



# ALEC REED ACADEMY

## Year 11 Curriculum Booklet

2022



PROUD TO LEARN

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<b>(KS4)</b>	

# Introduction

Dear Parent

This booklet provides you with details of the curriculum which your son/daughter will follow in Year 11 at Alec Reed Academy. It will allow you to help them plan their studies and revision, and gives you suggested examples of wider reading and extension activities to try at home. The equipment which your son / daughter will need is indicated, along with some ways in which parents can help pupils with their studies.

Full attendance at school is essential and leads to success and achievement for all pupils. With this priority in mind I would like to draw your attention to the following information:

## Attendance and Punctuality

Attendance during school year	Equates to days absent	Which is approximately	Which means the number of lessons missed
94%	10 Days	2 Weeks	56 Lessons
90%	19 Days	4 Weeks	112 Lessons
85%	29 Days	6 Weeks	168 Lessons
80%	38 Days	8 Weeks	224 Lessons
75%	48 Days	10 Weeks	280 Lessons
70%	57 Days	11.5 Weeks	322 Lessons
65%	67 Days	13.5 Weeks	378 Lessons

**The latest research suggests that, on average, every 17 days of school missed equates to a drop of one grade at GCSE.** Regular attendance is therefore crucial to successful outcomes. All year groups therefore have a target of 96% attendance and above.

## GCSE Examinations

GCSE's have undergone, and continue to undergo, significant changes. These changes are being introduced nationally over a three-year period. When pupils take their GCSE exams at the end of Year 11, results will be on the new 9-1 grading system. If your child is in Year 11 this will affect most of their subjects and if your child is in Year 10 this will affect all subjects. A comparison of new GCSE grading to old can be seen below:

New GCSE Grading Structure									
9	8	7	6	5	4	3	2	1	U
A*	A	B	C	D	E	F	G	U	
Old GCSE Grading Structure									

# Art & Design

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> <li>Organic Patterns</li> <li>Artist Research – Organic Forms</li> </ul>	<ul style="list-style-type: none"> <li>Visit galleries and exhibitions.</li> <li>Artists: Georgia O'keeffe, Dale Chihuly, Andy Goldsworthy, Barbara Hepworth,</li> <li>Collaborations: Tsai &amp; Yoshikawa, Parker and Caroline Fawkes.</li> </ul>
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> <li>Organic Patterns</li> <li>3D Skills – Ceramic Design</li> </ul>	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> <li>External Exam</li> </ul>	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> <li>External Exam</li> </ul>	
Summer 1 (April – May)	<ul style="list-style-type: none"> <li>External Exam</li> </ul>	
Summer 2 (June – July)	<ul style="list-style-type: none"> <li>Course complete</li> </ul>	

<b>Examples of Home Learning Tasks</b>	Artist Research, Observational drawing, Mood boards, Collage, Mark Making, Photography, Painting Skills, Printing Skills, Screen Printing, Mono Type Printing, 3 Colour Reduction Printing, 3D Paper engineering, Ceramics & Presentation Skills.
<b>Assessment Tasks, Methods and Frequency</b>	Observational drawings with a focus on proportion, line, tone, texture. Creative drawing tasks with a focus on imagination and observation. Application of skills and understanding through different media including: painting, printing, 3D paper construction and clay.
<b>Equipment that Pupils Need</b>	All students require a plastic carry case, pack of pencils, rubber, pencil sharpener & ruler. A glue stick, colouring pencils, water colours and fine liners and a white gel pen are desirable for use at home to complete set tasks. KS4 clubs run throughout the year on a daily basis during lunch times and are open to all GCSE students taking Textiles, Art and Graphics.

<b>Parents / Carers can help their child by:</b>	<p>Discuss careers. The art and design, marketing and advertising industry is the second biggest jobs market in the UK and is the best path way into emerging jobs in new technologies such as web and App design.</p> <p>Visit galleries and exhibitions. Stretch their knowledge.</p> <p>Encourage children to read for pleasure and participate in the arts.</p> <p>Provide the resources they need for creative expression. The key resource here is time.</p> <p>Ask your child open-ended questions to stretch their understanding and help them to develop ideas.</p> <p>Allow Mistakes. Use mistakes as opportunities to learn rather than view them as something unsuccessful.</p>
<b>Useful websites</b>	<p><a href="http://www.tate.org.uk">www.tate.org.uk</a> – Tate Galleries</p> <p><a href="http://www.vam.ac.uk">www.vam.ac.uk</a> – Victoria &amp; Albert Museum</p> <p><a href="http://www.nhm.ac.uk">www.nhm.ac.uk</a> – Natural History Museum</p> <p><a href="http://www.haywardgallery.org.uk">www.haywardgallery.org.uk</a> – Hayward Gallery</p>
<b>Extra-curricular clubs etc.</b>	<p>KS3 Craft Club</p> <p>KS4 Coursework Clubs</p>
<b>Who can I contact?</b>	<p><a href="mailto:Mark.Smith@alecreedacademy.co.uk">Mark.Smith@alecreedacademy.co.uk</a></p> <p><a href="mailto:Hayley.Taberner@alecreedacademy.co.uk">Hayley.Taberner@alecreedacademy.co.uk</a></p>



# Business

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<u>Exam Preparation</u> Practice Past Paper Questions/Revision/Modelling/quizzing/ news story application	<a href="http://www.bbc.co.uk/bitesize/gcse/business/">http://www.bbc.co.uk/bitesize/gcse/business/</a> (BBC Bitesize)
Autumn 2 (Nov – Dec)	<u>Exam Preparation</u> Practice Past Paper Questions/Revision/Modelling/quizzing/ news story application	<a href="http://www.businessstudiesonline.co.uk/live/">http://www.businessstudiesonline.co.uk/live/</a> (Business Studies online)
Spring 1 (Jan – Feb)	<u>Exam Preparation</u> Practice Past Paper Questions/Revision/Modelling/quizzing/ news story application	<a href="http://www.tt100.biz">www.tt100.biz</a> (The times 100)  <a href="http://www.tutor2u.net">www.tutor2u.net</a> (tutor 2 u)
Spring 2 (Feb – March)	<u>Exam Preparation</u> Practice Past Paper Questions/Revision/Modelling/quizzing/ news story application	<a href="http://www.moneyandmorals.org">www.moneyandmorals.org</a> (Money and Morals)
Summer 1 (April – May)	<u>Exam Preparation</u> Practice Past Paper Questions/Revision/Modelling/quizzing/ news story application	<a href="http://www.wjec.co.uk/qualifications/business-studies/business-studies-gcse/">http://www.wjec.co.uk/qualifications/business-studies/business-studies-gcse/</a> (WJEC Business Studies)
Summer 2 (June – July)	Exams	<a href="http://oer.wjec.co.uk/">http://oer.wjec.co.uk/</a> (Online Exam Review)  Business Studies knowledge organisers  Business Studies shared area

<b>Examples of Home Learning Tasks</b>	Creating flash cards; completing practice questions; research tasks; watching programmes, such as, The Apprentice; topic specific/skills tasks to consolidate learning and identify gaps in learning.
<b>Assessment Tasks, Methods and Frequency</b>	<ol style="list-style-type: none"> <li>1. In-class exam question practice</li> <li>2. Lesson/weekly/two-weekly questions and answer topic understanding checks – summative (formal) and formative (informal)</li> <li>3. Academy summative assessment schedule (half-termly)</li> <li>4. Peer assessment activities</li> <li>5. Self-assessment activities</li> <li>6. Marked exercise books – classwork and homework – to check students' progress</li> </ol>
<b>Equipment that Pupils Need</b>	<ol style="list-style-type: none"> <li>1. Exercise books/paper/worksheets/workbooks</li> <li>2. Text associated with lesson (provided by teacher)</li> <li>3. Pen (including green pens for peer and self-assessment)/pencil/ruler/rubber</li> </ol>
<b>Parents / Carers can help their child by:</b>	<ol style="list-style-type: none"> <li>1. Checking planners for homework set and due date</li> <li>2. Checking exercise books/worksheets/workbooks to make sure work is completed during school and at home</li> <li>3. Set aside time to encourage them to complete work and to help them identify how best to complete their work</li> <li>4. Support them with any issues they may be experiencing, which may include liaising with school (Business department).</li> </ol>
<b>Extra-curricular clubs etc.</b>	Students are encouraged to keep up to date with current business news (this includes providing students with examples of news articles relating to businesses to help develop their application skills)
<b>Who can I contact?</b>	Head of Business - Mrs Dussard-Gayle Teacher of Business 1 - Mrs Robinson-White Teacher of Business 2 - Mr Sheldrake

# Citizenship

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	• The United Kingdom constitution and membership of the European Union	<ul style="list-style-type: none"> <li>• Visit the Houses of Parliament in Westminster, London.</li> <li>• Arrange a visit to a Magistrates Court</li> <li>• Buying and reading a quality newspaper at least two times a week.</li> <li>• Completing past papers and practice examination papers at home</li> <li>• Log on to the news and current affairs website for young people “The Day – news to open minds”</li> </ul>
Autumn 2 (Nov – Dec)	• Devolved government, how money is generated and spent.	
Spring 1 (Jan – Feb)	• Law and justice – why do we need laws, different types of law.	
Spring 2 (Feb – March)	• Crime in the UK – the role of the courts, police and prison services	
Summer 1 (April – May)	<ul style="list-style-type: none"> <li>• Taking citizenship action – identifying and understanding a citizenship issue.</li> <li>• Undertaking research, planning and carrying out actions</li> </ul>	
Summer 2 (June – July)	• Examination practice	

<b>Examples of Home Learning Tasks</b>	Please visit the PSHCE personal learning folder in RM shared folder for additional homework and extension tasks.
<b>Assessment Tasks, Methods and Frequency</b>	There is one assessment task for each half term.
<b>Equipment that Pupils Need</b>	Pens, pencils, rulers.

