Year 9 Curriculum Booklet

2019

PROUD TO LEARN
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Introduction

Dear Parent

This booklet provides you with details of the curriculum which your son/daughter will follow in Year 9 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

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

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:
## Art & Design

<table>
<thead>
<tr>
<th>Curriculum Content</th>
<th>Suggested Reading or Extension Activities</th>
</tr>
</thead>
</table>
| **Autumn 1**  
(Sept – Oct) | • Reflections & Distortions  
• Artist Research – Photorealism  
| • Visit galleries and exhibitions.  
• Artists: Ralph Goings, M C Esher, Janet Fish, Salvador Dali & Francis Bacon.  
|  |
| **Autumn 2**  
(Nov – Dec) | • Reflections & Distortions  
• Drawing Skills – Still Life Observation  
| • Printing Process methods  
|  |
| **Spring 1**  
(Jan – Feb) | • Reflections & Distortions  
• Artist Research – Surfaces & Texture  
|  
| **Spring 2**  
(Feb – March) | • Reflections & Distortions  
• Painting Skills – Application of painting  
|  
| **Summer 1**  
(April – May) | • Reflections & Distortions  
• Artist Research – Mark Making & Pattern  
|  
| **Summer 2**  
(June – July) | • Reflections & Distortions  
• Printing Skills – 3 Colour Reduction Printing  
|  

### Examples of Home Learning Tasks

- 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.

### Assessment Tasks, Methods and Frequency

- **A1**: Ralph Goings Research/Gridded up drawing (AO1 & AO2,AO3).
- **A2**: Still life studies (AO1 & AO2, AO3).
- **A3**: M C Esher convex/concave drawing (AO1 & AO2, AO3).
- **A4**: Janet Fish painting (AO1 & AO2, AO3).
- **A5**: Pattern Plan for Print (AO1 & AO2, AO3).
- **A6**: 3 Colour reduction Print (All assessment bands AO1, AO2, AO3 and AO4).

### Equipment that Pupils Need

- 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.
Parents / Carers can help their child by:

- 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.
- Visit galleries and exhibitions. Stretch their knowledge.
- Encourage children to read for pleasure and participate in the arts.
- Provide the resources they need for creative expression. The key resource here is time.
- Ask your child open-ended questions to stretch their understanding and help them to develop ideas.
- Allow Mistakes. Use mistakes as opportunities to learn rather than view them as something unsuccessful.

Useful websites

- www.tate.org.uk – Tate Galleries
- www.vam.ac.uk – Victoria & Albert Museum
- www.nhm.ac.uk – Natural History Museum
- www.haywardgallery.org.uk – Hayward Gallery

Extra-curricular clubs etc.

- KS3 Craft Club
- KS4 Coursework Clubs

Who can I contact?

- Mark.Smith@alecreedacademy.co.uk
- Hayley.Taberner@alecreedacademy.co.uk
## Business

**Curriculum Content**  (Curriculum Content (Skills acquisition and on-going assessment relating to subject content in preparation for Years 10 and 11, taught using a variety of activities – including enterprise activities))

<table>
<thead>
<tr>
<th>Time</th>
<th>Topics</th>
<th>Suggested Reading or Extension Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Autumn 1</strong></td>
<td>Introduction to Business, basic terminology (revenue, profit, entrepreneurs, business ownership, enterprise activities).</td>
<td><a href="http://www.bbc.co.uk/bitesize/gcse/business/">http://www.bbc.co.uk/bitesize/gcse/business/</a> (BBC Bitesize)</td>
</tr>
<tr>
<td>(Sept – Oct)</td>
<td></td>
<td><a href="http://www.businessstudiesonline.co.uk/live/">http://www.businessstudiesonline.co.uk/live/</a> (Business Studies online)</td>
</tr>
<tr>
<td><strong>Autumn 2</strong></td>
<td>Business Planning, Aims and Objectives, Stakeholders, advertising methods/promotional methods</td>
<td><a href="http://www.tt100.biz">www.tt100.biz</a> (The times 100)</td>
</tr>
<tr>
<td>(Nov – Dec)</td>
<td></td>
<td><a href="http://www.tutor2u.net">www.tutor2u.net</a> (tutor 2 u)</td>
</tr>
<tr>
<td><strong>Spring 1</strong></td>
<td>Product Life Cycle/Extension strategies, Pricing strategies, E-Commerce, marketing enterprise activity.</td>
<td><a href="http://www.moneyandmorals.org">www.moneyandmorals.org</a> (Money and Morals)</td>
</tr>
<tr>
<td>(Jan – Feb)</td>
<td></td>
<td>Business knowledge organisers</td>
</tr>
<tr>
<td><strong>Spring 2</strong></td>
<td>Business Growth – Organic, Mergers, Vertical Integration, Diversification, Franchising, Location factors.</td>
<td>Business Studies shared area</td>
</tr>
<tr>
<td>(Feb – March)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summer 1</strong></td>
<td>Introduction to recruitment process, recruitment activities – completing job description/person specification, applications, CV, mock interviews.</td>
<td></td>
</tr>
<tr>
<td>(April – May)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summer 2</strong></td>
<td>Creation of board game project, revision of all taught topics for end of year assessments.</td>
<td></td>
</tr>
<tr>
<td>(June – July)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples of Home Learning Tasks</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
| Assessment Tasks, Methods and Frequency | 1. In-class exam question practice  
2. Lesson/weekly/two-weekly questions and answer topic understanding checks – summative (formal) and formative (informal)  
3. Academy summative assessment schedule (half-termly)  
4. Peer assessment activities  
5. Self-assessment activities  
6. Marked exercise books – classwork and homework – to check students’ progress |
| Equipment that Pupils Need | 1. Exercise books/paper/worksheets/workbooks  
2. Text associated with lesson (provided by teacher)  
3. Pen (including green pens for peer and self-assessment)/pencil/ruler/rubber |
| Parents / Carers can help their child by: | 1. Checking planners for homework set and due date  
2. Checking exercise books/worksheets/workbooks to make sure work is completed during school and at home  
3. Set aside time to encourage them to complete work and to help them identify how best to complete their work  
4. Support them with any issues they may be experiencing, which may include liaising with school (Business department). |
| Extra-curricular clubs etc. | Students are encouraged to independently develop key term glossaries to aid knowledge and understanding; to keep up to date with business news to help develop their application skills. |
| Who can I contact? | Head of Business - Mrs Dussard-Gayle  
Teacher of Business 1 - Mr Caufield  
Teacher of Business 2 - TBC |
### Curriculum Content

<table>
<thead>
<tr>
<th>Season</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn 1</td>
<td>Website creation: Designing, creating, linking webpages.</td>
</tr>
<tr>
<td>Autumn 2</td>
<td>Spreadsheets: Functions, What if Analysis, Macros, Importing Data.</td>
</tr>
<tr>
<td>Spring 1</td>
<td>Spreadsheets: Presenting Data, Security Measures, Exporting data</td>
</tr>
<tr>
<td>Spring 2</td>
<td>Project life cycle: Phases of the project life cycle, Input and output documents, User requirements, limitations and SMART Targets.</td>
</tr>
<tr>
<td>Summer 1</td>
<td>Project life cycle: Raw Data to information, collection methods, data storage and implications.</td>
</tr>
<tr>
<td>Summer 2</td>
<td>Data: Threats to data, vulnerabilities, impact, consequences, preventive measures and legislations.</td>
</tr>
</tbody>
</table>

### Suggested Reading or Extension Activities

- Do wider reading on the current events relating to IT. This will deepen their knowledge base which will help them in the exam.

### Examples of Home Learning Tasks

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.

### Assessment Tasks, Methods and Frequency

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.

### Equipment that Pupils Need

Students are expected to bring a pen and a pencil to lessons.

