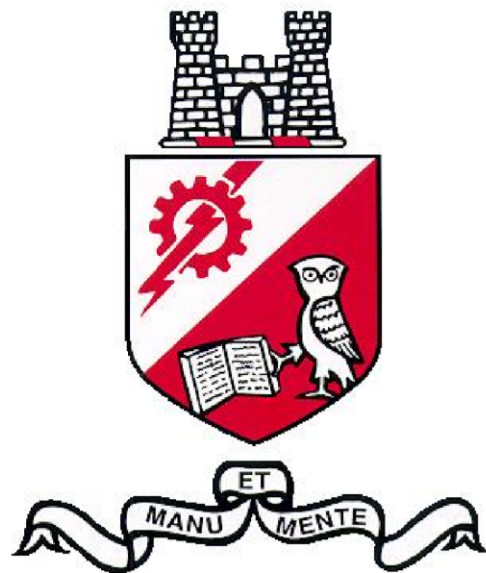


WEST HATCH HIGH SCHOOL



THE BEST THAT I CAN BE

Key Stage 3 Course Outlines

Year 9

2017/18

Year Group: - 9

Key stage 4

Subject: - NCFE CACHE Level 2 Award in Child Development and Care

Exam Board: NCFE CACHE - (Council for Awards in Care, Health and Education)
Syllabus No: 600/6644/1
Web link:
<http://www.cache.org.uk/Qualifications/CYP/CYPL2/Documents/L2%20ACDC%20QS%20v6.0.pdf>

Aims of the course: -

This is a qualification which includes knowledge and understanding of child development and well-being necessary when preparing for working with children in a variety of settings. This is a basic introduction to childcare and development for children aged 0-5 years.

Unit 1 – Gives an introduction to the types of settings and provisions for children. You will learn the professional responsibilities of working with children and how to treat children with fairness and equality.

All units include a range of practical based tasks and learning.

Programme of study by term for 2017/18: -

Autumn Term: 1a/ b	Assessment:
Early years provisions Different early years settings Placements	Assignment tasks Professional discussions
Spring term: 2a/ b	Assessment:
Early years worker Roles and responsibilities Working with professionals Learning styles Study skills References	Assignment tasks Professional discussions
Summer term: 3a/ b	Assessment:
Safeguarding Legislations, policies and procedures Diversity Inclusive practice	Assignment tasks Professional discussions

Homework that will be set (general): -

Homework will relate directly to portfolio tasks; all homework will be placed on show my homework.

Virtual babies, Bethnal Green Museum of Childhood, Nursery world show, Childcare Expo

Groupings or setting: -

We generally have up to 15 students based in one room. IT facilities available in department alongside course materials and resources.

What parents can do to help:

Purchase core text book, check progress on CACHE Year Plan, encourage daily study periods, look in files, and attend academic review days. Ensure good attendance at school.

Member of staff to contact if you have any queries:

Mrs T Onifade

Year Group: 9

Key stage 4

Subject: NCFE Level 2 Certificate in Business and Enterprise

Aims of the course

This qualification is designed for learners who want an introduction to business and enterprise that includes a vocational and hands-on element. It has been developed to enthuse and inspire learners about a career in business and enterprise. The qualification will appeal to learners who wish to either set up their own business, move into employment, or progress onto further study.

This qualification aims to:

- develop a broad and comprehensive understanding of business and enterprise
- develop a significant knowledge core which spans the vocational sector
- provide academic and study skills that will support progression within business and enterprise and more broadly.

Programme of study by half term for 2017/18

Autumn Term: 1a <u>Learning objective 1: Understand different types of businesses</u> 1.1 Identify characteristics of the different business types 1.2 Identify 3 different types of local business 1.3 Describe what each business identified in 1.2 is about, showing: <input type="checkbox"/> what it does <input type="checkbox"/> how it is owned <input type="checkbox"/> the type of people it employs and the skills needed to work there <input type="checkbox"/> the types of customer it has <u>Learning objective 2: Understand the characteristics of an entrepreneur</u> 2.1 Describe the skills and characteristics of an entrepreneur 2.2 Identify 3 different entrepreneurs including at least one based locally 2.3 Compare the enterprise skills and characteristics of the 3 entrepreneurs identified in 2.2 2.4 Research the target market of each entrepreneur/ business identified in 2.2	Autumn Term 1b <u>Learning objective 3: Know about risks and rewards in business and enterprise</u> 3.1 Describe 3 possible risks for a new business or enterprise 3.2 Describe 3 possible rewards for a new business or enterprise <u>Learning objective 4: Understand how to plan a business or enterprise project</u> 4.1 Define what a project is 4.2 Investigate 3 different project ideas 4.3 Explain the importance of a project plan 4.4 Explain what must be included in a project plan
Assessment Internally assessed portfolio of evidence	Assessment Internally assessed portfolio of evidence
Spring term 2a	Spring term 2b
Unit 02 Marketing for business and enterprise (R/505/2817) <u>Learning Objective 1: Understand different aspects of marketing</u>	Unit 03 Finance for business and enterprise (L/505/2816) <u>Learning Objective 1: Understand sources of business funding</u>