<b>Parents / Carers can help their child by:</b>	Encouraging children to take an interest in news and current affairs by reading a newspaper and watching or listening to the news. Asking to see their Citizenship exercise book and talking about some of the topics that have been covered in lessons.
<b>Useful websites</b>	<a href="http://www.mockelections.co.uk">www.mockelections.co.uk</a> <a href="https://pefonline.electoralcommission.org.uk/search/searchintro.aspx">https://pefonline.electoralcommission.org.uk/search/searchintro.aspx</a> <a href="http://www.aboutmyvote.co.uk/how_do_i_vote/voting_systems.aspx">www.aboutmyvote.co.uk/how_do_i_vote/voting_systems.aspx</a> <a href="http://www.electoralcommission.org.uk">www.electoralcommission.org.uk</a> <a href="http://www.parliament.uk">www.parliament.uk</a> <a href="http://www.parliament.uk/education/">http://www.parliament.uk/education/</a> <a href="http://www.parliament.uk/education/teaching-resources-lesson-plans/diy-laws/">http://www.parliament.uk/education/teaching-resources-lesson-plans/diy-laws/</a> Teaching materials on making laws from Parliament’s Education Service

<b>Who can I contact?</b>	Mr D. Flemming
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# Computer Science

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> <li>• Initial Assessment</li> <li>• System Integrity</li> <li>• Wired and wireless networks</li> </ul>	<p>Textbook: GCSE Computer Science for OCR Student Book Authors David Waller, Ann Weidmann</p> <p>Revision Guide: CGP GCSE OCR Computer Science for the 9-1 Exams Complete Revision &amp; Practice Exam Practice Workbook</p> <p>Do wider reading on the current events relating to IT. This will deepen their knowledge base which will help them in the exam</p> <p>Go through the tutorial for Visual Basic within YouTube.</p>
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> <li>• System security</li> <li>• System software</li> <li>• Christmas Mock Exam</li> </ul>	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> <li>• Network topologies, protocols and layers</li> <li>• Ethical, legal, cultural and environmental concerns</li> </ul>	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> <li>• Easter Mock Exam</li> <li>• Revision Paper 1 &amp; 2</li> </ul>	
Summer 1 (April – May)	<ul style="list-style-type: none"> <li>• Revision Paper 1 &amp; 2</li> </ul>	

<b>Examples of Home Learning Tasks</b>	Most home learning tasks are set by the teacher depending on the topic of the lesson. This can be a worksheet or a computer based exercise.
<b>Assessment Tasks, Methods and Frequency</b>	All Students are assessed at the end of each topic. With three main assessments at the end of each term. Assessments are at present written tests.
<b>Equipment that Pupils Need</b>	Students should install Visual Basic.NET at home so that they can practice the concepts used during the lesson. Students are expected to bring a pen and a pencil to lessons.

<b>Parents / Carers can help their child by:</b>	Parents/Carers can help by having your child go through the tutorial for Visual Basic by the Code Academy online. <a href="http://howtostartprogramming.com/vb-net/">http://howtostartprogramming.com/vb-net/</a>
<b>Useful websites</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.bbc.co.uk/education/subjects/z34k7ty">http://www.bbc.co.uk/education/subjects/z34k7ty</a></li> <li>• <a href="http://www.howstuffworks.com/">http://www.howstuffworks.com/</a></li> <li>• <a href="https://www.cambridge.org/gcse-computing/">https://www.cambridge.org/gcse-computing/</a></li> </ul>
<b>Extra-curricular clubs etc.</b>	<ul style="list-style-type: none"> <li>• Cyber Centurion (KS3-5)</li> <li>• Programming Club (KS3)</li> <li>• Little Big Award (KS3-4)</li> </ul>

<b>Who can I contact?</b>	Curriculum Leaders: Mr Anane & Mr Au ICT Teachers: Ms Frazer
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# Design Technology - Product Design

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<u>Personal Project</u> • Completion of manufacture (finishing techniques)	A Century of Design Penny Sparke
Autumn 2 (Nov – Dec)	<u>Exam Practice</u> • Materials & their properties • New Materials & Technologies • Scales of manufacture • Electronics • Mechanical components	Mod to Memphis Anne Watson  Design For The 20th Century Charlotte & Peter Fiell
Spring 1 (Jan – Feb)	<u>Exam Practice</u> • Human Factors • Design Methods • Environment and moral questions • Systems	The Design Of Everyday Things Donald A. Norman  Making It Chris Lefteri
Spring 2 (Feb – March)	<u>Exam Practice</u> • Presenting ideas • Trademarks & Patents • Working schedules & quality control	Drawing For Product Designers Kevin Henry  Design Technology – GCSE Product Design AQA
Summer 1 (April – May)	<u>Exam Practice</u> • Packaging & the environment • Labelling • Brands & marketing	

<b>Examples of Home Learning Tasks</b>	Analysis of future tasks, evaluating project work, designing, sketching, researching.
<b>Assessment Tasks, Methods and Frequency</b>	Done on a project to project basis with a focus on quality of manufacture, communication skills, application of subject knowledge, use of key terminology, problem solving ability, team work & health and safety.
<b>Equipment that Pupils Need</b>	A sharp pencil & black fine liner pen.

<b>Parents / Carers can help their child by:</b>	• Supporting written task set for independent study.
<b>Useful websites</b>	Technologystudent.com
<b>Extra-curricular clubs etc.</b>	Every lunchtime the department opens its doors for all pupils to design and manufacture ideas of their choice or to improve general classwork.
<b>Who can I contact?</b>	Daniel Flynn (Curriculum leader for Design, Technology & Creative Arts) Daniel.flynn@alecreedacademy.co.uk

# English

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> <li>Unit: Literature Revision – An Inspector Calls</li> <li>Focus: Literature (Drama),</li> <li>Preparation for: AQA English Literature 8702 (Paper 2, Section A)</li> </ul>	<ul style="list-style-type: none"> <li>Explore the library for a wide variety of fiction and non-fiction texts (ask your teacher to guide you for suggestions).</li> </ul>
	<ul style="list-style-type: none"> <li>Unit Title: Creative Writing</li> <li>Focus: Language (Creative Writing)</li> <li>Preparation for: AQA English Language 8700 (Paper 1, Section B)</li> </ul>	<ul style="list-style-type: none"> <li>Explore the library for different variations of the texts studied (for example, the high-quality graphic novels for 'Dr Jekyll and Mr Hyde' or 'An Inspector Calls').</li> </ul>
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> <li>Unit title: Literature Revision – Poetry</li> <li>Focus: Literature (Poetry Cluster and Unseen)</li> <li>Preparation for: AQA English Literature 8702 (Paper 2, Section B, Section C)</li> </ul>	<ul style="list-style-type: none"> <li>Online sources:</li> <li>BBC Bitesize is available online covering a range of skills and content.</li> </ul>
	<ul style="list-style-type: none"> <li>Unit Title: Language Revision</li> <li>Focus: Language (Creative Reading and Writing)</li> <li>Preparation for: AQA English Language 8700 (Paper 1, Section A)</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.shmoop.com/">http://www.shmoop.com/</a></li> <li>CGP Revision Guides.</li> </ul>
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> <li>Unit title: Literature Revision – Macbeth</li> <li>Focus: Literature (Shakespeare )</li> <li>Preparation for: AQA English Literature 8702 (Paper 1, Section A)</li> </ul>	<ul style="list-style-type: none"> <li>Departmental 'core knowledge' booklets and revision guides.</li> </ul>
	<ul style="list-style-type: none"> <li>Unit Title: Language Revision</li> <li>Focus: Language (Viewpoint Writing)</li> <li>Preparation for: AQA English Language 8700 (Paper 2, Section B)</li> </ul>	<ul style="list-style-type: none"> <li>Oak National Academy have a range of lessons for the majority of literature texts taught at GCSE.</li> </ul>
Spring 2 (Feb – March)	<ul style="list-style-type: none"> <li>Unit title: Literature Revision - The Strange Case of Dr Jekyll and Mr Hyde</li> <li>Focus: Literature (19th Century Novel)</li> <li>Preparation for: AQA English Literature 8702 (Paper 1, Section B)</li> </ul>	
	<ul style="list-style-type: none"> <li>Unit Title: Language Revision</li> <li>Focus: Language (Comparing Viewpoint and Perspective)</li> <li>Preparation for: AQA English Language 8700 (Paper 2, Section A)</li> </ul>	
Summer 1 (April – May)	<ul style="list-style-type: none"> <li>Bespoke revision and intervention in preparation for the examination series</li> </ul>	
Summer 2 (June – July)	<ul style="list-style-type: none"> <li>Examinations</li> </ul>	

<b>Examples of Home Learning Tasks</b>	<p>Homework can fulfil various purposes, including preparing a knowledge base or foundation for subsequent learning; consolidating previous learning and filling long-term knowledge buckets (such as developing vocabulary or wider reading).</p> <p>Homework is designed to consolidate knowledge thus works as a revision tool for pupils. The English Department will issue each pupil with a homework schedule that contains all the homework tasks for each unit of work. This will be handed to students at the beginning of the unit of work so parents and pupils can see in advance what tasks and areas of the text will need to be covered.</p> <p>Pupils should also aim to read for at least 25 minutes each day. Reading of one good-quality newspaper article (an online version will do) is highly recommended.</p>
<b>Assessment Tasks, Methods and Frequency</b>	Pupils are assessed half termly. These will be in the form of a formal assessment carried out in formal test conditions and focusing on clearly defined assessment objectives. Each assessment will be closely linked to the topic or discipline studied that half term and post-assessment work by both teachers and pupils will focus on understanding how to move learning forward.
<b>Equipment that Pupils Need</b>	<p>Basic Stationery</p> <p>Revision guides and 'core knowledge booklets' handed out by the department.</p>
<b>Parents / Carers can help their child by:</b>	<p>Ensuring that homework is completed on a weekly basis.</p> <p>Ensure that your child is reading a book every night for a minimum of 25 minutes.</p> <p>Discussing with your child what they read in a newspaper article that day.</p> <p>Providing a quiet space for your child to carry out revision / at-home learning activities such as homework.</p> <p>Contacting your child's teacher if you have any concerns about their learning.</p>
<b>Useful websites</b>	BBC Bitesize <a href="http://www.shmoop.com/">http://www.shmoop.com/</a>
<b>Extra-curricular clubs etc.</b>	Enrichment sessions
<b>Who can I contact?</b>	Ms S Kazi (Curriculum Leader of English)