### Parents / Carers can help their child by:

Parents/Carers can help by:
- Reading regularly at home
- Assisting with the checking of homework to improve understanding of concepts and technical accuracy
- Try out tutorial for Adobe Dreamweaver and Fireworks
- Visit museums and exhibitions

### Useful websites

- [http://www.bbc.co.uk/education/subjects/z34k7ty](http://www.bbc.co.uk/education/subjects/z34k7ty)
- [http://www.howstuffworks.com/](http://www.howstuffworks.com/)
- [http://ocr.org.uk/cambridgenationalinformationtechnologies](http://ocr.org.uk/cambridgenationalinformationtechnologies)

### Extra-curricular clubs etc.

- Cyber Centurion (KS3-5)
- Programming Club (KS3)
- Little Big Award (KS3-4)

### Who can I contact?

Curriculum Leaders: Mr Anane & Mr Au
ICT Teachers: Ms Frazer
## Citizenship

### Curriculum Content

<table>
<thead>
<tr>
<th>Term</th>
<th>Topics</th>
</tr>
</thead>
</table>
| Autumn 1 (Sept – Oct) | • Life in modern Britain  
Principles and values  
Identity |
| Autumn 2 (Nov – Dec) | • Life in modern Britain  
The media and free press  
The UK's role in international organisations |
| Spring 1 (Jan – Feb) | • Making a difference in Society |
| Spring 2 (Feb – March) | • Rights and responsibilities  
Laws and contemporary society  
Rights and responsibilities within the legal system |
| Summer 1 (April – May) | • Rights and responsibilities  
How laws protect the citizen and deal with criminals  
Universal human rights |
| Summer 2 (June – July) | • Rights and responsibilities  
Bringing about change in the legal system |

### Suggested Reading or Extension Activities

<table>
<thead>
<tr>
<th>Activities</th>
</tr>
</thead>
</table>
| • AQA Citizenship Studies GCSE textbook by Mike Mitchell  
• Hodder education  
• The Guardian and BBC news websites – both free to use  
• Any quality newspaper – The Times, Telegraph, guardian  
• Watch BBC or C4 news as often as possible  
• Watch Panorama or Dispatches  
• Research into citizenship campaign's where people have to fight for justice for example  
• The Stephen Lawrence Hillsborough  
• Grenfell Fire Campaigns  
• Revision guides will be produced by Mr Goodwin |

### Examples of Home Learning Tasks

- Research into taking citizenship action, social issues  
- Examination practice using past papers  
- Comprehension homework's  
- Essay homework's

### Assessment Tasks, Methods and Frequency

- Essays, past papers, Multiple choice examinations, Powerpoint presentations  
- One per half term

### Equipment that Pupils Need

- Pens, pencils, rulers, memory sticks
### Parents / Carers can help their child by:
- Encouraging an interest in reading and watching about politics, world events and current affairs
- Checking exercise books – attending parents evening

### Useful websites
- Office for national statistics
- British attitudes survey
- Ofcom
- United nations
- Nato
- EU
- National council for voluntary organisations
- The Equality and Human rights commission
- Trades union congress
- The Howard league for penal reform
- Miscarriages of Justice UK
- Parliament
- Greater London Authority

All these organisations have very useful websites that can easily be found by entering them in to Google or Yahoo etc.

### Extra-curricular clubs etc
- Complete Homework and extension work before or after school in 10.1

### Who can I contact?
Mr Goodwin - Curriculum Leader Guidance
# Computer Science

<table>
<thead>
<tr>
<th>Curriculum Content</th>
<th>Suggested Reading or Extension Activities</th>
</tr>
</thead>
</table>
| **Autumn 1 (Sept – Oct)** | • Initial Assessment  
• Fundamentals of Computer Systems  
• Hardware & Software | Textbook:  
GCSE Computer Science for OCR  
Student Book Authors David Waller, Ann Weidmann |
| **Autumn 2 (Nov – Dec)** | • Data Representation in Computers  
• Christmas Mock Exam | Revision Guide:  
CGP GCSE OCR Computer Science for the 9-1 Exams  
Complete Revision & Practice Exam Practice Workbook |
| **Spring 1 (Jan – Feb)** | • Problem Solving: Abstraction, Solution  
• Algorithms, Pseudo code & Flowcharts  
• Programming: Variables and Data Types | Do wider reading on the current events relating to IT. This will deepen their knowledge base which will help them in the exam |
| **Spring 2 (Feb – March)** | • Easter Mock Exam  
• Programming: Decisions & Case Selects  
• Programming: Loops | Go through the tutorial for Visual Basic within YouTube. |
| **Summer 1 (April – May)** | • Programming: Arrays  
• Programming: System IO  
• System Life Cycle | |
| **Summer 2 (June – July)** | • Design and Implementation  
• Testing and Evaluation  
• End of Year Assessment | |

## Examples of Home Learning Tasks
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.

## Assessment Tasks, Methods and Frequency
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.

## Equipment that Pupils Need
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.

## Parents / Carers can help their child by:
Parents/Carers can help by having your child go through the tutorial for Visual Basic by the Code Academy online. http://howtostartprogramming.com/vb-net/

## Useful websites
- http://www.bbc.co.uk/education/subjects/z34k7ty
- http://www.howstuffworks.com/
- https://www.cambridge.org/gcse-computing/

## Extra-curricular clubs etc.
- Cyber Centurion (KS3-5)  
- Programming Club (KS3)  
- Little Big Award (KS3-4)

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

## Curriculum Content

<table>
<thead>
<tr>
<th>Semester</th>
<th>Project/Topic</th>
<th>Suggested Reading or Extension Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn 1 (Sept – Oct)</td>
<td>Pencil case project  - Materials &amp; their properties  - Health &amp; Safety in the workshop  - Using plastics</td>
<td>A Century of Design  Penny Sparke  Mod to Memphis  Anne Watson</td>
</tr>
<tr>
<td>Spring 1 (Jan – Feb)</td>
<td>Memphis Project  - Design history  - Product components and requirements  - Colour theory  - Modernism vs. Post modernism</td>
<td>Drawing For Product Designers  Kevin Henry  Making It  Chris Lefteri</td>
</tr>
<tr>
<td>Spring 2 (Feb – March)</td>
<td>Drawing workshops  - Isometric drawing  - Perspective  - Sketching &amp; rendering</td>
<td>Design Technology – GCSE Product Design  AQA</td>
</tr>
<tr>
<td>Summer 1 (April – May)</td>
<td>Personal Project  - Manufacturing to client specifications  - Research &amp; investigation</td>
<td></td>
</tr>
<tr>
<td>Summer 2 (June – July)</td>
<td>Personal Project  - Sketching ideas  - Generating design proposals</td>
<td></td>
</tr>
</tbody>
</table>

## Examples of Home Learning Tasks
Analysis of future tasks, evaluating project work, designing, sketching, researching.

## Assessment Tasks, Methods and Frequency
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.

## Equipment that Pupils Need
A sharp pencil & black fine liner pen.

## Parents / Carers can help their child by:
- Supporting written task set for independent study.

## Useful websites
Technologystudent.com

## Extra-curricular clubs etc.
Every lunchtime the department opens its doors for all pupils to design and manufacture ideas of their choice or to improve general classwork.

## Who can I contact?
Daniel Flynn (Curriculum leader for Design, Technology & Creative Arts)  Daniel.flynn@alecreedacademy.co.uk
## Autumn 1 and 2 (Sept – Dec)

**Devising**

This component deals with devising, which is an exciting and challenging opportunity to work with others to work collaboratively to explore a range of stimuli in order to create an original performance piece.

There are three areas of focus.
1) Creating and developing a devised piece from stimuli.
2) Group performance of the devised piece.
3) Analysing and evaluating the creative process and group devised performance.

**Suggested Reading or Extension Activities**

- The Edexcel GCSE Drama Book
- Copies of the texts of any of the scripts that we undertake
- 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

## Spring 1 (Jan – Feb)

**Live Performance Evaluation**

Pupils will analyse and evaluate their experience of a live theatre performance as informed members of the audience. They will develop skills to recognise the meaning created in the theatre space in order to communicate ideas to an audience. This will give them more critical and varied approach to their own work as theatre makers.

The area of focus is a live theatre evaluation in the form of a written exam.

**Suggested Reading or Extension Activities**

- Reading the weekly Theatre Reviews from any newspaper
- 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

## Spring 2 (Feb – March)

**Performance from Text**

This component deals with developing knowledge, understanding and skills in exploring and performing from performance text. Students will interpret this text and rehearse and refine two key extracts, leading to a final performance. They will demonstrate and use a wide range of acting skills to communicate their interpretation in performance.

There are two areas of focus.
1) Interpreting and exploring two key extracts from a chosen performance text.
2) Performance of two key extracts from this text.

**Suggested Reading or Extension Activities**

- 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
- Attending SummerStage with Mousetrap Theatre Projects in Central London

## Summer 1 and 2 (April – July)

**Bringing Texts to Life**

Pupils will practically explore how a complete performance text might be interpreted and realised from ‘page to stage’. This exploration gives pupils insight into how texts may be brought to life for an audience and the creative roles within this process.

The area of focus is the study of one complete performance text culminating in a written exam.
### Examples of Home Learning Tasks

Homework is set regularly every fortnight. Homework should take a minimum of 30 minutes. Homework tasks are included in student work books, they will be a variety of learning activities including performance analysis, creating ideas, assessing structure and reviewing and making improvements.