<p>1.1 Describe the different aspects of marketing</p> <p>1.2 Explain why business or enterprise needs marketing</p> <p>Learning Objective 2: Understand the methods of market research</p> <p>2.1 Identify the various target markets for an organisation</p> <p>2.2 Compare the different needs of the target markets for an organisation</p> <p>2.3 Describe how an organisation would research their target market</p> <p>Learning Objective 3: Understand the marketing mix</p> <p>3.1 Explain the marketing mix</p> <p>3.2 Explain the impact of social media and the internet on promotion</p> <p>Learning Objective 4: Be able to evaluate the effectiveness of different marketing methods</p> <p>4.1 Evaluate the effectiveness of different marketing methods</p>	<p>1.1 Research different sources of funding</p> <p>1.2 Identify and explain a minimum of 3 different sources of funding for a new business or enterprise</p> <p>1.3 Compare the different sources of funding identifying the positive and negative points of each</p> <p>1.4 Present findings in a clear and appropriate way</p> <p>Learning Objective 2: Be able to produce a financial plan for a new business or enterprise</p> <p>2.1 Describe the differences between fixed and variable costs</p> <p>2.2 Produce a cash flow and budget forecast</p> <p>2.3 Create a profit and loss account</p> <p>2.4 Explain the break-even point</p> <p>2.5 Assess the impact of an increase or decrease in sales on cash flow, profit and loss, or break-even point</p>
<p>Assessment Externally assessed portfolio of evidence</p>	<p>Assessment Internally assessed portfolio of evidence</p>
<p>Summer term 3a</p>	<p>Summer term 3b</p>
<p>Unit 03 Finance for business and enterprise (L/505/2816)</p> <p>Learning Objective 3: Understand responsibilities regarding tax and National Insurance liabilities in the UK</p> <p>3.1 Research the current guidelines regarding tax, National Insurance and Value Added Tax (VAT) liabilities</p> <p>4. Understand financial record keeping</p> <p>4.1 Describe the importance of keeping up to date financial records</p>	<p>Unit 04 Plan, develop and participate in a business or enterprise project (Y/505/2818)</p> <p>Learning Objective 1: Be able to identify and research a project</p> <p>1.1 Select an appropriate project</p> <p>1.2 Identify aims and objectives of the project</p> <p>1.3 Conduct appropriate market research for your project</p> <p>1.4 Assess findings against the aims and objectives, amending if required</p> <p>Learning Objective 2: Be able to develop a project plan</p> <p>2.1 Develop a project plan to include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> aims and objectives <input type="checkbox"/> summary of research <input type="checkbox"/> marketing plan <input type="checkbox"/> financial plan <input type="checkbox"/> production/service plan <input type="checkbox"/> the balance of potential risks against potential rewards <p>Learning Objective 3: Be able to participate in a project</p> <p>3.1 Participate in the project as planned</p> <p>3.2 Demonstrate effective communication skills</p> <p>3.3 Demonstrate effective working relationships with others</p> <p>Learning Objective 4: Be able to evaluate their business or enterprise project</p> <p>4.1 Evaluate the success of the project against the aims and objectives</p>

	4.2 Assess the strengths and areas for development of your contribution to the project
Assessment Internally assessed portfolio of evidence	Assessment Internally assessed portfolio of evidence

The course work will cover the four different Units of Business. There can be some variation of the grade achieved by pupils in different areas even if they are making good progress within the subject.

Homework that will be set (general)

Homework's will be set regularly to reinforce the teaching and learning during the course work.

Support available

Support is available for students following consultation with learning managers and **SEN** Department.