# French

	Curriculum Content	BV/SMSC/ WRL	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ol style="list-style-type: none"> <li>1. Sequencing words and phrases</li> <li>2. Depuis + the present tense</li> <li>3. The pronoun y</li> <li>4. Revision of the perfect tense with avoir</li> <li>5. Revision of the perfect tense with être</li> <li>6. Revision of the imperfect tense of –er verbs</li> <li>7. Revision of the imperfect tense of avoir, être and faire</li> </ol>	SMSC/BV	<p>Language Learning websites to practise vocabulary. See below.</p> <p><a href="http://www.memrise.com">www.memrise.com</a></p> <p><a href="http://www.zut.org.uk">www.zut.org.uk</a></p>
Autumn 2 (Nov – Dec)	<ol style="list-style-type: none"> <li>1. Using adverbs</li> <li>2. Using de after quantities</li> <li>3. Revision of using the perfect tense of regular –er verbs</li> <li>4. Emphatic pronouns</li> <li>5. Adverbs of time and place</li> <li>6. Using the comparative of adverbs</li> <li>7. Superlative adverbs</li> <li>8. Revision of using pouvoir, vouloir and devoir</li> <li>9. Revision of il faut</li> </ol>	<p>SMSC BV social diversity</p> <p>SMSC</p>	<p><a href="http://www.funwithlanguages.vacau.com">www.funwithlanguages.vacau.com</a></p> <p><a href="http://www.bbc.com/education/subjects/z9dqxb">www.bbc.com/education/subjects/z9dqxb</a></p> <p><a href="http://www.language-gym.com">www.language-gym.com</a></p>
Spring 1 (Jan – Feb)	<ol style="list-style-type: none"> <li>1. Using the pronouns ce qui and ce que</li> <li>2. Using intensifiers</li> <li>3. Revision of si clauses in the present tense</li> <li>4. Si clauses with the future tense</li> <li>5. Using verbs of liking and disliking</li> <li>6. Using verbs of liking and disliking in the conditional</li> <li>7. The passive voice in the present tense</li> <li>8. Revision of comparatives and superlatives</li> </ol>	SMSC	<a href="http://www.kerboodle.com">www.kerboodle.com</a>
Spring 2 (Feb – March)	Revision and preparation for the examination	BV SMSC cultural diversity	
Summer 1 (April – May)	Revision and preparation for the examination	BV SMSC cultural diversity	
Summer 2 (June – July)	Revision and preparation for the examination		

<b>Examples of Home Learning Tasks</b>	<p>Vocabulary learning</p> <p>Writing short paragraphs using different sentence structures and vocabulary</p> <p>Comprehension exercises</p> <p>Translation activities</p>
<b>Assessment Tasks, Methods and Frequency</b>	Assessment each term in Listening, Reading, Speaking and Writing. Tasks and skills assessed will vary according to topic studied.
<b>Equipment that Pupils Need</b>	<p>Access to a computer at home would be beneficial to be able to access online homework, translators and support websites.</p> <p>A bilingual dictionary.</p>

<b>Parents / Carers can help their child by:</b>	Test students on vocabulary sets, or ask students to explain what they are writing about or completing comprehension exercises on.
<b>Useful websites</b>	<p>Word reference – an online reliable dictionary</p> <p>Quizlet - Many students will have a logon and be attached to a class with specific vocabulary to learn on this useful interactive site.</p> <p>Linguascope – the school as its own username and password</p> <p>Duolingo – vocabulary learning website.</p> <p>Language-gym.com - to revise grammar and verbs</p> <p>Funwithlanguages.vacau.com – to revise vocabulary, grammar and verbs</p> <p>Online translators – to be used with thought and care!</p>
<b>Extra-curricular clubs etc</b>	<p>A Homework Club is available lunch time twice a week.</p> <p>Support is provided in the morning before school on Mondays and Thursdays.</p> <p>Trip to France in March.</p> <p>Workshops organised at different times throughout the year.</p> <p>Cine club after school in the Summer term.</p>
<b>Who can I contact?</b>	<p>Class teacher – ask the student who their teacher is.</p> <p>Leia Maras - leia.maras@alecreedacademy.co.uk</p>



# Geography

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	• Revision Paper 1	Textbooks; GCSE Geography AQA Textbook – Oxford  GCSE AQA Geography CGP Revision Guide
Autumn 2 (Nov – Dec)	• Revision Paper 2	
Spring 1 (Jan – Feb)	• Issue Evaluation Paper 3	
Spring 2 (Feb – March)	• Fieldwork Revision Paper 3	
Summer 1 (April – May)	• Final Revision	
Summer 2 (June – July)	• Exams	

<b>Examples of Home Learning Tasks</b>	Homework set weekly and will be recorded on Class Charts and in student planners. They will be set a range of activities to complete such as research projects, essays and presentation tasks.
<b>Assessment Tasks, Methods and Frequency</b>	One summative, formal assessment at end of each topic and regular formative assessments throughout units of study. Past papers used and an SDME activity will be completed for each topic.
<b>Equipment that Pupils Need</b>	Full pencil case (including protractor and calculator)

<b>Parents / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>• Fully equipping students and checking their pencil case</li> <li>• Asking students to teach parents what they've learnt in/out of class</li> <li>• Check students have completed homework</li> <li>• Get students to regularly read/watch the news</li> <li>• Support students in being resilient and lifelong learners</li> </ul>
<b>Useful websites</b>	BBC Bitesize Geography <a href="http://www.bbc.co.uk/schools/gcsebitesize/geography/">http://www.bbc.co.uk/schools/gcsebitesize/geography/</a> Geography All The Way <a href="http://www.geographyalltheway.com">http://www.geographyalltheway.com</a> GeographyPods <a href="http://www.geographypods.com/">http://www.geographypods.com/</a> Get Revising <a href="http://getrevising.co.uk/">http://getrevising.co.uk/</a> ARA Geography Blog <a href="http://www.geog.live">www.geog.live</a>
<b>Extra-curricular clubs etc.</b>	Lunchtime and after school sessions held.
<b>Who can I contact?</b>	Teacher of Geography – Mr Whitehouse, Ms Reid, Ms Ahitan

# Graphics

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> <li>British Museum – Mythology Exhibition</li> <li>Creating final designs for promotional materials</li> </ul>	<ul style="list-style-type: none"> <li>Visit the British Museum to see the Celtic Exhibition.</li> <li>Visit galleries - Tate modern gallery to see Rauschenberg artwork.</li> <li>Visit the Design Museum to gain a greater understanding of poster design and graphic communication.</li> </ul>
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> <li>MOCK Exam – Questions set</li> <li>Final school assessment before exam starts in January.</li> </ul>	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> <li>AQA Exam (Unit 2)</li> <li>Recording artefacts &amp; semiotics to create a body of work to fulfil the AQA criteria</li> </ul>	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> <li>AQA Exam (Unit 2)</li> <li>Recording artefacts &amp; semiotics to create a body of work to fulfil the AQA criteria</li> </ul>	
Summer 1 (April – May)	<ul style="list-style-type: none"> <li>AQA Exam (Unit 2)</li> <li>Complete final designs in 10 hour controlled assessment. Completed by end of April</li> </ul>	
Summer 2 (June – July)	<ul style="list-style-type: none"> <li>Coursework and Exam Complete</li> </ul>	

<b>Examples of Home Learning Tasks</b>	Artist Research, Observational drawing, Collage, Mark Making, Photography.
<b>Assessment Tasks, Methods and Frequency</b>	Observational drawings with a focus on proportion, line, tone, texture Creative drawing tasks with a focus on imagination and observation Application of skills and understanding through different media including painting, printing, 3D paper construction and clay outcomes.
<b>Equipment that Pupils Need</b>	All students require a pack of pencils, rubber, pencil sharpener & ruler. A glue stick, colouring pencils, water colour pallets and fine liners are desirable for use at home to complete tasks set. USB require to save digital files

<b>Parents / Carers can help their child by:</b>	<p>Discuss careers. The art and design, marketing and advertising industry is the second biggest jobs market in the UK and is the best path way into emerging jobs in new technologies such as web and App design.</p> <p>Visit galleries and exhibitions. Stretch their knowledge.</p> <p>Encourage children to read for pleasure and participate in the arts.</p> <p>Provide the resources they need for creative expression. The key resource here is time.</p> <p>Ask your child open-ended questions to stretch their understanding and help them to develop ideas.</p> <p>Allow Mistakes. Use mistakes as opportunities to learn rather than view them as something unsuccessful.</p>
<b>Useful websites</b>	<p><a href="http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-4200">www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-4200</a></p> <p><a href="http://www.tate.org.uk">www.tate.org.uk</a></p> <p><a href="http://www.vam.ac.uk">www.vam.ac.uk</a></p> <p><a href="http://www.dandad.org">www.dandad.org</a></p> <p><a href="http://www.debutart.com">www.debutart.com</a></p> <p><a href="https://designmuseum.org">https://designmuseum.org</a></p> <p><a href="http://www.vectors4free.co.uk">www.vectors4free.co.uk</a></p>
<b>Extra-curricular clubs etc.</b>	Lunch Clubs
<b>Who can I contact?</b>	<p><a href="mailto:smithm@alecreedacademy.co.uk">smithm@alecreedacademy.co.uk</a></p> <p><a href="mailto:tabernerh@alecreedacademy.co.uk">tabernerh@alecreedacademy.co.uk</a></p>

