addiction</li> </ul> <p>GCSE Practice Paper - Peace, War and Conflict – explaining, evaluating and writing on the topics of</p> <ul style="list-style-type: none"> <li>• The meaning and significance of: peace, justice, forgiveness, reconciliation.</li> <li>• Violence, including violent protest and terrorism. Reasons for war, including greed, self-defence and retaliation.</li> </ul>  |
| <b>Spring</b> | <p>GCSE Practice Paper – Christianity Beliefs</p> <ul style="list-style-type: none"> <li>• Describe the Christian view of the nature of God</li> <li>• Explain what is meant by the Oneness of God and Trinity</li> <li>• Evaluate the validity of the Christian view of Creation</li> </ul> <p>GCSE Practice Paper – Christianity Practices – explaining, evaluating and writing on the topics of</p> <ul style="list-style-type: none"> <li>• Describe the significance of the Eucharist to Christians.</li> <li>• Explain the role of Christian mission and evangelism in the world.</li> <li>• Evaluate the view that only religious believers have a duty to help the poor of the world</li> </ul> | <p>GCSE Practice Paper - Humans Rights – explaining, evaluating and writing on the topics of</p> <ul style="list-style-type: none"> <li>• Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals.</li> <li>• Issues of equality, freedom of religion and belief including freedom of religious expression.</li> </ul> <p>GCSE Practice Paper – Wealth and Poverty – explaining, evaluating and writing on the topics of</p> <ul style="list-style-type: none"> <li>• The responsibilities of wealth, including the duty to tackle poverty and its causes.</li> <li>• Exploitation of the poor including issues relating to: fair pay, excessive interest on loans, people-trafficking.</li> </ul> |
| <b>Summer</b> | <p>GCSE Practice Paper - Crime and Punishment – explaining, evaluating and writing on the topics of</p> <ul style="list-style-type: none"> <li>• Good and evil intentions and actions, including whether it can ever be good to cause suffering.</li> <li>• Reasons for crime, including poverty and upbringing mental illness and addiction</li> </ul>   | <p>May - 2018 Exams for GCSE Religious Studies A</p> <p>14<sup>th</sup> May -Paper 1 - Christianity and Islam Beliefs and practices – Full paper</p> <p>16<sup>th</sup> May - Paper 2 - Thematic studies – Full paper</p>   |



# Curriculum Information 2017-18

|  |   |  |
|--|---|--|
|  | GCSE Practice Paper - Peace, War and Conflict – explaining, evaluating and writing on the topics of <ul style="list-style-type: none"> <li>• The meaning and significance of: peace, justice, forgiveness, reconciliation.</li> <li>• Violence, including violent protest and terrorism. Reasons for war, including greed, self-defence and retaliation.</li> </ul> |  |
|--|---|--|

### 3. Assessment Criteria (KS3 and 4)

| <b>STEPS to Success Criteria</b> |   |   |   | <b>RE</b> |
|----------------------------------|---|---|---|-----------|
| 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"> <li>• demonstrate some relevant knowledge and understanding of some beliefs and practices with limited reference to sources of wisdom and authority</li> </ul> | <ul style="list-style-type: none"> <li>• demonstrate mostly accurate and appropriate knowledge and understanding of a range of beliefs and practices with reference to sources of wisdom and authority</li> </ul>                         | <ul style="list-style-type: none"> <li>• 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</li> </ul>                 |           |
| Understanding                    | <ul style="list-style-type: none"> <li>• demonstrate some understanding of different views and practices between religions or beliefs</li> </ul>  | <ul style="list-style-type: none"> <li>• demonstrate some understanding of common and divergent views and practices within and between religions or beliefs</li> </ul>  | <ul style="list-style-type: none"> <li>• demonstrate detailed understanding of common and divergent views and practices within and between religions or beliefs</li> </ul>  |           |
| Writing                          | <ul style="list-style-type: none"> <li>• express an opinion on matters of religion or belief using everyday language, recognising others might have different views</li> </ul>                    | <ul style="list-style-type: none"> <li>• 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</li> </ul> | <ul style="list-style-type: none"> <li>• 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</li> </ul> |           |