Groupings or setting

All groups are mixed ability within the structure of the year 9 west and hatch groups

What parents can do to help

Provide your son/daughter a quiet place to do homework
 Show interest in what work they are doing. Ask to see work and finished units.
 Contact the department without hesitation if you have concerns.
 Read through the assessment criteria for each area and help your son/daughter understand how to achieve and progress

Member of staff to contact if you have any queries:

Miss C Andrews
Mr E Korboe

Key stage 4

2 Hours per week

Subject: Computer Science

Year 9 is the first of the 3 years we have to prepare students for their GCSE. During this year we following the specification for OCR's Entry Level Computer Science course.

This course is designed to provide learners with a broad understanding of the world of Computer Science and encourage them to develop computational thinking, algorithm and programming skills.

It will prepare learners for GCSE by covering some similar content to the GCSE (9–1) Computer Science and provides a firm foundation from which learners may progress onto a GCSE (9–1) Computer Science.

Aims of the course

OCR's Entry Level Certificate in Computer Science will encourage learners to:

- understand and apply the fundamental principles and concepts of Computer Science, including problem solving, logic, algorithms, and programming
- analyse problems in computational terms, and have exposure to practical experience of writing computer programs in order to solve such problems
- learn about, discuss and evaluate both new and unfamiliar technologies
- become responsible, confident and creative users of Computer Science and related technologies
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society.

Programme of study for 2017/18: Computer Science

Year	Module	Lesson Objectives	Term
9	1	Computer hardware <ul style="list-style-type: none">• components of a computer system• internal components of a computer and their functions• peripherals and their functions Computer software <ul style="list-style-type: none">• Operating System• System Software• types of utility software in different contexts• types of application software in different contexts	Autumn 1
9	2	Computer Memory and storage <ul style="list-style-type: none">• Primary storage• Secondary storage Moral, legal, and environmental concerns <ul style="list-style-type: none">• moral issues• legal issues• environmental issues• open source and proprietary software• Computer Science legislation	Autumn 2
9	3	Computational logic <ul style="list-style-type: none">• Boolean Logic• Boolean operators• Arithmetic operations Algorithms <ul style="list-style-type: none">• computational thinking• binary/denary numbers• flow	Spring 1

9	4	Programming techniques <ul style="list-style-type: none"> • variables • input, output and storage of data • sequence • selection • iteration • operators • comments Data Representation <ul style="list-style-type: none"> • units of computer memory • data structure and data compression • data in the form of binary digit 	Spring 2
9	5	Programming project <ul style="list-style-type: none"> • Planning a solution • Developing a solution • Testing a solution • Evaluating the success of a solution 	Summer 1
9	6	Programming project - Continued <ul style="list-style-type: none"> • Planning a solution • Developing a solution • Testing a solution • Evaluating the success of a solution 	Summer 2

Homework that will be set (general)

Assessment

Theory worksheets Investigative tasks Programming tasks

Extra-Curricular activities available

Homework club – afterschool Monday-Thursday 3.10pm-4pm

Support available

All subject teachers. BBC Bitesize BBC Click - for latest development and application of computer science www.teach-ict.com for revision of all units

Groupings or setting

Mixed ability groups

What parents can do to help

Download Python 3.6.2, on home computer. Encourage their child to follow a Python course online – Code Academy, Khan Academy and W3schools all offer a free online course Encourage their child to complete homework

Member of staff to contact if you have any queries:

Head of Department – Mr D Howell dhowell@westhatch.essex.sch.uk

Year Group: 9

Key stage 3

Subject: Level 2 Engineering Studies - NCFE Vocational Qualification

Aims of the course

This qualification is designed for learners with an interest in engineering. It will provide learners with experience of using different tools and materials to enable them to use these within further education or apprenticeships. It will give them a basic understanding of what engineering may involve.

This qualification is appropriate for learners who are looking to develop a significant core of knowledge and understanding in engineering and apply that knowledge through a project.

This qualification shows learners how to:

- develop a broad understanding of the engineering sector
- research a new idea
- use tools and equipment
- perform a range of techniques and processes using selected materials
- draw, develop and take part in an engineering project.

This qualification aims to:

- focus on an applied study of the engineering industry sector
- offer breadth and depth of study, incorporating a significant core of knowledge and theoretical content with broad-ranging applicability
- provide opportunities to acquire a number of practical and technical skills.

The objectives of this qualification are to help learners to:

- understand how drawing is applied in engineering
- understand and use appropriate tools and equipment
- understand and use appropriate material

Programme of study by half term for 2017/18

Autumn Term: 1a	Autumn Term 1b
Unit 1 – what is engineering? Electronic portfolio	Unit 3 – Tools and equipment for engineering
Assessment Unit 1 grade	Assessment Unit 3 grade
Spring term 2a	Spring term 2b
Unit 2 – Introduction to engineering drawing	Unit 2 – Introduction to engineering drawing examination dates
Assessment External exam	Assessment exam
Summer term 3a	Summer term 3b
Unit 4 – Engineering materials & their properties	Course completion
Assessment Unit 4 grade	Assessment -

The assessments cover the five different areas of design and technology - Research, Design, Planning, Making and Evaluation. Therefore, there can be some variation of the grade achieved by pupils in different areas even if they are making good progress within the subject.