# Health and Social Care

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> <li>• Definition of Health and wellbeing</li> <li>• Factors that impact on health and wellbeing</li> <li>• Predictable and unpredictable life events</li> <li>• Component 1 and Component 2 Coursework completion</li> </ul>	<p>Haworth H, Higgins H, Hoyle H, Lavers S and Lewis C, BTEC Level 2 First Health and Social Care, (Pearson, 2010), ISBN 9781846906817</p> <p>Haworth E and Ashton A, Edexcel GCSE Health and Social Care, (Edexcel, 2009) ISBN 978184690373 1</p>
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> <li>• Health indicators</li> <li>• Interpreting lifestyle data</li> <li>• The person centred approach</li> <li>• Component 1 and Component 2 Coursework completion</li> </ul>	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> <li>• Evaluating the effectiveness of service providers</li> <li>• Recommendations and actions to improve health and wellbeing/setting achievable targets</li> <li>• Controlled assessment work</li> </ul>	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> <li>• Lack of support</li> <li>• Ability/disability and addiction</li> <li>• Barriers to accessing identified services</li> </ul>	
Summer 1 (April – May)	<ul style="list-style-type: none"> <li>• Revision</li> </ul>	
Summer 2 (June – July)	<ul style="list-style-type: none"> <li>• Revision</li> </ul>	

<b>Examples of Home Learning Tasks</b>	<ul style="list-style-type: none"> <li>-Case study questions</li> <li>-Worksheets</li> <li>-Independent research – internet based</li> </ul>
<b>Assessment Tasks, Methods and Frequency</b>	A formal assessment every half term.
<b>Equipment that Pupils Need</b>	<p>For every lesson - Pen, Ruler, Exercise books</p> <p>When required - computer and text books</p>

<b>Parents / Carers can help their child by:</b>	<p>Regularly checking their books.</p> <p>Making sure that they get homework completed and on time.</p> <p>Helping them to prepare for assessments.</p> <p>Ensuring they learn keywords.</p>
<b>Useful websites</b>	<p><a href="http://www.idea.gov.uk">www.idea.gov.uk</a></p> <p><a href="http://www.hse.gov.uk/pubns/law.pdf">www.hse.gov.uk/pubns/law.pdf</a></p> <p><a href="http://www.health.org.uk/areas-of-work/topics/person-centred-care">www.health.org.uk/areas-of-work/topics/person-centred-care</a></p> <p><a href="http://www.autism.org.uk/working-with/social-care-and-support/person-centred-planning.aspx">www.autism.org.uk/working-with/social-care-and-support/person-centred-planning.aspx</a></p> <p><a href="http://www.cqc.org.uk">www.cqc.org.uk</a></p> <p><a href="https://www.nutrition.org.uk/healthyliving/healthyeating.html">https://www.nutrition.org.uk/healthyliving/healthyeating.html</a></p> <p><a href="http://www.nhs.uk/conditions/social-care-and-support-guide">http://www.nhs.uk/conditions/social-care-and-support-guide</a></p> <p><a href="https://www.gov.uk/government/news/people-will-see-health-and-social-care-fully-joined-up-by-2018">https://www.gov.uk/government/news/people-will-see-health-and-social-care-fully-joined-up-by-2018</a></p>
<b>Extra-curricular clubs etc.</b>	10.4 and 10.5 every Monday, Wednesday and Thursday
<b>Who can I contact?</b>	Ms John (Subject Leader) and Ms Frazer

# History

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> <li>Weimar and Nazi Germany, 1918–39</li> </ul>	Textbooks
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> <li>Weimar and Nazi Germany, 1918–39</li> </ul>	Edexcel GCSE History (9-1) British America, 1713- 1783: empire and revolution (Pearson, 2016)
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> <li>Revision- Paper 1 Crime and punishment and Whitechapel</li> </ul>	Edexcel GCSE History (9-1) Crime and punishment through time, c1000-present (Pearson, 2016)
Spring 2 (Feb – March)	<ul style="list-style-type: none"> <li>Revision- Paper 2 Anglo-Saxon and Norman England and British America</li> </ul>	All students should keep 2 copies of their Knowledge Organisers for every unit!
Summer 1 (April – May)	<ul style="list-style-type: none"> <li>Revision- Paper 3 Weimar and Nazi Germany, 1918–3</li> </ul>	Hodder GCSE History for Edexcel: Crime and punishment through time, c1000–present (Hodder Education, 2016)
Summer 2 (June – July)	<ul style="list-style-type: none"> <li>Paper 1</li> <li>Paper 2</li> <li>Paper 3</li> </ul>	<p>Edexcel GCSE History (9-1) Weimar and Nazi Germany, 1918–39 (Pearson, 2016)</p> <p>Revision guides can be purchased from the Humanities office £3.</p> <p>Tony Robinson’s Crime and Punishment (Channel 4, 2008)</p> <p>BBC Learn Playlist on Youtube.</p>



<b>Examples of Home Learning Tasks</b>	<ol style="list-style-type: none"> <li>1. Learn Key terms at home</li> <li>2. Create a timeline of key dates for either topic.</li> <li>3. Complete past paper questions provided by your teacher</li> </ol>
<b>Assessment Tasks, Methods and Frequency</b>	<p>Exam style questions will be set weekly as homework.</p> <p>Mock examinations set in each term</p>
<b>Equipment that Pupils Need</b>	Pen, pencil, rubber, ruler

<b>Parents / Carers can help their child by:</b>	<p>Checking weekly homework as good written communication skills are important.</p> <p>Creating revision tasks that help students remember key dates and information.</p>
<b>Useful websites</b>	<p>BBC bitesize revision -</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/">http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/</a></p> <p><a href="http://johndclare.net/">http://johndclare.net/</a> - Modern world history topics</p>
<b>Extra-curricular clubs etc.</b>	Exam skills session every Tuesday
<b>Who can I contact?</b>	Ms. Dee, Ms Odusote

# Maths

	Curriculum	Foundation Tier Mathswatch video Clips	Curriculum	Higher Tier Mathswatch video
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> <li>Plans and elevation</li> <li>Constructions, loci and bearings</li> <li>Quadratic equations</li> <li>Quadratic graphs</li> </ul>	<ul style="list-style-type: none"> <li>46a, 46b, 47, 51</li> <li>12b, 147, 145, 146a, 146b, 165, 124</li> <li>134b, 157</li> <li>98, 160</li> </ul>	<ul style="list-style-type: none"> <li>Further algebraic manipulation</li> <li>Circle theorems</li> <li>Circle geometry</li> </ul>	<ul style="list-style-type: none"> <li>99, 209c, 161, 197, 212, 178, 179, 180</li> <li>116, 183</li> <li>184</li> </ul>
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> <li>Circles, cylinders, cones and spheres</li> <li>Fractions and reciprocals</li> <li>Indices and standard form</li> </ul>	<ul style="list-style-type: none"> <li>116, 118, 149, 117, 167, 119</li> <li>71a, 71b, 73, 74, 76</li> <li>82, 83, 131</li> </ul>	<ul style="list-style-type: none"> <li>Formulae and algebraic fractions</li> <li>Vectors</li> <li>Further graphs</li> </ul>	<ul style="list-style-type: none"> <li>136, 190, 210a, 210b, 207c, 193, 215, 214a, 214b</li> <li>174, 219</li> <li>199, 196a, 196b, 216a, 216b</li> </ul>
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> <li>Similarity and congruence 2D</li> <li>Vectors</li> <li>Advanced algebra</li> </ul>	<ul style="list-style-type: none"> <li>Nothing on any of these</li> </ul>	<ul style="list-style-type: none"> <li>Direct and inverse proportion</li> </ul>	<ul style="list-style-type: none"> <li>199</li> </ul>
Spring 2 (Feb – March)	<ul style="list-style-type: none"> <li>Bespoke Revision</li> </ul>		<ul style="list-style-type: none"> <li>Bespoke Revision</li> </ul>	
Summer 1 (April – May)	<ul style="list-style-type: none"> <li>Bespoke Revision</li> </ul>		<ul style="list-style-type: none"> <li>Bespoke Revision</li> </ul>	
Summer 2 (June – July)	<ul style="list-style-type: none"> <li>Bespoke Revision</li> </ul>		<ul style="list-style-type: none"> <li>Bespoke Revision</li> </ul>	

<b>Examples of Home Learning Tasks</b>	<ul style="list-style-type: none"> <li>• Complete any pending work given in class, such as:</li> <li>• Homework tasks</li> <li>• Completing set tasks on mathswatch vle</li> <li>• Use of mathswatch vle to complete personalised independent study tasks</li> <li>• Going over lesson notes and past papers</li> </ul>
<b>Assessment Tasks, Methods and Frequency</b>	<ul style="list-style-type: none"> <li>• End of unit assessments</li> <li>• End of year mock examination</li> <li>• New GCSE format – Three paper Examination assessment</li> </ul>
<b>Equipment that Pupils Need</b>	<ul style="list-style-type: none"> <li>• A bilingual dictionary where applicable</li> <li>• Pencil case with a pen, pencil, ruler, a rubber, a protractor, compasses and a calculator</li> <li>• Their own notes – found in their exercise books.</li> <li>• The Edexcel GCSE Maths Revision Guide</li> <li>• The Edexcel GCSE Maths Workbook</li> <li>• Access to the internet</li> </ul>
<b>Parents / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>• Ensuring they are completing set tasks on mathswatch vle and handing in any other homework tasks on time.</li> <li>• Encouraging them to visit the suggested websites and complete activities that will enhance their knowledge.</li> </ul>
<b>Useful websites</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.vle.mathswatch.com">https://www.vle.mathswatch.com</a></li> <li>• <a href="http://www.kangaroomaths.com">http://www.kangaroomaths.com</a></li> <li>• <a href="https://www.mymaths.co.uk">https://www.mymaths.co.uk</a></li> <li>• <a href="http://nrich.maths.org">http://nrich.maths.org</a></li> <li>• <a href="http://www.mrbartonmaths.com">http://www.mrbartonmaths.com</a></li> <li>• <a href="http://www.mathsgenie.co.uk">http://www.mathsgenie.co.uk</a></li> </ul>
<b>Extra-curricular clubs etc.</b>	<ul style="list-style-type: none"> <li>• After school enrichment classes.</li> </ul>
<b>Who can I contact?</b>	<ul style="list-style-type: none"> <li>• Class teacher – ask the student who their teacher is.</li> <li>• Curriculum leader – Mr Booth</li> </ul>