### Assessment Tasks, Methods and Frequency

- Devising (40%): portfolio and performance.
- Live Performance Evaluation (10%): written exam.
- Performance from Text (20%): performance.
- Bringing Texts to Life (30%): written exam.

### Equipment that Pupils Need

- Fully equipped pencil case.
- Important contents – Pencil, ruler, rubber, sharpener, blue or black handwriting pen.
- Classwork folders.
- Scripts.

### Parents / Carers can help their child by:

- Watch plays on television or at live venues as a family.
- Encouraging children to take part in school drama club and the school Musical.
- 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 or Jigsaw or a local amateur dramatics group.
- Some of the local venues (listed in the extension activities box) also offer free or low cost classes and workshops for young people. Please contact them directly for details.

### Useful websites

http://www.bbc.co.uk/education/subjects/zbckjxs

### Extra-curricular clubs etc.

All students are offered the opportunity to take part in Drama group. There are open auditions for the school musical in March 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.

### Who can I contact?

- Mrs C. Lashmore-Bennett – Head of Performing Arts
- Mr W. Louis – Performing Arts technician
- 0208 842 7833
### English

#### Curriculum Content

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Curriculum Content</th>
</tr>
</thead>
</table>
| **Autumn 1**      | • Prose: Ruby Red  
• English Literature in the style of 8702/1/B                                      |
| (Sept – Oct)      |                                                                                     |
| **Autumn 2**      | • Relationships Poetry Cluster  
• English Literature in the style of 8702/2/B                                      |
| (Nov – Dec)       |                                                                                     |
| **Spring 1**      | • Gothic Fiction: Narrative and Descriptive Writing  
• English Language in the style of 8700/1/B                                     |
| (Jan – Feb)       |                                                                                     |
| **Spring 2**      | • Shakespeare: Romeo and Juliet  
• English Literature in the style of 8702/1/A                                     |
| (Feb – March)     |                                                                                     |
| **Summer 1**      | • Prose: Of Mice and Men  
• English Literature in the style of 8702/2/A                                     |
| (April – May)     |                                                                                     |
| **Summer 2**      | • It’s a Big World Out There: Presenting a Viewpoint  
• English Language in the style of 8700/2/B                                     |
| (June – July)     |                                                                                     |

#### Suggested Reading or Extension Activities

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Autumn 1</strong></td>
<td>• Wide range of stock across the reading ability range is available in the school library</td>
</tr>
<tr>
<td>(Sept – Oct)</td>
<td></td>
</tr>
<tr>
<td><strong>Autumn 2</strong></td>
<td>• KS3 Bitesize is available online covering a range of skills and content</td>
</tr>
<tr>
<td>(Nov – Dec)</td>
<td></td>
</tr>
<tr>
<td><strong>Spring 1</strong></td>
<td>• Shmoop</td>
</tr>
<tr>
<td>(Jan – Feb)</td>
<td></td>
</tr>
<tr>
<td><strong>Spring 2</strong></td>
<td>• CGP Spelling, Punctuation and Grammar guides are available to purchase online</td>
</tr>
<tr>
<td>(Feb – March)</td>
<td></td>
</tr>
<tr>
<td><strong>Summer 1</strong></td>
<td>• Various York Notes and CGP guides are available for most Shakespeare plays and 19th Century classics.</td>
</tr>
<tr>
<td>(April – May)</td>
<td></td>
</tr>
</tbody>
</table>

#### Examples of Home Learning Tasks

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).

The English Department will issue each pupil with a homework booklet that contains all the homework tasks for each unit of work. The cover page contains a calendar, making it easy to see when tasks should be completed and how much time is required for each. This will also be uploaded to ClassCharts.

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.

#### Assessment Tasks, Methods and Frequency

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.

#### Equipment that Pupils Need

- Basic Stationery
- Accelerated Reader Book
- Planner
Parents / Carers can help their child by:

- Ensuring that homework is completed on a weekly basis.
- Ensure that your child is reading a book every night for a minimum of 20 minutes.
- Regularly provide spelling tests for your child so that they begin to reduce the gap between the vocabulary they have and what they need for their KS4 exams.

Useful websites

- KS3 Bitesize
- Shmoop

Extra-curricular clubs etc.

- Clubs related to Accelerated Reader (Book Clubs)
- MABLE Project
- Debate Mate

Who can I contact?

- Ms Théron (Assistant Principal and English CL)
- Ms Kazi (English DCL in charge of KS3 English & Literacy)
# French

## Curriculum Content | BV/SMSC/WRL | Suggested Reading or Extension Activities
--- | --- | ---
**Autumn 1**<br>(Sept – Oct)  
1. KS3 revision (nouns, articles, numbers, dates)  
2. Using avoir (to have) and être (to be)  
3. Possessive adjectives (my, your, his, her)  
4. Reflexive verbs  
5. Adjective position and agreement  
6. Comparatives and superlatives  
7. Using qui and que  
8. The immediate future and the future tense  
9. Direct and indirect object pronouns  
**SMSC/BV**  
Language Learning websites to practise vocabulary. See below.  
[www.memrise.com](http://www.memrise.com)  
[www.zut.org.uk](http://www.zut.org.uk)  
[www.funwithlanguages.vacau.com](http://www.funwithlanguages.vacau.com)  
[www.bbc.com/education/subjects/z9dqxnb](http://www.bbc.com/education/subjects/z9dqxnb)  
[www.language-gym.com](http://www.language-gym.com)  
[www.kerboodle.com](http://www.kerboodle.com)

**Autumn 2**<br>(Nov – Dec)  
1. The present tense of regular -er verbs  
2. Using avec and sans  
3. The present tense of common irregular verbs  
4. Using grâce à  
5. ‘It’ and ‘that’: ce, c’, ça  
6. Interrogative adjectives  
7. Aller, faire and other common irregular verbs  
8. The pronouns moi, toi, lui and elle  
**SMSC**  

**Spring 1**<br>(Jan – Feb)  
1. Revision of the present tense of regular verbs  
2. Question words  
3. The perfect tense of regular verbs  
4. The perfect tense with être  
5. Quantities  
6. Adverbs of frequency  
7. Verb + infinitive  
8. The pronoun en  
9. Using subordinating conjunctions  
10. Jouer à and faire de  
11. Developing sentences using quand, lorsque and si  
12. Opinion verbs  
**SMSC**

**Spring 2**<br>(Feb – March)  
1. Revision of the perfect tense with être  
2. The rules of agreement in the perfect tense  
3. Reflexive verbs in the perfect tense  
4. Using en, au / aux / à + countries and towns  
5. Using common expressions in the imperfect tense  
6. Indefinite articles  
7. The imperfect tense of common verbs  
8. Deciding between the perfect and imperfect tenses  
**BV SMSC cultural diversity**

**Summer 1**<br>(April – May)  
1. Revision of the position and agreement of adjectives  
2. Plurals of nouns  
3. Negative phrases followed by de  
4. Partitive articles  
5. Habiter and vivre  
6. C’est and il y a  
7. Demonstrative adjectives  
8. Prepositions  
**BV SMSC cultural diversity**

**Summer 2**<br>(June – July)  
1. Vouloir + infinitive  
2. Indefinite pronouns  
3. The conditional of vouloir and aimer  
4. En + present participle  
5. Devoir and pouvoir + infinitive  
6. Il faut + infinitive  
7. Imperfect tense of être, avoir and faire  
8. Expressions of quantity  
9. Recognising the pluperfect tense  
**BV social diversity**  
**SMSC**
<table>
<thead>
<tr>
<th>Examples of Home Learning Tasks</th>
<th>Test students on vocabulary sets, or ask students to explain what they are writing about or completing comprehension exercises on.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Tasks, Methods and Frequency</strong></td>
<td>Assessment each term in Listening, Reading, Speaking and Writing. Tasks and skills assessed will vary according to topic studied.</td>
</tr>
<tr>
<td><strong>Equipment that Pupils Need</strong></td>
<td>Access to a computer at home would be beneficial to be able to access online translators and support websites.</td>
</tr>
<tr>
<td><strong>Parents / Carers can help their child by:</strong></td>
<td>Useful websites</td>
</tr>
<tr>
<td>Word reference – an online reliable dictionary</td>
<td>Quizlet - Many students will have a logon and be attached to a class with specific vocabulary to learn on this useful interactive site.</td>
</tr>
<tr>
<td>Linguascope – the school as its own username and password</td>
<td>Duolingo – vocabulary learning website.</td>
</tr>
<tr>
<td>Duolingo – vocabulary learning website.</td>
<td>Language-gym.com - to revise grammar and verbs</td>
</tr>
<tr>
<td>Funwithlanguages.vacau.com – to revise vocabulary, grammar and verbs</td>
<td>Online translators – to be used with thought and care!</td>
</tr>
<tr>
<td><strong>Extra-curricular clubs etc</strong></td>
<td>A Homework Club is available lunch time twice a week.</td>
</tr>
<tr>
<td>Support is provided in the morning before school on Mondays and Thursdays.</td>
<td>Trip to France in March.</td>
</tr>
<tr>
<td>Workshops organised at different times throughout the year.</td>
<td>Cine club after school in the Summer term.</td>
</tr>
<tr>
<td><strong>Who can I contact?</strong></td>
<td>Class teacher – ask the student who their teacher is.</td>
</tr>
<tr>
<td>Trevor Davies, Curriculum Leader.</td>
<td></td>
</tr>
</tbody>
</table>
## Curriculum Content