Homework that will be set (general)

Homeworks will be set regularly to reinforce the teaching and learning to meet each relevant task

Extra Curricular activities available

Students expected to attend targeted intervention

Support available

Support is available for students following consultation with learning managers and SEN Department, also work is differentiated for individual students to suit their learning

Groupings or setting

All groups are mixed ability

What parents can do to help

Provide your son/daughter a quiet place to do homework
Show interest in what work they are doing. Ask to see design work and finished products as every product is taken home.
Contact the department without hesitation if you have concerns.
Read through the assessment criteria for each area and help your son/daughter understand how to achieve and progress

Member of staff to contact if you have any queries:

Mr J Limon
Mr L Taylor

Year Group: 9

Key stage 3

Subject: ENGLISH LANGUAGE

Aims of the course

In Year 9 the curriculum is developed to:
Build on the skills and knowledge acquired in Year 7 and Year 8.
Develop reading skills, particularly deduction, inference and information retrieval.
Build confidence and ability in speaking and listening skills.
Develop writing ability, particularly essay skills and more formal styles.
Work is assessed using the National Curriculum Levels which are broken down into thirds, using a, b and c.
The Assessment Foci are employed to ensure that all aspects of the curriculum are addressed.

Programme of study by half term for 2017/2018

Autumn Term 1a: Analysis of writer's techniques	Autumn Term 1b: Analysis of writer's techniques
The aim of this unit is to engage students in a creative text and inspire them to write creatively themselves by reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers.	The aim of this unit is to engage students in a creative text and inspire them to write creatively themselves by reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers.
9H1 + 9W1	9H1 + 9W1
Spring Term 2a: Creative and Formal Writing	Spring Term 2b: Creative and Formal Writing
The aim of this unit is to encourage students to firstly be creative and to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image. The scheme will also focus on teaching the students how to write for formal purposes.	The aim of this unit is to encourage students to firstly be creative and to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image. The scheme will also focus on teaching the students how to write for formal purposes.
9H1 + 9W1	9H1 + 9W1
Summer Term 3a: Exploration of writer's craft	Summer Term 3b: Exploration of writer's craft
The aim of this unit is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader.	The aim of this unit is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader.
9H1 + 9W1	9H1 + 9W1

Year Group: 9

Key stage 3

Subject: ENGLISH LITERATURE

Aims of the course

In Year 9 the curriculum is developed to:
Build on the skills and knowledge acquired in Year 7 and Year 8.
Develop reading skills, particularly deduction, inference and information retrieval.
Build confidence and ability in speaking and listening skills.
Develop writing ability, particularly essay skills and more formal styles.
Work is assessed using the National Curriculum Levels which are broken down into thirds, using a, b and c.
The Assessment Foci are employed to ensure that all aspects of the curriculum are addressed.

Programme of study by half term for 2017/2018

Autumn Term 1a: Poetry	Autumn Term 1b: Modern Drama
Poetry the students will study a selection of poems. The students will learn how to analyse and answer questions on poems, in preparation for their GCSE Literature exam.	The students will read the modern drama text <i>The Curious Incident of the Dog in the Night-Time</i> . The students will study the plot, themes, character and the writer's attitudes and ideas.
Spring Term 2a: Shakespeare - <i>Macbeth</i>	Spring Term 2b: Shakespeare - <i>Macbeth</i>
Drama the students will study <i>Macbeth</i> by William Shakespeare. The students will study dramatic techniques looking at character, action and narrative.	Drama the students will study <i>Macbeth</i> by William Shakespeare. The students will study dramatic techniques looking at character, action and narrative.
9H1 + 9W1 - A unit on Shakespearian Tragedy	9H1 + 9W1 - A unit on Shakespearian Tragedy
Summer Term 3a: Modern Novel - <i>Lord of the Flies</i>	Summer Term 3b: Modern Novel - <i>Lord of the Flies</i>
Modern Novel the students will study <i>Lord of the Flies</i> by William Golding. The students will study the plot, themes, character and the writer's attitudes and ideas.	Modern Novel the students will study <i>Lord of the Flies</i> by William Golding. The students will study the plot, themes, character and the writer's attitudes and ideas.
9H1 + 9W1 - The top sets will read <i>Lord of the Flies</i> independently at home, as well as in class, they will focus on their analytical essay skills in class.	9H1 + 9W1 - The top sets will read <i>Lord of the Flies</i> independently at home, as well as in class, they will focus on their analytical essay skills in class

Member of staff to contact if you have any queries:

Head of Department – Mrs N Gill

Subject: FINANCIAL LITERACY**Aims of the course**

To offer students an insight into how money influences their lives and society
 To ensure students have established a good knowledge & understanding of the basic money skills they need for life.