# Music - Year 11 BTEC Level 2

	Curriculum Content	Suggested Reading or Extension Activities
Autumn	<u>Band Work 202ta</u> <ul style="list-style-type: none"> <li>• Understanding how to read music</li> <li>• Learning how to form and play chords</li> <li>• Learning a band instrument</li> <li>• Performing as part of a band</li> <li>• Performing popular music</li> <li>• Listening analysis</li> </ul>	<ul style="list-style-type: none"> <li>• “The AB guide to Music theory”</li> <li>• Extension work will be given in lessons, there are always challenge opportunities that students can choose to do, or will be encouraged to do by their teacher.</li> <li>• Regularly listen to a variety of music such as Classic fm, BBC Radio 1, BBC radio 2, BBC radio 3, BBC radio 6 music.</li> <li>• Students should experience going to live concerts and performances. Tickets are very reasonable in price and many concerts are aimed at young people. See the concert/performance guide for the venues below:</li> <li>• The Royal Albert Hall</li> <li>• Bush Hall</li> <li>• The Royal Festival Hall</li> <li>• The Barbican</li> </ul>
Autumn	<u>Performing to an audience 202ta</u> <ul style="list-style-type: none"> <li>• Create a programme of music to match a given brief.</li> <li>• Learn to rehearse effectively.</li> <li>• Learn to listen to and receive feedback.</li> <li>• Learn what it takes to put on a “set” of music.</li> <li>• Perform a final programme to an audience.</li> </ul>	
Spring and Summer	<u>Composing to a brief 205ta</u> <ul style="list-style-type: none"> <li>• Learn to compose music in given styles.</li> <li>• Learn to evaluate compositions in order to understand the inner workings of music.</li> <li>• Write music to effectively respond to a given brief for final assessment.</li> </ul>	

<b>Examples of Home Learning Tasks</b>	<p>Homework is set regularly every week. Homework should take a minimum of 60 minutes.</p> <p>It is absolutely essential that BTEC Music students practise their instrument for a minimum of 60 minutes per week as well as completing homework. This is a non-negotiable part of their course and will impact very positively on their final grade.</p> <p>Homework tasks are included in student exercise books, they will be a variety of learning activities including listening tasks, Musical theory, such as learning the notes on the stave, and reviewing their own work in order to make improvements.</p>
<b>Assessment Tasks, Methods and Frequency</b>	<p>Formal assessments take place at the end of each half term.</p> <p>There are mid-term and formative assessments during the schemes of learning in order to feedback to students and to ensure students have the knowledge and opportunity to make improvements to their work.</p> <p>Assessment takes place in three forms in all schemes of learning. Students will perform individually or as part of a group, they will take a listening test and will also be assessed on their knowledge of key words and knowledge of the Music industry. They will also be assessed on their compositional progress.</p>
<b>Equipment that Pupils Need</b>	<p>Fully equipped pencil case.</p> <p>Important contents – Pencil, ruler, rubber, sharpener, blue or black handwriting pen.</p>
<b>Parents / Carers can help their child by:</b>	<p>Listening to music together as a family</p> <p>Encouraging children to learn an instrument or take part in school groups.</p> <p>Complete homework together, allowing the students to share and explain their new knowledge with their parent/carer.</p>
<b>Useful websites</b>	<p><a href="https://araperformingartsdepartment.wordpress.com/">https://araperformingartsdepartment.wordpress.com/</a></p> <p><a href="http://www.misswardmusic.com">www.misswardmusic.com</a></p>
<b>Extra-curricular clubs etc.</b>	<p>All students are offered the opportunity to learn an instrument as part of the extra-curricular programme. Please contact the Performing Arts team for more information.</p> <p>Monday – Violin group</p> <p>Tuesday – Boys choir &amp; Young producers club</p> <p>Wednesday – Rock School</p> <p>Thursday – Voxbox</p> <p>Friday – Advanced singers</p>
<b>Who can I contact?</b>	<p>Mrs C. Lashmore-Bennett – Head of Performing Arts</p>

In Year 10 and 11 students follow a similar activity programme as Year 9 unless they have selected to study GCSE PE. These activities will change every 6 weeks. After this, the students are encouraged to follow a different option; although the main focus for Year 10 and 11 Core Physical Education is high participation, competition, engagement, effort and enjoyment. Students are not to mix and match and swap sessions until the conclusions of their 6 week schemes. A 'Sports Education' approach is recommended for those groups wishing to seek stimulus through a more in-depth understanding of sports on offer with a specific focus on team affiliation, formal competitions, organising events, recording results and creating a festive atmosphere within their lessons.

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	Option 1: Outdoor: Football / Rugby Option 2: Sports hall: Badminton / Table Tennis Option 3: Dance Studio/GYM: Dance /Fitness suite	<ul style="list-style-type: none"> <li>• Clubs and Societies</li> <li>• Sports Committee</li> <li>• External Links</li> <li>• Sports Leaders</li> <li>• Duke of Edinburgh</li> </ul>
Autumn 2 (Nov – Dec)	Option 1: Outdoor: Rugby/ Football Option 2: Sports hall: Dodge ball / Table Tennis Option 3: Dance Studio/GYM: Dance/ Aerobics/ Fitness Suite	
Spring 1 (Jan – Feb)	Option 1: Outdoor: Rugby, Five Aside, Netball Option 2: Sports hall: Badminton, Basketball Option 3: Fitness Suite, Boxersize, Insanity	
Spring 2 (Feb – March)	Option 1: Outdoor: Tennis, Netball, Football Option 2: Sports hall: Badminton, Basketball Option 3: Fitness Suite, Circuit Training, Insanity	
Summer 1 (April – May)	Option 1: Outdoor: Athletics, Tennis, Softball Option 2: Sports hall: Trampolining, Climbing, Open Option 3: Fitness Suite, Boxersize, Insanity, Dance	
Summer 2 (June – July)	Option 1: Outdoor: Softball, Rounders, Tennis Option 2: Sports hall: Trampolining, Climbing, Open Option 3: Dance, Boxersize, Insanity	

<b>Examples of Home Learning Tasks</b>	Club Links, Leadership, KS3 Management
<b>Assessment Tasks, Methods and Frequency</b>	Assessment judgements are based around participation, behaviour and effort and are tracked and reported to parents during specified evenings.
<b>Equipment that Pupils Need</b>	Sports Kit, Trainers, Boots, a great attitude

<b>Parents / Carers can help their child by:</b>	Supporting the department with low engagement Club Links
<b>Useful websites</b>	BBCbitesize, topsport.com, teachpe.com, peresourcesbank.co.uk
<b>Extra-curricular clubs etc.</b>	There is an extensive clubs time table every week during lunch time and after school. Activities include football, rugby, fitness, table tennis, dance , netball, basketball

<b>Who can I contact?</b>	Mr Thomas Head of Physical Education
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# Performing Arts

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 and 2 (Sept-Dec)	<p><b><u>Hamilton, The Snail and the Whale and Frankenstein</u></b></p> <p><i>Component 1: Exploring the Performing Arts</i></p> <p>Students will work practically in groups and in their individual log-books to explore the following key questions: What acting styles and genres are commonly found in theatre? What are the creative stylistic qualities linked with each acting style and genre? Who are the main theatre practitioners and what are their theories and practice? What is artistic purpose and how does this influence stylistic qualities? How are practitioners influenced by other practitioners? How does context influence performance work? What job roles exist in theatre and what is each practitioner responsible for? What skills does each practitioner require? What are the processes used in the development, rehearsal and performance of a production? What techniques and approaches are used in the creation of a performance? What challenges do practitioners face and how do they overcome them?</p>	<ul style="list-style-type: none"> <li>•Copies of the texts of any of the scripts that we undertake.</li> <li>•Extension work will be given in lessons and in homeworks, there are always challenge opportunities that students can choose or will be encouraged to do by their teacher.</li> <li>•Reading the weekly Theatre Reviews from any newspaper.</li> <li>•Students should experience as much live theatre as possible. The West End of London has a wealth of theatres and discounted tickets can be found in a variety of ways. Kids Week (throughout August) allows children under 16 to go free to West End shows. There is also a lot of live theatre available online: the following youtube channels are excellent sources – The Show Must Go On; National Theatre; YoungVic; OldVic.</li> <li>•Our closest local theatres are: Lyric, Hammersmith, The Beck Theatre in Hayes, Questors Theatre, Harrow Arts Centre (HAC). Many of these venues also run workshops and classes during school holidays, after school and on weekends.</li> <li>•Attending SummerStage with Mousetrap Theatre Projects in Central London or any of their projects <a href="http://www.mousetrap.org">www.mousetrap.org</a></li> </ul>
Spring 1 and 2	<p><b><u>Blackout by Davey Anderson</u></b></p> <p><i>Component 2: Developing Skills and Techniques in the Performing Arts</i></p> <p>Students will work practically in groups and in their individual log-books to explore the following key questions: What are the skills and techniques needed to rehearse, evaluate the process and perform the ensemble scripted play Blood Brothers by Willy Russell? How can I apply my understanding of these skills and techniques in rehearsal and performance? How can I review my own development and contribution to the performance through my logbook?</p>	
Summer 1	<p><b><u>Completing Component 3</u></b></p> <p><b><u>Component 3: Responding to a Brief</u></b></p> <p>Although Component 3 has been cancelled for the 2020-21 cohort, there is still valuable learning within this component. Students will work practically in groups and in their individual log-books to explore the following key questions: What is a brief and how should I respond to one through discussion and practical exploration activities? How can I select and develop skills and techniques that are needed to realise creative ideas in response to the brief? How can I use skills and techniques in rehearsal and performance? How can I work effectively with others? How can I communicate ideas through my performance? How can I use my logbook to show that I know how to reflect on the process and outcome of the project?</p>	