| Autumn 1 (Sept – Oct) | • Urban Issues and Challenges  
Global Pattern of urban change and LIC major case study |
|-----------------------|---------------------------------------------------------|
| Autumn 2 (Nov – Dec)  | • Urban Issues and Challenges  
Bristol Case Study and Urban Sustainability |
| Spring 1 (Jan – Feb)  | • Physical Landscapes in the UK  
UK Physical Landscapes and River Landscapes |
| Spring 2 (Feb – March)| • Physical Landscapes in the UK  
Coastal Landscapes |
| Summer 1 (April – May)| • The Changing Economic World  
Global variations in economic development and reducing the development gap |
| Summer 2 (June – July)| • The Changing Economic World  
Rapidly developing LIC case study and economic future of the UK |

## Suggested Reading or Extension Activities

- Textbooks; GCSE Geography AQA Textbook – Oxford
- GCSE AQA Geography CGP Revision Guide

## Examples of Home Learning Tasks
A range of Home Learning tasks will be set on the geography blog. Homework sheets complement topics and PLC’s given to students.

## Assessment Tasks, Methods and Frequency
One summative, formal assessment at end of each topic and regular formative assessments throughout units of study.

## Equipment that Pupils Need
Full pencil case (including protractor and calculator)

## Parents / Carers can help their child by:
- Fully equipping students and checking their pencil case
- Asking students to teach parents what they’ve learnt in/out of class
- Check students have completed Home Work
- Get students to regularly read/watch the news
- Support students in being resilient and lifelong learners

## Useful websites
- BBC Bitesize Geography http://www.bbc.co.uk/schools/gcsebitesize/ geography/
- Geography All The Way http://www.geographyalltheway.com
- GeographyPods http://www.geographypods.com/
- Get Revising http://getrevising.co.uk/
- ARA Geography Blog www.geog.live

## Extra-curricular clubs etc.
Currently only for Year 10 and 11

## Who can I contact?
- Head of Geography – Miss Emma Hicks
- Teacher of Geography – Mr Philip Whitehouse

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**Proud to Learn**
## Graphics

<table>
<thead>
<tr>
<th>Curriculum Content</th>
<th>Suggested Reading or Extension Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Autumn 1</strong> <em>(Sept – Oct)</em></td>
<td>• Visit the British Museum to see the Celtic Exhibition.</td>
</tr>
<tr>
<td>• British Museum – Mythology Exhibition</td>
<td></td>
</tr>
<tr>
<td>• Recording artefacts and cultural identity</td>
<td></td>
</tr>
<tr>
<td><strong>Autumn 2</strong> <em>(Nov – Dec)</em></td>
<td>• Visit galleries - Tate modern gallery to see Rauschenberg artwork.</td>
</tr>
<tr>
<td>• British Museum – Mythology Exhibition Developing design language</td>
<td></td>
</tr>
<tr>
<td><strong>Spring 1</strong> <em>(Jan – Feb)</em></td>
<td>• Visit the Design Museum to gain a greater understanding of poster design and graphic communication.</td>
</tr>
<tr>
<td>• British Museum – Mythology Exhibition Creating media using Robert Rauschenberg examples</td>
<td></td>
</tr>
<tr>
<td><strong>Spring 2</strong> <em>(Feb – March)</em></td>
<td></td>
</tr>
<tr>
<td>• British Museum – Mythology Exhibition</td>
<td></td>
</tr>
<tr>
<td>• Using investigation to inform work</td>
<td></td>
</tr>
<tr>
<td><strong>Summer 1</strong> <em>(April – May)</em></td>
<td></td>
</tr>
<tr>
<td>• British Museum – Mythology Exhibition</td>
<td></td>
</tr>
<tr>
<td>• Recording information to demonstrate planning</td>
<td></td>
</tr>
<tr>
<td><strong>Summer 2</strong> <em>(June – July)</em></td>
<td></td>
</tr>
<tr>
<td>• British Museum – Mythology Exhibition</td>
<td></td>
</tr>
<tr>
<td>• Using digital media to create design work</td>
<td></td>
</tr>
</tbody>
</table>

### Examples of Home Learning Tasks
- Artist Research, Observational drawing, Collage, Mark Making, Photography.

### Assessment Tasks, Methods and Frequency
- 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.

### Equipment that Pupils Need
- 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.
## Parents / Carers can help their child by:

Discuss careers. The art and design, marketing and advertising industry is the second biggest jobs market in the UK and is the best pathway into emerging jobs in new technologies such as web and App design.

Visit galleries and exhibitions. Stretch their knowledge.

Encourage children to read for pleasure and participate in the arts.

Provide the resources they need for creative expression. The key resource here is time.

Ask your child open-ended questions to stretch their understanding and help them to develop ideas.

Allow Mistakes. Use mistakes as opportunities to learn rather than view them as something unsuccessful.

## Useful websites

- www.tate.org.uk
- www.vam.ac.uk
- www.dandad.org
- www.debutart.com
- https://designmuseum.org
- www.vectors4free.co.uk

## Extra-curricular clubs etc.

- Lunch Clubs
- Intervention

## Who can I contact?

- smithm@alecreedacademy.co.uk
- tabernerh@alecreedacademy.co.uk
# Health and Social Care

## Curriculum Content

|----------------------|----------------------|----------------------|------------------------|------------------------|------------------------|
| • PIES needs of the individual  
• Abraham Maslow’s Hierarchy  
• Bowlby’s attachment theory | • Effective verbal and non-verbal communication  
• Barrier to effective communication  
• Different sources of support | • Overcoming barriers to effective communication  
• Care planning to empower individuals  
• The importance of care values | • Exploring the care values that underpin current practice in health and social care  
• Demonstrating communication skills through interactions in health and social care, describing their effects  
• Coursework preparation | • Coursework preparation  
• Investigating ways of empowering individuals who use health and social care services  
• Identifying different forms of alternative communication for different needs | • Coursework preparation  
• The effects of communication barriers on service users and individuals  
• Assessing the potential difficulties in taking individual circumstances into account when planning care that will empower an individual |

## Suggested Reading or Extension Activities

- **Text Books**
  - BTEC First Edexcel GCSE Health and Social Care, (Edexcel/Pearson 2013) ISBN 9781446901359

## Examples of Home Learning Tasks

- Case study questions
- Worksheets
- Independent research – internet based

## Assessment Tasks, Methods and Frequency

- A formal assessment every half term.