To investigate individuals' different needs at different stages of their life.
 To investigate how our country's economy affects individuals.

Programme of study by half term

Autumn Term: 1a	Autumn Term 1b
<ul style="list-style-type: none"> • Citizenship • Personal Finance • Money & Income 	<ul style="list-style-type: none"> • Tax • The Economy • Financial Advice
Spring term 2a	Spring term 2b
<ul style="list-style-type: none"> • Inflation & Interest • Economic Cycles • Foreign Exchange • Life Cycle Planning 	<ul style="list-style-type: none"> • Managing Money • Financial Planning • Personal Budgeting
Summer term 3a	Summer term 3b
<ul style="list-style-type: none"> • Spending • Paying Tax 	<ul style="list-style-type: none"> • Borrowing & Debt

Homework

Students will be asked to research elements of this course in order to present their ideas to others.

Support available

Teachers available for support during lunchtimes.

Groupings or setting

Students are taught in mixed-ability groups.

What parents can do to help

Share experience with students about the life-skills needed to be financially aware.

Member of staff to contact if you have any queries:
Mr A. Russell - Head of Department

Year Group: 9

Key stage 4

Subject: Food and Cookery

Exam Board: NCFE vcert
Web link: www.ncfe.org.uk

Aims of the course

This qualification is designed for pupils with an interest in food and cookery. This course provide pupils with experience of using different cooking techniques and methods to enable them to use these within future courses, such as GCSE Food Preparation and Nutrition. As part of the course pupils will prepare and cook a range of dishes. They will have an understanding of food and its functions in the body and in recipes. They will understand the need for a balanced diet and be able to modify recipes according to the eat well guide healthy eating model. Pupils will be expected to plan and produce dishes for a given purpose. All practical work will be carried out in a safe and hygienic environment.

Programme of study by half term for 2017/18

Autumn Term: 1a	Autumn Term 1b
Unit 1: Prepare to Cook Learning about safety and hygiene in food preparation and to follow a recipe to demonstrate cookery skills to produce a variety of dishes.	Complete Unit 1 and related practical work. Unit 3: Exploring balanced diets Learning about the importance of a balanced diet and be able to change recipes to make them healthier.
Assessment 1 Assessment Tasks will be completed as part of normal lessons – to show evidence of meeting the Exam Board set Assessment Criteria.	Assessment 2 Completion of Assessment Tasks for Unit 1
Spring term 2a	Spring term 2b
Continue with Unit 3: Exploring balanced diets Including exam technique and revision.	Unit 2: Understanding food Learning about the main food groups, such as meat, fish, bread, fruit and vegetables, milk, etc. Understanding factors affecting food choice and make informed choices when using food for cooking.
Assessment 3 External Written Exam	Assessment 4 Assessment Tasks will be completed as part of normal lessons – to show evidence of meeting the Exam Board set Assessment Criteria.
Summer term 3a	Summer term 3b
Complete Unit 2 and related practical work	Complete Unit 4, including related practical work

Unit 4: Plan and produce dishes Learning how to plan a menu for a set brief, preparing and making the dishes on the menu and reviewing the menu and completed dishes.	
Assessment 5 Completion of Assessment Tasks for Unit 2 and working through Assessment Tasks for Unit 4.	Assessment 6 Completion of Assessment Tasks for Unit 4

Homework that will be set (general)

Homework is set to secure concepts introduced in lessons and to reinforce learning.
Homework will be set as preparation for future lessons, including practical lessons.

Extra Curricular activities available

Attending Year 6 Open Evening and Year 8 Options Evening – cooking and talking to parents and pupils.

Support available

In some cases following consultation with the SEN Department in class support is provided and in all cases work is differentiated to meet the needs of the individual.

We are supporting your child throughout the course by running a compulsory afterschool session on a Thursday 3.10-4.10pm.