<b>Examples of Home Learning Tasks</b>	Homework is set weekly. Homework should take a minimum of 30 minutes. Homework tasks may include making notes about practical work, revising key terminology and concepts and practical rehearsals in preparation for performance.
<b>Assessment Tasks, Methods and Frequency</b>	In Year 11 the students are finally assessed on Component 1 and 2. •Component 1: Exploring the Performing Arts •Component 2: Developing Skills and Techniques in the Performing Arts  Students will be given practical and/or written assessment and then awarded either a Fail, Pass, Merit or Distinction mark.
<b>Equipment that Pupils Need</b>	Fully equipped pencil case. Important contents – Pencil, ruler, rubber, sharpener, blue or black handwriting pen. Classwork folders or logbooks. Scripts
<b>Parents / Carers can help their child by:</b>	Watch plays/musicals/performances on television, the internet (youtube is a particularly good resource) or at live venues as a family. Encouraging children to take part in the school drama club, the annual Talent Show, the school Musical and trips to the see live performance. Complete homework together, allowing the students to share and explain their new knowledge with their parent/carer. Encouraging children to join a Drama or Performing Arts group outside of school such as Stage Coach, Pauline Quirk Academy or Jigsaw or a local amateur dramatics group.
<b>Useful websites</b>	<a href="http://www.bbc.co.uk/education/subjects/zbckjxs">http://www.bbc.co.uk/education/subjects/zbckjxs</a> <a href="https://www.thestage.co.uk/">https://www.thestage.co.uk/</a> <a href="https://www.youtube.com/channel/UCdmPjhKMaXNNcCr1FjuMvag">https://www.youtube.com/channel/UCdmPjhKMaXNNcCr1FjuMvag</a> <a href="https://www.youtube.com/channel/UCUDq1XzCY0NIOYVJvEMQjqw">https://www.youtube.com/channel/UCUDq1XzCY0NIOYVJvEMQjqw</a> <a href="https://getintotheatre.org/">https://getintotheatre.org/</a>
<b>Extra-curricular clubs etc.</b>	All students are offered the opportunity to take part in our Drama club. There are open auditions for the school musical and the Talent Show in July and students can audition to take leading or minor roles. There are opportunities for trips throughout the year. Where available we will also invite professional practitioners into the Academy to run workshops and classes.
<b>Who can I contact?</b>	Mrs C. Lashmore-Bennett – Head of Performing Arts

# Photography

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	• Review and completion of Year 10 coursework Unit 1: Viewpoints	<ul style="list-style-type: none"> <li>• Visit Richmond Park/Kew</li> <li>• Visit galleries - Tate modern to explore still life</li> <li>• Visit the Photographers Gallery to gain a greater understanding visual communication.</li> </ul>
Autumn 2 (Nov – Dec)	• Unit 2: Emotion	
Spring 1 (Jan – Feb)	• Externally set assignment Exam preparatory period + 10 hour exam.	
Spring 2 (Feb – March)	• Externally set assignment Exam preparatory period + 10 hour exam.	
Summer 1 (April – May)	• Externally set assignment Exam preparatory period + 10 hour exam.	
Summer 2 (June – July)	• Externally set assignment Exam preparatory period + 10 hour exam.	

<b>Examples of Home Learning Tasks</b>	Study Skills: Analysis and annotation. Critique and personal interpretation. Reflect and refine. Presentation. Independent research. Historical influences and conventions in Photography. Observing Photographic techniques and interpreting these to create a personal response. Visual language, concepts and ideas. Fundamental theories and application of these. Narrative, audience and aesthetics. Advanced Photoshop and physical editing skills. Rules of composition – Birds eye view, worms eye view, rule of thirds etc. Physical manipulation of photographic images. 3-Dimensional responses (where relevant to intentions). Photobook – selecting viewpoint outcomes to create a high quality personal response. Colour theory and how this contributes to emotive outcomes. Portraiture and alternative methods of expressing emotions. Chiaroscuro. Physical manipulation and unconventional photographic techniques.
<b>Assessment Tasks, Methods and Frequency</b>	Assessment pieces: AP1: Generic Shoot and two artist response shoots (A04). AP2: Mock Exam Grade: first artist response shoot (A02, A03) AP3: Final coursework assessment (All assessment bands). AP4: Externally set Assignment – Initial shoot and development of ideas (A01, A03).
<b>Equipment that Pupils Need</b>	All students require a pack of pencils, rubber, pencil sharpener & ruler. A glue stick, colouring pencils, water colour pallets and fine liners are desirable for use at home to complete tasks set. USB require to save digital files and access to a camera would be beneficial for students.

<b>Parents / Carers can help their child by:</b>	<p>Discuss careers. The art and design, marketing and advertising industry is the second biggest jobs market in the UK and is the best path way into emerging jobs in new technologies such as web and App design.</p> <p>Visit galleries and exhibitions. Stretch their knowledge.</p> <p>Encourage children to read for pleasure and participate in the arts.</p> <p>Provide the resources they need for creative expression. The key resource here is time.</p> <p>Ask your child open-ended questions to stretch their understanding and help them to develop ideas.</p> <p>Allow Mistakes. Use mistakes as opportunities to learn rather than view them as something unsuccessful.</p>
<b>Useful websites</b>	<p><a href="http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-4200">www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-4200</a></p> <p><a href="http://www.thephotographersgallery.org.uk">www.thephotographersgallery.org.uk</a></p> <p><a href="http://www.tate.org.uk">www.tate.org.uk</a></p> <p><a href="http://www.vam.ac.uk">www.vam.ac.uk</a></p> <p><a href="http://www.dandad.org">www.dandad.org</a></p> <p><a href="http://www.debutart.com">www.debutart.com</a></p> <p><a href="https://designmuseum.org">https://designmuseum.org</a></p> <p><a href="http://www.vectors4free.co.uk">www.vectors4free.co.uk</a></p>
<b>Extra-curricular clubs etc.</b>	<p>Lunch Clubs</p> <p>Photography Clinic</p>
<b>Who can I contact?</b>	<p><a href="mailto:Mark.Smith@alecreedacademy.co.uk">Mark.Smith@alecreedacademy.co.uk</a></p> <p><a href="mailto:Hayley.Taberner@alecreedacademy.co.uk">Hayley.Taberner@alecreedacademy.co.uk</a></p>

# Religious Studies

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<p><u>Theme D – Religion Peace and Conflict: Religion, violence, terrorism and war:</u></p> <ul style="list-style-type: none"> <li>• The meaning and significance of:               <ul style="list-style-type: none"> <li>o peace</li> <li>o justice</li> <li>o forgiveness</li> <li>o reconciliation</li> </ul> </li> <li>• Violence, including violent protest</li> <li>• Terrorism</li> <li>• Reasons for war, including greed, self-defence and retaliation</li> <li>• The just war theory, including the criteria for a just war</li> <li>• Holy war</li> <li>• Pacifism</li> </ul> <p><u>Religion and belief in 21st century conflict</u></p> <ul style="list-style-type: none"> <li>• Religion and belief as a cause of war and violence in the contemporary world.</li> <li>• Nuclear weapons, including nuclear deterrence.</li> <li>• The use of weapons of mass destruction.</li> <li>• Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching.</li> <li>• Religious responses to the victims of war including the work of one present day religious organisation</li> </ul>	<p>My Revision Notes AQA GCSE (9-1) Religious Studies Specification A - by Lesley Parry and Jan Hayes AQA GCSE (9-1) Religious Studies Specification A (textbook) Leslie Parry, Jan Hayes and Sheila Butler</p> <p><b>Extension tasks:</b> Find Bible quotes to support differing views and enhance answers</p> <p>TED talks on religion (for example the "Are you there, God?" series)</p>
Autumn 2 (Nov – Dec)	<p><u>Theme E – Religion, crime and punishment: Religion, crime and the causes of crime</u></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:               <ul style="list-style-type: none"> <li>o poverty and upbringing</li> <li>o mental illness and addiction</li> <li>o greed and hate</li> <li>o opposition to an unjust law.</li> </ul> </li> <li>• Views about people who break the law for these reasons.</li> <li>• Views about different types of crime, including hate crimes, theft and murder.</li> </ul>	