## Equipment that Pupils Need

- For every lesson - Pen, Ruler, Exercise books
- When required - computer and text books
| **Parents / Carers can help their child by:** | Regularly checking their books.  
Making sure that they get homework completed and on time.  
Helping them to prepare for assessments.  
Ensuring they learn keywords. |
|---|---|
| **Useful websites** | www.communitycare.co.uk  
www.ldtonline.co.uk/magazine  
www.kingsfund.org.uk  
www.royalblindociety.org  
www.health.org.uk/areas-of-work/topics/person-centred-care  
www.cqc.org.uk |
<p>| <strong>Extra-curricular clubs etc.</strong> | 10.4 and 10.5 every Monday, Wednesday and Thursday |
| <strong>Who can I contact?</strong> | Ms John (Subject Leader), Ms Frazer and Mr Goodwin |</p>
<table>
<thead>
<tr>
<th>Curriculum Content</th>
<th>Suggested Reading or Extension Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Autumn 1</strong> (Sept – Oct)</td>
<td><strong>Anglo-Saxon and Norman England, c1060–88</strong></td>
</tr>
<tr>
<td></td>
<td>• Key topic 1.1 Anglo-Saxon society</td>
</tr>
<tr>
<td></td>
<td>• Key topic 1.2 The last years of Edward the Confessor and the succession crisis</td>
</tr>
<tr>
<td></td>
<td>• Key topic 1.3 The rival claimants for the throne</td>
</tr>
<tr>
<td></td>
<td>• Key topic 1.4 The Norman invasion</td>
</tr>
<tr>
<td><strong>Autumn 2</strong> (Nov – Dec)</td>
<td><strong>Anglo-Saxon and Norman England, c1060–88</strong></td>
</tr>
<tr>
<td></td>
<td>• Key topic 2.1 Establishing control</td>
</tr>
<tr>
<td></td>
<td>• Key topic 2.2 The causes and outcomes of Anglo-Saxon resistance, 1068–71</td>
</tr>
<tr>
<td></td>
<td>• Key topic 2.3 The legacy of resistance to 1087</td>
</tr>
<tr>
<td></td>
<td>• Key topic 2.4 Revolt of the Earls, 1075</td>
</tr>
<tr>
<td><strong>Spring 1</strong> (Jan – Feb)</td>
<td><strong>Anglo-Saxon and Norman England, c1060–88</strong></td>
</tr>
<tr>
<td></td>
<td>• Key topic 3.1 The feudal system and the Church</td>
</tr>
<tr>
<td></td>
<td>• Key topic 3.2 Norman government</td>
</tr>
<tr>
<td></td>
<td>• Key topic 3.3 The Norman aristocracy</td>
</tr>
<tr>
<td></td>
<td>• Key topic 3.4 William and his sons</td>
</tr>
<tr>
<td><strong>Spring 2</strong> (Feb – March)</td>
<td><strong>c1000–c1500: Crime and punishment in medieval England</strong></td>
</tr>
<tr>
<td></td>
<td>1 Nature and changing definitions of criminal activity</td>
</tr>
<tr>
<td></td>
<td>2 The nature of law enforcement and punishment</td>
</tr>
<tr>
<td><strong>Summer 1</strong> (April – May)</td>
<td><strong>c1500–c1700: Crime and punishment in early modern England</strong></td>
</tr>
<tr>
<td></td>
<td>1 Nature and changing definitions of criminal activity</td>
</tr>
<tr>
<td></td>
<td>2 The nature of law enforcement and punishment</td>
</tr>
<tr>
<td><strong>Summer 2</strong> (June – July)</td>
<td><strong>c1700–c1900: Crime and punishment in eighteenth and nineteenth-century Britain</strong></td>
</tr>
<tr>
<td></td>
<td>1 Nature and changing definitions of criminal activity</td>
</tr>
<tr>
<td></td>
<td>2 The nature of law enforcement and punishment</td>
</tr>
</tbody>
</table>

**Textbooks**
- Edexcel GCSE History (9-1) Crime and punishment through time, c1000-present (Pearson, 2016)

**Extension Activities**
- All students should keep 2 copies of their Knowledge Organisers for every unit!
- Hodder GCSE History for Edexcel: Crime and punishment through time, c1000–present (Hodder Education, 2016)

**Suggested Reading**
- Revision guides can be purchased from the Humanities office £3.
  A historical novel following the fortunes of Edgar the Atheling, the last Anglo-Saxon heir to the throne, in the period after the Norman Conquest.
- Tony Robinson’s Crime and Punishment (Channel 4, 2008)
### Examples of Home Learning Tasks

1. **Learn Key terms at home:**
   - Crime and Punishment:
     - authority, constable, capital punishment, conquest, corporal punishment, deterrence, execution, hue and cry, law enforcement, ordeal, poaching, parish, retribution, sanctuary, social, tithings, trial, wergild, Civil War, heresy, transportation, treason, vagabondage, watchmen, Witchfinder, highway robbery, martyr, metropolitan, penal, prosecution, separate and silent system, smuggling, reform, abolition, conscientious objectors, custodial, Neighbourhood Watch, offence, prevention, young offenders.

2. **Create a timeline of key dates for either topic.**

### Assessment Tasks, Methods and Frequency

Exam style questions will be set at the end of every key topic.

**Anglo-Saxon and Norman England**
- **a)** Describe two features of ...
- **b)** Explain why ... has changed so much since ....
- **c)** 'Statement.' (Will be about Cause, change, continuity, similarity or difference) How far do you agree? Explain your answer.

Students answer three questions for the thematic study: Crime and Punishment
- **Question 3:** this focuses on similarity or difference over time.
- **Question 4:** this focuses on the process of change (e.g. why there was a rapid change/slow change/why change continued).
- **Questions 5/6:** requires a judgement and may focus any of the following: the nature or extent of change (change/continuity); patterns of change (turning points, i.e. significance); the process of change (factors bringing it about, i.e. causation); or the impact of change (i.e. consequence).

### Equipment that Pupils Need

- Pen, pencil, rubber, ruler

### Parents / Carers can help their child by:

- Checking weekly homework as good written communication skills are important.
- Creating revision tasks that help students remember key dates and information.

### Useful websites

- **Bayeux Tapestry Online – Reading Museum**
  - www.bayeuxtapestry.org.uk/
  - This website allows a scene by scene examination of the tapestry.

- **The National Archives Online**
  - www.nationalarchives.gov.uk/domesday/discover-domesday/
  - An online exhibition packed full of information about Domesday.

- **BBC Bitesize – Norman Conquest**
  - http://www.bbc.co.uk/bitesize/ks3/history/middle_ages/1066_norman_conquest/revision/1/

- **BBC - Crime and punishment through time Class Clips**
  - http://www.bbc.co.uk/education/topics/z3gg87h/resources/1

### Extra-curricular clubs etc.

- Visit to the British Museum Viking and Anglo-Saxon exhibition
- The Museum of London Docklands

### Who can I contact?

- Mr Bate, Ms. Dee, Ms Odusote
## Maths

<table>
<thead>
<tr>
<th>Curriculum Content</th>
<th>Suggested Reading or Extension Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Autumn 1 (Sept – Oct)</strong></td>
<td>• Number, Powers, Decimals, HCF and LCM, Primes, Roots and rounding, Standard form and surds LCM • Calculate with roots and integer indices</td>
</tr>
<tr>
<td></td>
<td>• Expand and factorising brackets • Expressions and substitution into formulae • Setting up and solving equations • Solving equations and inequalities • Sequences • Round to any given number of significant figures • Estimate answers to calculations by rounding numbers to 1 significant figure</td>
</tr>
<tr>
<td><strong>Autumn 2 (Nov – Dec)</strong></td>
<td>• Averages and range • Representing and interpreting data • Tables • Charts and graphs-pie charts, scatter graphs • Manipulate algebraic expressions by expanding the product of two binomials • Manipulate algebraic expressions by factorising a quadratic expression of the form $x^2 + bx + c$</td>
</tr>
<tr>
<td><strong>Spring 1 (Jan – Feb)</strong></td>
<td>• Fractions • Fractions, decimals and percentages • Percentages • Ratio and proportion • Understand and use the gradient of a straight line to solve problems • Solve two linear simultaneous equations algebraically and graphically</td>
</tr>
<tr>
<td><strong>Spring 2 (Feb – March)</strong></td>
<td>• Properties of shapes, parallel lines and angle facts • Interior and exterior angles of polygons • Pythagoras’ theorem and trigonometry • Plot and interpret graphs of quadratic functions</td>
</tr>
<tr>
<td><strong>Summer 1 (April – May)</strong></td>
<td>• Real life graphs • Straight line graphs and coordinate geometry • Quadratic, cubic and other graphs • Interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data, tables and line graphs for time series data and know their appropriate use</td>
</tr>
<tr>
<td><strong>Summer 2 (June – July)</strong></td>
<td>• Complete any pending work given in class, such as: o Homework o Reading comprehension exercises o Writing extensions • Revisit notes and past papers</td>
</tr>
</tbody>
</table>

### Examples of Home Learning Tasks
- A bilingual dictionary.
- Pencil case with a pen, pencil, ruler and a rubber
- Their own notes – found in their exercise books.
- The Edexcel GCSE Maths Workbook (ISBN)
- Access to the internet.
| Parents / Carers can help their child by: | • Ensuring they are completing tasks set and handing in homework on time.  
• Encouraging them to visit suggested websites and complete activities that will enhance their knowledge. |
| Useful websites | • https://www.vle.mathswatch.com  
• http://www.kangaroomaths.com  
• https://www.mymaths.co.uk  
• http://nrich.maths.org  
• http://www.mrbartonmaths.com  
• http://www.mathsgenie.co.uk |
| Extra-curricular clubs etc. | • After school enrichment classes. |
| Who can I contact? | • Class teacher – ask the student who their teacher is.  
• Curriculum leader – Mr Jokosenumi. |
## Music