Groupings or setting

All groups are mixed ability and team working activities within the lessons are also designed to reflect this way of working.

What parents can do to help

Check 'Show My Homework' and encourage your child to show you their completed homework. Show an interest in what your child is doing and ask them to explain it to you on a regular basis. Be prepared to taste your child's food products and provide them with feedback. Encourage your child to cook at home and to experiment with new foods and recipes. Develop further interest in cooking by watching television programmes such as 'Master Chef', 'Food Unwrapped' and other cookery shows.

Member of staff to contact if you have any queries:

Mrs H Barnard
Head of Food and Textiles

Year 9 KS3

Subject: GEOGRAPHY

Aims of the course

Year 9 students will be starting the GCSE Geography course which will give them the opportunity to have extra time to acquire the skills and exam techniques in order to achieve top grades. In Year 9 they will cover half of Module 1 which is examined at the end of Year 10. By starting the course early, it also provides us with more time to spend on more enquiry and independent learning. Students work will be assessed using GCSE criteria and grades and they will be able to track their progress throughout the course.

Programme of study by half term for 2017/18

Autumn Term

Theme 2: Changing Environments – Shaping the landscape – coasts and coastal management

To begin with, we will look at coastal processes and the land forms produced by erosion and deposition. An in-depth study will be made of the Dorset coast. The issue of how people affect coastal landforms and how they can be managed in the future. There will be opportunities for fieldwork and practical work.

Assessment

Decision making on coastal management

Spring term

Theme 1 – Changing Places – Changing Economics – Urban and rural processes and change in the UK

This examines how quality of life varies in different parts of the world. We will look at contrasts in housing and shops in different parts of London and use ICT to find out the social patterns such as crime and house prices. A second section looks at a more global view of why people are moving to urban areas and the problems it causes less developed countries.

Assessment

Assessment on how landscapes can change

Summer term

Theme 3 – Environmental Challenges – Ecosystems and ecosystems under threat

The final unit will take the form of a study of ecosystems around the world and how they link with global climate. Pupils will complete a case study looking at the Amazon Rainforest and the environmental, social and economic effects of deforestation on the Amazonia region.

Assessment

Project on the Amazon Rainforest

Homework that will be set (general)

Homework tasks will take the form of GCSE style questions which reinforce the work done in lessons and give the opportunity to practice exam techniques.

Assessments will include decision-making exercises.

Extra Curricular activities available

Geography journal.

Support available

Pupils are provided with differentiated material in order to support their learning.

Groupings or setting

Geography is taught in mixed ability groups within the bands.

What parents can do to help

Encourage use of the website and individual research using the internet.
Encourage pupils to look up the location of places in an atlas.
Encourage pupils to read newspapers/watch the news to keep up to date with current issues such as child labour and natural disasters.

Member of staff to contact if you have any queries:

Miss Z Barrett / Miss N Lowry
Joint Heads of Department

Year Group: 9

Key stage 4

Subject: HISTORY

Exam Board: **OCR**
Syllabus No: **J410/06**
Web link: <http://www.ocr.org.uk/qualifications/gcse-history-aexplaining-the-modern-world-j410-from-2016/>

Aims of the course

Paper 1	1 3/4 hours	50% of total GCSE mark
	-	International relations 1918-2001 / USA 1919 – 1948
Paper 2	1 hour	25% of total GCSE mark
	-	Migration to Britain 1000-2010
Paper 3	1 1/4 hours	25% of total GCSE mark
	-	The Impact of Empire on Britain 1688-1730 with Urban Environments and patterns of Migration

Programme of study by half term for 2017/18

Autumn Term 1a	Autumn Term 1b
International Relations 1918-2001	International Relations 1918-2001
Assessment Past Paper Questions	Assessment Past Paper Questions
Spring Term 2a	Spring Term 2b
International Relations 1918-2001	International relations 1918-2001
Assessment Past Paper Questions	Assessment Past Paper Questions
Summer Term 3a	Summer Term 3b
The USA 1919-1948: The People and the State	The USA 1919-1948: The People and the State
Assessment Past Paper Questions	Assessment Past Paper Questions

Homework that will be set (general)

Exam practice questions / Research / Prepare PowerPoints / Note taking
Revision

Support available

Support / vocab sheets provided Self and Peer Assessment of exam questions. Group work to allow verbal discussion of the learning. Graphic outlines to help structure extended writing

Groupings or setting

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Mixed ability groups

What parents can do to help

Ensure homework set is completed - check show my homework
Help with access to resources - books / internet / libraries
Ensure there is somewhere quiet to work / revise

Member of staff to contact if you have any queries:

Miss M Marsden
Head of History

Subject: MATHEMATICS**Aims of the course**

To offer students a varied & exciting range of mathematical activities.
 To ensure students have established a good knowledge & understanding of the basic mathematical concepts.
 To develop and practise mental arithmetic skills on a regular basis.
 To practise and encourage non-calculator arithmetic.
 To ensure the competent use of calculators.