	Curriculum Content	Suggested Reading or Extension Activities
Spring 1 (Jan – Feb)	<u>Religion and punishment</u> <ul style="list-style-type: none"> <li>• The aims of punishment, including: <ul style="list-style-type: none"> <li>o retribution</li> <li>o deterrence</li> <li>o reformation.</li> </ul> </li> <li>• The treatment of criminals, including: <ul style="list-style-type: none"> <li>o prison</li> <li>o corporal punishment</li> <li>o community service.</li> </ul> </li> <li>• Forgiveness.</li> <li>• The death penalty.</li> </ul> <p>Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.</p>	
Spring 2 (Feb – March)	<u>Revision – Paper 1</u> <ul style="list-style-type: none"> <li>• Christian Beliefs and Teachings/Practices</li> <li>• Christian Practices: The role of the church in the local and worldwide community</li> <li>• Jewish Beliefs and Teachings/Practices</li> <li>• Jewish Practices - The synagogue and worship</li> <li>• Family life and festivals</li> </ul> <u>Revision – Paper 2</u> <ul style="list-style-type: none"> <li>• Theme B – Religion and Life: The origins and value of the universe</li> <li>• Theme C – The Existence of God: Philosophical arguments for and against the existence of God</li> <li>• Theme D – Religion Peace and Conflict: Religion, violence, terrorism and war</li> <li>• Theme E – Religion, crime and punishment: Religion, crime and the causes of crime</li> </ul>	
Summer 1 (April - May)	Revision/Exam	
Summer 2 (June - July)	Revision/Exam	

<b>Examples of Home Learning Tasks</b>	1) Exam style questions 2) Revision for knowledge tests 3) Key words and vocabulary test revision
<b>Assessment Tasks, Methods and Frequency</b>	Assessments are completed in class every half term. A written, formal exam will be completed at the end of the year. The students will be provided with revision material at least 2 weeks in advance for any formalised tests.
<b>Equipment that Pupils Need</b>	Blue/black pen Ruler Planner
<b>Parents / Carers can help their child by:</b>	Parents/carers can help students by making sure they are organised and complete the homework/revision work they are set. Homework is set every other week. The teacher will check that all students have their homework tasks in their planner and it is recorded on Classcharts. Revision material and tasks will be set before assessments.
<b>Useful websites:</b>	<a href="http://www.bbc.co.uk/religion">http://www.bbc.co.uk/religion</a> <a href="http://www.bbc.co.uk/religion/religions/">http://www.bbc.co.uk/religion/religions/</a> <a href="http://www.bbc.co.uk/schools/religion/">http://www.bbc.co.uk/schools/religion/</a>
<b>Extra-curricular clubs etc.</b>	Debate Mate
<b>Who can I contact?</b>	Ms. Dee: <a href="mailto:megan.dee@alecreedacademy.co.uk">megan.dee@alecreedacademy.co.uk</a> Ms. Lipman: <a href="mailto:eva.lipman@alecreedacademy.co.uk">eva.lipman@alecreedacademy.co.uk</a>

# Science

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> <li>• The Nervous System</li> <li>• Crude oil</li> <li>• Chemical analysis</li> <li>• Forces</li> <li>• Motion</li> </ul>	<ul style="list-style-type: none"> <li>• Using BBC Bitesize as an alternative source of content</li> <li>• Reading Science sections of online newspapers</li> <li>• Using the Kerboodle interface with which each pupil has a unique login with. This is the same platform used with Key Stage 3 but with GCSE content.</li> </ul>
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> <li>• Evolution</li> <li>• Reproduction</li> <li>• Hormones</li> <li>• Motion</li> <li>• Forces</li> </ul>	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> <li>• Adaptation</li> <li>• The Earth's atmosphere</li> <li>• Waves</li> </ul>	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> <li>• Electromagnetism</li> <li>• Ecosystems (adaptations and biodiversity)</li> <li>• The Earth's resources</li> </ul>	

<b>Examples of Home Learning Tasks</b>	Pupils can access extension tasks via the online Kerboodle interface the department uses. This is in addition to homework which can be set via Kerboodle. Students are encouraged to purchase revision guides which the department sells.
<b>Assessment Tasks, Methods and Frequency</b>	At the end of every unit pupils will set an in-class assessment. These are standardised and incorporate practical assessment objectives. There will also be end of year assessments which will cover multiple units.
<b>Equipment that Pupils Need</b>	Pens, pencils, rulers, rubbers and scientific calculators.

<b>Parents / Carers can help their child by:</b>	Access Kerboodle with their children and help them use the revision guide to consolidate what they learn in lessons.
<b>Useful websites</b>	<a href="https://www.kerboodle.com/app/">https://www.kerboodle.com/app/</a>
<b>Extra-curricular clubs etc.</b>	Revision Sessions

<b>Who can I contact?</b>	Curriculum Leader - Mrs Charles Student Class Teacher
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# Spanish

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	Local, national, international, and global areas of interest: Global issues → The environment. Grammar: modal verbs linked to behaviours (must do/ can do/should do/could do etc) si sentences revised for outlining consequences of actions	Mary Glasgow Magazine: “El Sol”  GCSE Revision guides  GCSE Bitesize: Spanish
Autumn 2 (Nov – Dec)	Local, national, international, and global areas of interest: Social issues → Charity, voluntary work. Grammar: querer + infinitive querer que + subjunctive para que + subjunctive imperfect continuous	Books:  “Spanish short stories for beginners” by Ollie Richards (ISBN: 978-1514646083)  “Viaje al centro de la Tierra” by Julio Verne (ISBN 978-1522867500)
Spring 1 (Jan – Feb)	Local, national, international, and global areas of interest: Global issues → Homelessness, poverty. Grammar: si fuera.../si tuviera que... with conditional completions hay que + infinitive and es importante que + subjunctive verbs of emotion + subjunctive (me preocupa que/me molesta que)	“Sherlock Holmes - El signo de los cuatro” Adapted by A Bravo (ISBN: 978-1533078834)
Spring 2 (Feb – March)	Current and future study and employment: Career choices and ambitions. Grammar: enhanced statements of possibility including subjunctive after conjunctions of time (cuando) use of quisiera to express ambitions pluperfect tense perspective	
Summer 1 (April – May)	End of course examination focus	
Summer 2 (June – July)	End of course examination focus	

<b>Examples of Home Learning Tasks</b>	<ul style="list-style-type: none"> <li>• Complete any pending work given in class, such as:               <ul style="list-style-type: none"> <li>-Translations</li> <li>-Reading comprehension exercises</li> <li>-Writing extensions</li> </ul> </li> <li>• Revisit notes and past papers</li> </ul>
<b>Assessment Tasks, Methods and Frequency</b>	<ul style="list-style-type: none"> <li>• End of each term: Listening and Reading mock assessments.</li> <li>• Linear examinations</li> </ul>
<b>Equipment that Pupils Need</b>	<ul style="list-style-type: none"> <li>• A bilingual dictionary.</li> <li>• Their own notes – found in their exercise books.</li> <li>• Where applicable, access to the internet.</li> </ul>

<b>Parents / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>• Ensuring they are completing tasks set and handing in homework on time.</li> <li>• Encouraging them to visit suggested websites and complete activities that will enhance their knowledge.</li> </ul>
<b>Useful websites</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.spanishrevision.co.uk/">http://www.spanishrevision.co.uk/</a></li> <li>• <a href="http://www.bbc.co.uk/schools/gcsebitesize/spanish/">http://www.bbc.co.uk/schools/gcsebitesize/spanish/</a></li> <li>• <a href="http://www.linguascope.com/">http://www.linguascope.com/</a> - Pupils are provided with a username and password. Excellent resource to build vocabulary and improve their reading, writing and listening skills.</li> <li>• <a href="http://www.spanish-games.net/">http://www.spanish-games.net/</a> - Free games to learn or revise Spanish</li> <li>• <a href="https://revisionworld.com/gcse-revision/spanish/past-papers">https://revisionworld.com/gcse-revision/spanish/past-papers</a> - All past papers and mark schemes (Higher and Foundation tiers) for Listening and Reading.</li> <li>• <a href="https://www.duolingo.com/course/es/en/Learn-Spanish-Online">https://www.duolingo.com/course/es/en/Learn-Spanish-Online</a> - It's also available on mobile apps (iOS, Android and Windows Phone)</li> </ul>
<b>Who can I contact?</b>	<p>Class teacher – ask the student who their teacher is.</p> <p>Leia Maras - <a href="mailto:leia.maras@alecreedacademy.co.uk">leia.maras@alecreedacademy.co.uk</a></p>

# Textiles

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> <li>• Ornithology</li> <li>• Artist Research – Millinery development</li> </ul>	<ul style="list-style-type: none"> <li>• Visit galleries and exhibitions.</li> </ul>
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> <li>• Ornithology</li> <li>• 3D Skills – Millinery Design</li> </ul>	<ul style="list-style-type: none"> <li>• Fashion Designers: Alexander McQueen &amp; Iris Van Herpen.</li> </ul>
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> <li>• External Exam</li> </ul>	<ul style="list-style-type: none"> <li>• Fashion Illustration</li> </ul>
Spring 2 (Feb – March)	<ul style="list-style-type: none"> <li>• External Exam</li> </ul>	<ul style="list-style-type: none"> <li>• Hat Designers: Philip Treacy &amp; Stephen Jones</li> </ul>
Summer 1 (April – May)	<ul style="list-style-type: none"> <li>• External Exam</li> </ul>	
Summer 2 (June – July)	<ul style="list-style-type: none"> <li>• Course complete</li> </ul>	

<b>Examples of Home Learning Tasks</b>	Artist Research, Observational drawing, Mood boards, Collage, Mark Making, Photography, Fashion Illustration, Free Hand Machine Embroidery, Hand Stitching, Hand Embroidery, Screen Printing, Mono Type Printing, 3 Colour Reduction Printing, Dying Fabric, Fabric Manipulation, Paper engineering, Constructive Textiles & Presentation Skills.
<b>Assessment Tasks, Methods and Frequency</b>	Observational drawings with a focus on proportion, line, tone, texture. Creative drawing tasks with a focus on imagination and observation. Application of skills and understanding through different media including: painting, printing, 3D paper construction and clay.
<b>Equipment that Pupils Need</b>	All students require a plastic carry case, pack of pencils, rubber, pencil sharpener & ruler. A glue stick, colouring pencils, water colours and fine liners and a white gel pen are desirable for use at home to complete set tasks. Having a sewing machine at home would be of benefit to your child however KS4 clubs run throughout the year on a daily basis during lunch times and are open to all GCSE students taking Textiles, Art and Graphics.