<table>
<thead>
<tr>
<th>Curriculum Content</th>
<th>Suggested Reading or Extension Activities</th>
</tr>
</thead>
</table>
| **Autumn 1 (Sept – Oct)** | The elements  
• Note lengths  
• Notation  
• Scales  
• Instruments of the orchestra  
• Elements of music in action  
• Practical preparation  
• “The AB guide to Music theory”  
• 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. |
| **Autumn 2 (Nov – Dec)** | Timbre & Dynamics  
• Grade 1 music theory  
• Practical preparation  
• Voices  
• Vocal technique  
• Listening analysis  
• Forming chords  
• Regularly listen to a variety of music such as Classic fm, BBC Radio 1, BBC radio 2, BBC radio 3, BBC radio 6 music.  
• 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:  
• The Royal Albert Hall  
• Bush Hall  
• The Royal Festival Hall  
• The Barbican |
| **Spring 1 (Jan – Feb)** | Rhythm & Metre  
• Learning to read rhythmic values  
• Creating complex rhythmic pieces  
• Identifying time signatures  
• Understanding the impact of time signature on a piece.  
• Performing different time signatures  
• Practical preparation  
• Listening analysis |
| **Spring 2 (Feb – March)** | Texture and melody  
• Performing in different textures  
• Composing textures using African drums and Logic Pro  
• Understanding the connection between melodic ideas and chord forming  
• Creating melodies for existing chord progression  
• Practical preparation  
• Listening analysis |
| **Summer 1 (April – May)** | Blues Music  
• Understanding the key features of Blues music  
• Learning the historical context of Blues  
• Performing selected pieces in a Blues ensemble  
• Composing a 12 bar blues piece.  
• Singing  
• Listening analysis |
| **Summer 2 (June – July)** | Practical exam preparation  
• Preparing for and being examined on practical work  
• Listening analysis |
### Examples of Home Learning Tasks

Homework is set regularly every week. Homework should take a minimum of 60 minutes.

It is absolutely essential that GCSE 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.

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.

### Assessment Tasks, Methods and Frequency

Formal assessments take place at the end of each half term.

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.

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. They will also be assessed on their compositional progress.

### Equipment that Pupils Need

Fully equipped pencil case.
Important contents – Pencil, ruler, rubber, sharpener, blue or black handwriting pen.

### Parents / Carers can help their child by:

Listening to music together as a family
Encouraging children to learn an instrument or take part in school groups.
Complete homework together, allowing the students to share and explain their new knowledge with their parent/carer.

### Useful websites

- [https://araperformingartsdepartment.wordpress.com/](https://araperformingartsdepartment.wordpress.com/)
- [www.misswardmusic.com](http://www.misswardmusic.com)

### Extra-curricular clubs etc.

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.

- Monday – Violin group
- Tuesday – Boys choir & Young producers club
- Wednesday – Rock School
- Thursday – Voxbox
- Friday – Advanced singers

### Who can I contact?

- Mrs C. Lashmore-Bennett – Head of Performing Arts
- Mr W. Louis – Performing Arts technician
- 0208 842 7833
## Curriculum Content

<table>
<thead>
<tr>
<th>Autumn/Winter</th>
<th>Boys will have one lesson that follows the 12 week programme and then 2 x 6 week sports. Boys Focus will be on activity, competition and increasing numbers for clubs and representation.</th>
</tr>
</thead>
</table>
|              | Rugby  
|              | Badminton  
|              | Football  
|              | Fitness Suite – CV and Weight training  
|              | Dodge ball  
|              | Insanity  
|              | Basketball  
|              | Dance  
|              | Aerobics  
|              | Trampolining  
|              | Climbing  
|              | Hockey  
|              | Girls Focus will be on activity and offering a wider variety of sports or disciplines to encourage and engage more girls to raise their effort levels and their understanding of the positive impact of activity on their health and making positive lifestyle choices to complement their lifestyles. |
| Spring/Summer | Tennis, Cricket, Rounders, Athletics, Capture the Flag, Trampolining, Climbing, Fitness, Netball, Frisbee |

## Suggested Reading or Extension Activities

| Extracurricular clubs are run most days and students are actively encouraged to attend as many as possible  
| Leadership courses such as Sports Leaders are offered depending on the cohort and opportunities to complete the Duke of Edinburgh Bronze Award |

### Examples of Home Learning Tasks

Students are encouraged to join clubs, practice techniques and review characteristics of team players.

### Assessment Tasks, Methods and Frequency

Students are assessed using the internal assessment model and in line with the GCSE grading criteria. Students engagement and behaviour is also assessed.

### Equipment that Pupils Need

ARA PE kit (or something very similar), trainers, football boots, gum shield, shin guards, wet weather rain coat

### Parents / Carers can help their child by:

Providing the necessary kit (or something very similar)  
Supporting the teachers support their child’s potential  
Provide opportunities for the students to improve their skills or enjoyment out of school hours

### Useful websites

BBC bitesize, topsport.com, teachpe.com, pereresourcesbank.co.uk

### Extra-curricular clubs etc.

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

### Who can I contact?

Curriculum Leader for PE – Mr Andrew Thomas
# Photography

<table>
<thead>
<tr>
<th>Curriculum Content</th>
<th>Suggested Reading or Extension Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Autumn 1</strong> &lt;br&gt;(Sept – Oct)</td>
<td>• Introductory Module 1 - Camera Skills and Photographic Techniques &lt;br&gt;• Visit Richmond Park/Kew &lt;br&gt;• Visit galleries - Tate modern to explore still life &lt;br&gt;• Visit the Photographers Gallery to gain a greater understanding visual communication.</td>
</tr>
<tr>
<td><strong>Autumn 2</strong> &lt;br&gt;(Nov – Dec)</td>
<td>• Introductory Module 2 - Natural Forms Photography skills and techniques, exploring themes and project development &lt;br&gt;• Visual language, concepts and ideas &lt;br&gt;• Fundamental theories and application of these &lt;br&gt;• Narrative, audience and aesthetics</td>
</tr>
<tr>
<td><strong>Spring 1</strong> &lt;br&gt;(Jan – Feb)</td>
<td>• Unit 1 Still Life &lt;br&gt;• How still life functions within society and is a record of history and culture: ‘Still life vanitas’ Compare and contrast Mocafico with 17th and 18th century still life painters. Terminology and symbolism. Contemporary photography, still life and advertising &lt;br&gt;• Advanced Photoshop and physical editing skills. &lt;br&gt;• Revisiting colour theory and its significance &lt;br&gt;• Staging of still life photography</td>
</tr>
<tr>
<td><strong>Spring 2</strong> &lt;br&gt;(Feb – March)</td>
<td>• Visual language, concepts and ideas &lt;br&gt;• Fundamental theories and application of these &lt;br&gt;• Narrative, audience and aesthetics</td>
</tr>
<tr>
<td><strong>Summer 1</strong> &lt;br&gt;(April – May)</td>
<td>• Advanced Photoshop and physical editing skills. &lt;br&gt;• Revisiting colour theory and its significance &lt;br&gt;• Staging of still life photography &lt;br&gt;• Contemporary still life genre and high speed techniques – Ori Gersht. Exploring and developing further understanding of aperture, shutter speed, ISO and white balance &lt;br&gt;• Time lapse photography &lt;br&gt;• Collage and origins of this technique</td>
</tr>
<tr>
<td><strong>Summer 2</strong> &lt;br&gt;(June – July)</td>
<td>• Contemporary still life genre and high speed techniques – Ori Gersht. Exploring and developing further understanding of aperture, shutter speed, ISO and white balance &lt;br&gt;• Time lapse photography &lt;br&gt;• Collage and origins of this technique</td>
</tr>
</tbody>
</table>

**Examples of Home Learning Tasks**


**Assessment Tasks, Methods and Frequency**

A1: Assessment of camera skill application.  
A2: Natural forms response shoot.  
A3: Introductory module – Natural Forms.  
A4: Unit 1 – Still life portfolio of work. – Contemporary and still life vanitas outcomes (A04).  
A5: Unit 1 – Still life portfolio of work. – Experimental editing and development of ideas (AO1 & AO2).  
A6: Unit 1 – Still life portfolio of work - Whole project mark (All assessment bands AO1, AO2, AO3 and AO4)

**Equipment that Pupils Need**

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.
Parents / Carers can help their child by:

- Discuss careers. The art and design, marketing and advertising industry is the second biggest jobs market in the UK and is the best pathway into emerging jobs in new technologies such as web and App design.

- Visit galleries and exhibitions. Stretch their knowledge.

- Encourage children to read for pleasure and participate in the arts.

- Provide the resources they need for creative expression. The key resource here is time.

- Ask your child open-ended questions to stretch their understanding and help them to develop ideas.

- Allow Mistakes. Use mistakes as opportunities to learn rather than view them as something unsuccessful.