Programme of study by half term

All students follow the same order of topics, but they are studied at an appropriate level by each teaching group from Grade 1 up to 7 of the new GCSE specification.

Autumn Term: 1a	Autumn Term 1b
<ul style="list-style-type: none"> • Working With Number • Shapes & Angles • Manipulating Algebra 	<ul style="list-style-type: none"> • Working With Number • Representing Data • Accuracy
Assessment Each student will be assessed against the level of Mathematics they are working on	Assessment Each student will be assessed against the level of Mathematics they are working on
Spring term 2a	Spring term 2b
<ul style="list-style-type: none"> • Construction & Measures • Sequences & Graphs • Perimeter, Area & Volume 	<ul style="list-style-type: none"> • Fractions & Decimals • Averages • Transformations & Symmetry
Assessment Each student will be assessed against the level of Mathematics they are working on	Assessment Each student will be assessed against the level of Mathematics they are working on
Summer term 3a	Summer term 3b
<ul style="list-style-type: none"> • Percentages & Ratio • Solving Equations & Inequalities • Probability 	Revision of key topics from: <ul style="list-style-type: none"> • Number • Algebra • Shapes & Measures • Statistics
Assessment Each student will be assessed against the level of Mathematics they are working on	Assessment Personalised 'End of Year' Student Assessment

Number, Algebra, Shape space & measure AND Handling data are the 4 main strands which relate to the 'National Numeracy Strategy'.

Homework

Written OR 'Mymaths' homework via the www.MyMaths.co.uk website will be set ONCE a week, linked to topics being taught in class. (Details on how to logon are on the school website AND will be given to students at start of year)

Extra Curricular activities available

Intermediate Maths Challenge for most able students

Support available

Teachers available for support during lunchtimes.
Library lunch passes for students to complete 'Mymaths' homework

Groupings or setting

All pupils are assessed in autumn term and placed into sets by ability.
Set movements take place throughout the year after assessment tests.

What parents can do to help

Practise mental arithmetic & basic numeracy skills.
Ensure pupil's homework is completed on time, is presentable AND is completed to the best of his/her ability.

Member of staff to contact if you have any queries:

Mr A. Russell - Head of Department

Mr S Hussain - KS3 Co-ordinator

Year 9:

Key stage 3

Subject: PHYSICAL EDUCATION

Aims of the course

To provide all pupils with an enjoyable, satisfying and balanced curriculum and the opportunity to develop physically, socially and cognitively.

The curriculum offers a comprehensive range of activities and roles to meet the needs of all pupils allowing them to develop skills, make and apply decisions, develop their physical and mental capacity, evaluate and inform and make informed choices about healthy, active lifestyles.

Programme of study by half term for 2017/18

Pupils have 2 x 1 hour PE lessons per week. Activities covered throughout the year will come from a minimum of two of the areas below:

- Outwitting opponents: rugby, football, netball, hockey, basketball, tennis, rounders, handball, table tennis, cricket
- Accurate replication of skills: gymnastics, swimming, personal survival
- Performing at maximum levels: athletics
- Exercising to improve one's health: fitness
- Exploring and communicating ideas: dance

Pupils are assessed at the end of each block of activity according to National Curriculum Level data and also given an effort grade. Both results are recorded on our central tracking database and also in the pupils KS3 Planner.

Assessment

Pupils are assessed every 6 weeks in the two sports they are taking part in. When the Progress Checks are completed this will represent the average grade the pupil has achieved throughout all sports. If pupils work below their target they will be asked to attend an extra-curricular activity e.g. Fitness/Netball club.

Homework that will be set (general)

Homework is to practice further skills developed in lessons or to research particular sports on the internet.

Attendance at least one extra-curricular sports club per week is recommended.

Extra Curricular activities available

A full and varied extra-curricular sports programme exists for all pupils in the school and a wide range of inter-school matches are played throughout the year.

Support available

Support is available for students following consultation with learning managers and SEN Department.

Groupings or setting

Pupils in Year 9 are grouped according to their practical ability.