<b>Parents / Carers can help their child by:</b>	<p>Discuss careers. The art and design, marketing and advertising industry is the second biggest jobs market in the UK and is the best path way into emerging jobs in new technologies such as web and App design.</p> <p>Visit galleries and exhibitions. Stretch their knowledge.</p> <p>Encourage children to read for pleasure and participate in the arts.</p> <p>Provide the resources they need for creative expression. The key resource here is time.</p> <p>Ask your child open-ended questions to stretch their understanding and help them to develop ideas.</p> <p>Allow Mistakes. Use mistakes as opportunities to learn rather than view them as something unsuccessful.</p>
<b>Useful websites</b>	<p><a href="http://www.tate.org.uk">www.tate.org.uk</a> – Tate Galleries</p> <p><a href="http://www.vam.ac.uk">www.vam.ac.uk</a> – Victoria &amp; Albert Museum</p> <p><a href="http://www.sciencemuseum.org.uk">www.sciencemuseum.org.uk</a></p> <p><a href="http://www.nhm.ac.uk">www.nhm.ac.uk</a> – Natural History Museum</p> <p><a href="http://www.haywardgallery.org.uk">www.haywardgallery.org.uk</a> Hayward Gallery</p>
<b>Extra-curricular clubs etc.</b>	<p>KS3 Craft Club</p> <p>KS4 Coursework Clubs</p>
<b>Who can I contact?</b>	<p><a href="mailto:Mark.Smith@alecreedacademy.co.uk">Mark.Smith@alecreedacademy.co.uk</a></p> <p><a href="mailto:Hayley.Taberner@alecreedacademy.co.uk">Hayley.Taberner@alecreedacademy.co.uk</a></p>

# GCSE Physical Education Year 9-11 (KS4)

## What will you do?

### Subject content and assessment information

This GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and well-being.

### Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution that physical activity and sport make to health, fitness and well-being
- understand the key socio-cultural influences that can affect people's involvement in physical activity and sport

Curriculum Content: Topic 1 Year 1: Applied Anatomy and Physiology		Suggested Reading or Extension Activities
<ul style="list-style-type: none"> <li>• The structure and functions of the musculoskeletal system</li> <li>• The structure and functions of the cardiorespiratory system</li> <li>• The structure and functions of the respiratory system</li> </ul>		
The structure and functions of the musculoskeletal system	11 The structure and functions of the musculoskeletal system 12 Classification of bones 113 Structure: cranium, clavicle, scapula, five regions of the vertebral column 114 Classification of joints 115 Movement possibilities at joints dependant on joint classification 116 The role of ligaments and tendons 117 Classification and characteristics of muscle types 118 Location and role of the voluntary muscular system 119 Antagonistic pairs of muscles 1110 Characteristics of fast and slow twitch muscle fibre types 1111 How the skeletal and muscular systems work together to allow participation in physical activity and sport	For more information please visit and see:  Specification  Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Physical Education (1PE0)  Topic 2: Movement analysis Topic 3: Physical training Topic 4: Use of data
The structure and functions of the cardiorespiratory system	121 Functions of the cardiovascular system applied to performance in physical activities 122 Structure of the cardiovascular system 123 Structure of arteries, capillaries and veins 124 The mechanisms required for blood flow 125 Function and importance of red and white blood cells, platelets and plasma 126 Composition of inhaled and exhaled air 127 Vital capacity and tidal volume 128 Location of main components of respiratory system 129 Structure of alveoli to enable gas exchange 1210 How the cardiovascular and respiratory systems work together	
Anaerobic and aerobic exercise	131 Energy: the use of glucose and oxygen to release energy 132 Energy sources	

	<b>Curriculum Content: Topic 1</b> <b>Year 1: Applied Anatomy and Physiology</b> <ul style="list-style-type: none"> <li>• The structure and functions of the musculoskeletal system</li> <li>• The structure and functions of the cardiorespiratory system</li> <li>• The structure and functions of the respiratory system</li> </ul>	<b>Suggested Reading or Extension Activities</b>
The short- and long- term effects of exercise	141 Short-term effects of physical activity and sport on lactate accumulation, muscle fatigue, and the relevance of this to the player/performer 142 Short-term effects of physical activity and sport on heart rate, stroke volume and cardiac output, and the importance of this to the player/performer 143 Short-term effects of physical activity and sport on depth and rate of breathing, and the importance of this to the player/performer 144 How the respiratory and cardiovascular systems work together 145 Long-term effects of exercise on the body systems 146 Interpretation of graphical representations of heart rate, stroke volume and cardiac output values at rest and during exercise	For more information please visit and see:  Specification  Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Physical Education (1PE0)  Topic 2: Movement analysis Topic 3: Physical training Topic 4: Use of data
<p><u>Assessment information</u></p> <ul style="list-style-type: none"> <li>• First assessment: May/June 2018.</li> <li>• The assessment is 1 hours and 45 minutes.</li> <li>• The assessment is out of 90 marks.</li> <li>• Students must answer all questions.</li> <li>• The assessment consists of multiple-choice, short-answer, and extended writing questions.</li> <li>• For the nine-mark extended writing questions, students will be expected to draw on their knowledge and understanding in relation to the question, apply their knowledge and understanding and come to a reasoned judgement in order to answer the specific requirement of the question.</li> <li>• Calculators can be used in the examination.</li> </ul> <p>Sample assessment materials A sample paper and mark scheme for this paper can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physical Education Sample Assessment Materials (SAMs) document.</p>		

	Curriculum Content: Topic 2 Movement Analysis	Suggested Reading or Extension Activities
Lever systems, examples of their use in activity and the mechanical advantage they provide in movement	<p>211 First, second and third class levers and their use in physical activity and sport</p> <p>212 Mechanical advantage and disadvantage</p>	<p>For more information please visit and see:</p> <p>Specification Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Physical Education (1PE0)</p> <p>Topic 2: Movement analysis Topic 3: Physical training Topic 4: Use of data</p>
Planes and axes of movement	<p>221 Movement patterns using body planes and axes</p> <p>222 Movement in the sagittal plane about the frontal axis when performing front and back tucked or piked somersaults</p> <p>223 Movement in the frontal plane about the sagittal axis when performing cartwheels</p> <p>224 Movement in the transverse plane about the vertical axis when performing a full twist jump in trampolining</p>	



	Curriculum Content: Topic 3 Physical Training	Suggested Reading or Extension Activities
The relationship between health and fitness + the role that exercise plays in both	3.1.1 Definitions of fitness, health, exercise and performance and the relationship between them	For more information please visit and see:  Specification Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Physical Education (1PE0) Topic 2: Movement analysis Topic 3: Physical training Topic 4: Use of data
The components of fitness, benefits for sport and how fitness is measured and improved	321 Components of fitness and the relative importance of these components in physical activity and sport 322 Fitness tests 323 Collection and interpretation of data from fitness test 324 Fitness tests for specific components of fitness 325 How fitness is improved	
The principles of training and their application to personal exercise/ training programmes	331 Planning training using the principles of training 332 Factors to consider when deciding the most appropriate training methods and training intensities for different physical activities and sports 333 The use of different training methods for specific components of fitness	
The long-term effects of exercise	341 Long-term effects of aerobic and anaerobic training 342 Long-term training effects: able to train for longer and more intensely 343 Long-term training effects and benefits: for performance of the muscular-skeletal system 344 Long-term training effects and benefits: for performance of the cardio-respiratory system	
How to optimise training and prevent injury	351 The use of a PARQ to assess personal readiness for training and recommendations for amendment to training based on PARQ 352 Injury prevention 353 Injuries that can occur in physical activity and sport 354 RICE 355 Performance-enhancing drugs (PEDs) and their positive and negative effects on sporting performance	
Effective use of warm up and cool down	361 The purpose and importance of warm-ups and cool downs to effective training sessions and physical activity and sport 362 Phases of a warm-up and their significance in preparation for physical activity and sport 363 Activities included in warm-ups and cool downs	

	Curriculum Content: Topic 4 Use of data	Suggested Reading or Extension Activities
Use of data	411 Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport 412 Demonstrate an understanding of how data is collected 413 Present data 414 Interpret data accurately 415 Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and sport	For more information please visit and see:  Specification Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Physical Education (1PE0)

<b>Examples of Home Learning Tasks</b>	Pupils will be given a course content booklet and a revision booklet at the beginning of the year, which must be completed as the course progresses. Sample activities include creating revision tools, using past papers, reading news articles and case studies on specific performances.
<b>Assessment Tasks, Methods and Frequency</b>	After each unit is covered the students should complete a Unit test to identify sound learning practices and gaps in their learning.
<b>Equipment that Pupils Need</b>	Pens, ruler, rubbers etc PE Kit or potential to purchase a GCSE specific course T shirt

<b>Parents / Carers can help their child by:</b>	Ensure they attend revision classes Ensure they join an extra-curricular club Support the students choices
<b>Useful websites</b>	<a href="http://qualifications.pearson.com/content/dam/pdf/GCSEGCSE-physical-education-2016-specification.pdf">http://qualifications.pearson.com/content/dam/pdf/GCSEGCSE-physical-education-2016-specification.pdf</a>
<b>Extra-curricular clubs etc.</b>	Attend and Leadership opportunities in a variety of clubs
<b>Who can I contact?</b>	Curriculum Leader for PE – Mr Andrew Thomas Mr Guiheen, Mrs Marjanov, Mr Hepburn, Ms Tinsley



**ALEC REED ACADEMY**

PROUD TO LEARN

# Year 11 Curriculum Booklet

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