Useful websites

- [www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-4200](http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-4200)
- [www.thephotographersgallery.org.uk](http://www.thephotographersgallery.org.uk)
- [www.tate.org.uk](http://www.tate.org.uk)
- [www.vam.ac.uk](http://www.vam.ac.uk)
- [www.dandad.org](http://www.dandad.org)
- [www.debutart.com](http://www.debutart.com)
- [https://designmuseum.org](http://https://designmuseum.org)
- [www.vectors4free.co.uk](http://www.vectors4free.co.uk)

Extra-curricular clubs etc.

- Lunch Clubs
- Photography Clinic

Who can I contact?

- Mark.Smith@alecreedacademy.co.uk
- Hayley.Taberner@alecreedacademy.co.uk
# PSCHÉ

## Curriculum Content

<table>
<thead>
<tr>
<th>Term</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn 1 (Sept – Oct)</td>
<td>• Liberty and freedom</td>
</tr>
<tr>
<td>Autumn 2 (Nov – Dec)</td>
<td>• Identity, relationship and sex education</td>
</tr>
<tr>
<td>Spring 1 (Jan – Feb)</td>
<td>• Living in the UK - important issues and debates</td>
</tr>
<tr>
<td>Spring 2 (Feb – March)</td>
<td>• Careers education</td>
</tr>
<tr>
<td>Summer 1 (April – May)</td>
<td>• Managing money</td>
</tr>
<tr>
<td>Summer 2 (June – July)</td>
<td>• Equal rights equal respect</td>
</tr>
</tbody>
</table>

## Suggested Reading or Extension Activities

- Autumn 1: Research into the concepts of democracy and dictatorship – try to identify 10 features of life in a democracy and life under a dictatorship. Try and watch the film “Pride” on Netflix to see how the idea of pride in your own beliefs and identity can make people and communities stronger.
- Autumn 2: Research into the history of immigration and try to explain how immigration has changed the UK.
- Spring 1: Try to follow the story of Brexit in the news and understand the issues around the Brexit debate. Go onto the Natwest website Moneysense and explore all the resources and advice about Managing your finances.

### Examples of Home Learning Tasks

Looking at suggested websites, researching different topic areas, carrying out surveys and questionnaires.

### Assessment Tasks, Methods and Frequency

One per half term – assessments will include examination papers, extended writing, and poster work and student presentations in class.

### Equipment that Pupils Need

Pen, pencil, planner, glue stick, pencil case.
### Parents / Carers can help their child by:

- Checking their exercise books, encouraging students to watch the news and take an interest in current affairs.

### Useful websites

- Anti-racism site aimed at young people
  [http://www.bbc.co.uk/schools/citizenx/teachers/identity/lessonplan_online.shtml](http://www.bbc.co.uk/schools/citizenx/teachers/identity/lessonplan_online.shtml)

- Campaigning, organising and fundraising
  [www.comicrelief.com](http://www.comicrelief.com)

- [www.cafod.org.uk](http://www.cafod.org.uk)
  Information on campaigning from Cafod

- [www.byco.org.uk](http://www.byco.org.uk)
  British Youth Council site that promotes getting involved, having a say and running community projects

- Council services
  [https://www.gov.uk/browse/housing/local-councils](https://www.gov.uk/browse/housing/local-councils)

- [www.justice.gov.uk](http://www.justice.gov.uk)
  Government site outlining policies on the legal system and up-to-date news

  Inspections reports on prisons from the Ministry for Justice

- [www.magistrates-association.org.uk](http://www.magistrates-association.org.uk)
  Activities and information on the work of magistrates’ courts (‘info for young people’ page)

- [https://www.justice.gov.uk/about/yjb](https://www.justice.gov.uk/about/yjb)
  Up-to-date information about youth justice

### Extra-curricular clubs etc.

- Do homework club 10.1 with Mr Goodwin

### Who can I contact?

- Mr Goodwin – Curriculum leader Guidance Alec Reed Academy
# Religious Studies

## Curriculum Content

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Suggested Reading or Extension Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn 1</td>
<td>Christianity Key Beliefs: The nature of God</td>
<td>[AQA GCSE (9-1) Religious Studies] Specification A (textbook) Leslie Parry, Jan Hayes and Sheila Butler</td>
</tr>
<tr>
<td></td>
<td>- God as omnipotent, loving and just</td>
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<tr>
<td></td>
<td>- The problem of evil and suffering</td>
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<tr>
<td></td>
<td>- The oneness of God and the Trinity: Father, Son and Holy Spirit</td>
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<td></td>
<td>- Different Christian beliefs about creation</td>
<td></td>
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<tr>
<td></td>
<td>- Different Christian beliefs about the afterlife and their importance</td>
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</tr>
<tr>
<td>Autumn 2</td>
<td>Christianity Key Beliefs: Jesus Christ and Salvation</td>
<td>[Extension tasks: Find Bible quotes to support differing views and enhance answers TED talks on religion (for example the “Are you there, God?” series] Learn the The Nicene and Apostles Creed</td>
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<tr>
<td></td>
<td>- Beliefs and Teachings about the incarnation and Jesus as the Son of God</td>
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<td></td>
<td>- Beliefs and teachings about the crucifixion.</td>
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<td>- Beliefs and teachings about the resurrection</td>
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<td>- Beliefs and teachings about the ascension.</td>
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<td></td>
<td>- Beliefs and teachings about sin (including original sin) and the means of salvation, including law, grace and Spirit</td>
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<td></td>
<td>- Beliefs and teachings about the role of Christ in salvation including the idea of atonement</td>
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<tr>
<td>Spring 1</td>
<td>Christianity Practices: Worship and festivals</td>
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<td></td>
<td>- Different forms of worship and their significance prayer and its significance: The Lord’s Prayer, set prayers and informal prayer</td>
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<td></td>
<td>- The role and meaning of sacraments</td>
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<td>- Eucharist/Holy Communion</td>
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<td></td>
<td>- Holy Communion</td>
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<td></td>
<td>- The role and importance of pilgrimage</td>
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<tr>
<td></td>
<td>- The role and importance of celebrations</td>
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<tr>
<td>Spring 2</td>
<td>Christianity Practices: The role of the church in the local and worldwide community:</td>
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<td></td>
<td>- In the local community; food banks street pastors.</td>
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<td></td>
<td>- The place of mission, evangelism and church growth</td>
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<td></td>
<td>- Working for reconciliation</td>
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<tr>
<td></td>
<td>- How Christian churches respond to persecution</td>
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<td></td>
<td>- Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.</td>
<td></td>
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<tr>
<td>Summer 1</td>
<td>Judaism: Key belief</td>
<td></td>
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<tr>
<td></td>
<td>- The nature of God:</td>
<td></td>
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<tr>
<td></td>
<td>- God as one</td>
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<tr>
<td></td>
<td>- God as Creator</td>
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<tr>
<td></td>
<td>- God as Law-Giver and Judge, loving and merciful.</td>
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<td></td>
<td>- The divine presence (Shekhinah).</td>
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<tr>
<td></td>
<td>- Beliefs about life after death, including judgement and resurrection.</td>
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<td></td>
<td>- The nature and role of the Messiah, including different views on the role and importance of the Messiah</td>
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<tr>
<td>Summer 2</td>
<td>Judaism: Key belief - The Covenant and the mitzvot</td>
<td></td>
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<tr>
<td></td>
<td>- The promised land and the Covenant with Abraham, Genesis 12:1–3</td>
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<td></td>
<td>- The Covenant at Sinai and its importance including the role of Moses and the Ten Commandments, Exodus 20:1–17</td>
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<td></td>
<td>- Key moral principles including justice, healing the world, charity and kindness to others</td>
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<td>- The importance of the sanctity of human life</td>
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<td></td>
<td>- The relationship between free will and the 613 mitzvot</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Mitzvot between man and God and mitzvot between man and man, including the difference between them and their importance</td>
<td></td>
</tr>
</tbody>
</table>
### Examples of Home Learning Tasks

1) Exam style questions  
2) Revision for knowledge tests  
3) Key words and vocabulary test revision

### Assessment Tasks, Methods and Frequency

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.

### Equipment that Pupils Need

- Blue/black pen  
- Ruler  
- Planner

### Parents / Carers can help their child by:

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.