What parents can do to help

Encourage their child to attend extra-curricular sports clubs
Ensure their child is participating in at least another hour of physical exercise outside of their PE lessons. This is the Government's minimum requirement.

Member of staff to contact if you have any queries:

Mrs Reid
Mr D'Silva

Head of PE
Head of Boys PE

Year Group: 9

Key stage 3

Subject: PSHEE & Citizenship

Aims of the course

The aim of the PSHEE & Citizenship programme is to support the personal, social and economic development of students, ensuring that they acquire the knowledge, understanding, skills and attitudes that will enable them to make informed decisions regarding their health, emotions, relationships, personal finance, academic study and future careers. PSHEE & Citizenship also aims to develop their knowledge and understanding of society and how it works, together with their rights, responsibilities and duties as a citizen of both the community in which they live and the wider society. The programme is delivered through focussed project based tasks delivered as part of their tutor programme, a series of drop down activities hosted by supporting agencies and guest speakers.

Programme of study for each term 2017-2018:

Course Structure
The PSHEe & Citizenship programme runs on a five year cycle. The programme runs throughout the academic year with learning focussed upon a number of key topics throughout this time. Students will participate in group tasks to engage, enthuse and develop their understanding of the topic covered. Students will work with peers of varied age and ability levels. PSHEe & Citizenship is a dynamic subject that is required to adapt to the ever-changing needs of its learners and the society in which it exists.
Autumn Term:
Students will develop their understanding and knowledge of the following topics: Health: Mental Health, diet and exercise, Addiction- Smoking and alcoholism
Spring Term:
Students will develop their understanding and knowledge of the following topics: Political system-political parties, elections, roles of a citizen. The Justice system and human rights. Finances – credit and debt. British values and diverse cultures.
Summer Term:
Students will develop their understanding and knowledge of the following topics: Sexual education- relationships, laws, safety, sexuality, confidence and self esteem

Homework that will be set (general)

Students will be required to conduct independent research in order to enable them to contribute to class based activities.

Extra-Curricular activities available

Work Shadowing
Work experience
Careers Interviews
Guest speakers
Drop Down Days

Support available

LSA support for individual pupils where necessary.

Groupings or setting

Pupils are taught in Form Groups by their form tutors.

What parents can do to help

Encourage an awareness of the news and current events
Allow and encourage discussion of the topics being covered
Encourage students to seek support from staff when required

Member of staff to contact if you have any queries:

Mr Coffey/Mr Heeks
Head of PSHEE &Citizenship

Year Group 9

Key stage 4

Subject: SPANISH

Exam Board: Edexcel
Syllabus No:1SP0
Web link: www.edexcel.com

Aims of the course

Pupils will study the themes of Identity and Culture and Local Area, holiday and travel this year and will focus on improving their skills in listening, speaking, reading and writing as well as their grammatical knowledge and accuracy.

Programme of study by half term for 2017/2018

Autumn Term: 1a	Autumn Term 1b
Holidays <ul style="list-style-type: none">• Preterite tense regular and irregular• Opinion phrases• Describing the weather in preterite and present	Holidays <ul style="list-style-type: none">• Imperfect tense• Booking accommodation• Expressing problems using <i>usted</i>• Account in 3 tenses.
Assessment Reading and Writing	Assessment Speaking and listening

Spring Term : 1a	Spring Term 1b
Who am i? <ul style="list-style-type: none">• Subjects• Uniform - comparatives• Teachers	School <ul style="list-style-type: none">• Rules• Future plans• Achievements/extra-curricular• School exchange
Assessment Reading	Assessment reading and writing

Summer Term : 1a	Summer Term 1b
Who am i? <ul style="list-style-type: none">• Socialising and family• Description of people• Social networks• Making arrangements• Reading preferences	<ul style="list-style-type: none">• Using <i>ser</i> and <i>estar</i>• Relationships
Assessment Reading and Listening	Assessment mock reading, writing, listening and speaking

Homework that will be set (general)

Research, learning vocabulary, reading exercises and presentations (written and **spoken**) will be set. Homework should be every lesson and last between thirty minutes and an hour.

Extra Curricular activities available

Intervention sessions for all students
Extra-curricular clubs.
Various study trips are run throughout the year for all year groups.

Support available

Work is differentiated for pupils for different abilities.
Lunchtime / registration drop-in sessions

Groupings or setting

Mixed ability

What parents can do to help

Contact Head of Department or subject teacher with any queries.
Use the learning gateway links to websites eg. Linguascope

Member of staff to contact if you have any queries:

Head of Department: Mrs Gambino

Second in Department: Miss Dawkes