### Useful websites:

- [http://www.bbc.co.uk/religion](http://www.bbc.co.uk/religion)  
- [http://www.bbc.co.uk/religion/religions/](http://www.bbc.co.uk/religion/religions/)  
- [http://www.bbc.co.uk/schools/religion/](http://www.bbc.co.uk/schools/religion/)

### Extra-curricular clubs etc.

Debate Mate

### Who can I contact?

- Ms. Dee: [megan.dee@alecreedacademy.co.uk](mailto:megan.dee@alecreedacademy.co.uk)  
- Ms. Lipman: [eva.lipman@alecreedacademy.co.uk](mailto:eva.lipman@alecreedacademy.co.uk)
### Curriculum Content

| Autumn 1 (Sept – Oct) | • Challenge and stretch – Cells, Digestive system and Enzymes investigations (HSW)  
• Challenge and stretch – Elements and Compounds, Balancing Chemical Equations and making salts (HSW)  
• Challenge and stretch – Particle model and Energy transfer, Forces and Motion investigations (HSW) |
| Autumn 2 (Nov – Dec) | • How Science work skills  
• Embedding Scientific literacy  
• Science skills Assessment |
| Spring 1 (Jan – Feb) | • Atomic Structure  
• Structure and Bonding  
• The Periodic Table  
• Heat transfer and Energy  
• Cell Structure and transport |
| Spring 2 (Feb – March) | • Plant and Animal organisation  
• Energy Resources  
• Electrolysis |
| Summer 1 (April – May) | • Molecules and Matter  
• Chemical Calculations  
• Electrical Circuits |
| Summer 2 (June – July) | • Molecules and Matter  
• Diseases  
• Radioactivity  
• Practical Skills |

### Suggested Reading or Extension Activities

| Autumn 1 (Sept – Oct) | • Using BBC Bitesize as an alternative source of content  
• Reading Science sections of online newspapers |
| Autumn 2 (Nov – Dec) | • Using the Kerboodle interface with which each pupil has a unique login with. |

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### Examples of Home Learning Tasks

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.

### Assessment Tasks, Methods and Frequency

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.

### Equipment that Pupils Need

Pens, pencils, rulers, rubbers and scientific calculators.

### Parents / Carers can help their child by:

Access Kerboodle with their children and help them use the revision guide to consolidate what they learn in lessons.

### Useful websites

https://www.kerboodle.com/app/

### Extra-curricular clubs etc.

Revision Sessions

### Who can I contact?

Mrs Charles – Head of Science
| Autumn 1  | Identity and culture: My family, my friends and I  
Grammar: tener, ser and estar present tense  
possessive adjectives  
adjective agreement rules  
reflexive verbs:  
casarse/enfadarse/llevarse bien con  
comparatives más que/menos que  
adverbs of frequency  
regular verbs in present tense  
direct object pronouns  
interrogative words such as quién, cómo, cuántos, qué, cuándo |
|-----------|----------------------------------------------------------------------------------------------------------|
| Suggested Reading or Extension Activities | Mary Glasgow magazines: “Ahora”  
KS3 Revision Guides  
| Autumn 2  | Local, national, international and global areas of interest: home, town, neighbourhood and region.  
Grammar: hay  
prepositions  
use of unos, unas for ‘some’  
poder + infinitive  
expressions of quantity  
irregular verbs ir/hacer  
los que/las que + verb  
gustar  
enhancing descriptions using que  
demonstrative adjectives: este, esta, estos, estas, ese, esa, esos, esas  
interrogatives dónde and por qué |
| Spring 1   | Current and future study  
Grammar: tener que/deber + infinitive  
hay que + infinitive (compulsory subjects)  
porque to express reasons  
perfect tense regular verbs (escoger/decidir/dejar - options)  
two verbs together eg ir a/ esperar/gustar más  
comparative and superlative in expressing opinions about subjects.  
use of tú and usted in informal/formal exchanges |
| Spring 2   | Identity and culture: free time activities (Music, cinema and TV)  
Grammar: consolidation of present tense including irregular verbs salir, querer, preferir, ver, dar  
extend range of two verbs together  
adverbs such as por lo general/normalmente  
clauses introduced by cuando and si |
| Summer 1   | Identity and culture: Free time activities (food and eating out, sport)  
Grammar: perfect tense using regular and common irregular verbs lo que he hecho este fin de semana/esta mañana)  
simple opinion statements to express how it was (illustration of the imperfect)  
disjunctive pronouns such as conmigo and para mí |
| Summer 2   | Identity and culture: Customs and festivals in Spanish speaking countries/communities.  
Grammar: preterite tense rules – regular and common irregular verbs (ser, estar, tener, hacer, ir)  
reflexive verbs in preterite; perfect and imperfect tenses together  
describing a past event/festival; actions and opinions |
| **Examples of Home Learning Tasks** | Complete any pending work given in class, such as:  
  - Translations  
  - Reading comprehension exercises  
  - Writing extensions |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Tasks, Methods and Frequency</strong></td>
<td>End of unit: Speaking, writing, listening and writing Tests.</td>
</tr>
</tbody>
</table>
| **Equipment that Pupils Need** | • A bilingual dictionary.  
  • Their own notes – found in their exercise books.  
  • Where applicable, access to the internet. |
| **Parents / Carers can help their child by:** | • Ensuring they are completing tasks set and handing in homework on time.  
  • Encouraging them to visit suggested websites and complete activities that will enhance their knowledge. |
| **Useful websites** | • http://www.spanishrevision.co.uk/  
  • http://www.bbc.co.uk/schools/gcsebitesize/spanish/  
  • http://www.linguascope.com/ - Pupils are provided with a username and password. Excellent resource to build vocabulary and improve their reading, writing and listening skills.  
  • http://www.spanish-games.net/ - Free games to learn or revise Spanish  
  • https://revisionworld.com/gcse-revision/spanish/past-papers - All past papers and mark schemes (Higher and Foundation tiers) for Listening and Reading.  
  • https://www.duolingo.com/course/es/en/Learn-Spanish-Online - It’s also available on mobile apps (iOS, Android and Windows Phone) |
| **Who can I contact?** | Class teacher – ask the student who their teacher is.  
  Trevor Davies, Curriculum Leader. |
# Textiles

## Curriculum Content

<table>
<thead>
<tr>
<th>Semester</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Autumn 1       | • Under The Microscope – Cells
                | • Artist Research – Mood Boards                                             |
| Autumn 2       | • Under The Microscope – Cells
                | • Printing Skills – 3 Colour Reduction Printing                             |
| Spring 1       | • Under The Microscope – Cells
                | • Artist Research – Screen Printing                                         |
| Spring 2       | • Under The Microscope – Cells
                | • Surface Designs – Applique                                                |
| Summer 1       | • Under The Microscope – Cells
                | • Artist Research – Fabric Manipulation                                    |
| Summer 2       | • Under The Microscope – Cells
                | • 3D Skills – Final Design                                                  |

## Suggested Reading or Extension Activities

- Visit galleries and exhibitions.
- Artists: Microbo, Betty Busby & Beatriz Milhazes.
- Surface Design and Fabric Manipulation.

## Examples of Home Learning Tasks


## Assessment Tasks, Methods and Frequency

- 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.

## Equipment that Pupils Need

- 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.
### Parents / Carers can help their child by:

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.

Visit galleries and exhibitions. Stretch their knowledge.

Encourage children to read for pleasure and participate in the arts.

Provide the resources they need for creative expression. The key resource here is time.

Ask your child open-ended questions to stretch their understanding and help them to develop ideas.

Allow Mistakes. Use mistakes as opportunities to learn rather than view them as something unsuccessful.

### Useful websites

- [www.tate.org.uk](http://www.tate.org.uk) – Tate Galleries
- [www.vam.ac.uk](http://www.vam.ac.uk) – Victoria & Albert Museum
- [www.sciencemuseum.org.uk](http://www.sciencemuseum.org.uk)
- [www.nhm.ac.uk](http://www.nhm.ac.uk) – Natural History Museum
- [www.haywardgallery.org.uk](http://www.haywardgallery.org.uk) – Hayward Gallery

### Extra-curricular clubs etc.

- KS3 Craft Club
- KS4 Coursework Clubs

### Who can I contact?

- [Mark.Smith@alecreedacademy.co.uk](mailto:Mark.Smith@alecreedacademy.co.uk)
- [Hayley.Taberner@alecreedacademy.co.uk](mailto:Hayley.Taberner@alecreedacademy.co.uk)
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
<table>
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<tr>
<th>Curriculum Content: Topic 1</th>
<th>Suggested Reading or Extension Activities</th>
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<td><strong>Year 1: Applied Anatomy and Physiology</strong></td>
<td></td>
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<tr>
<td>• The structure and functions of the musculoskeletal system</td>
<td></td>
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<tr>
<td>• The structure and functions of the cardiorespiratory system</td>
<td></td>
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<tr>
<td>• The structure and functions of the respiratory system</td>
<td></td>
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<tr>
<td><strong>The structure and functions of the musculoskeletal system</strong></td>
<td>For more information please visit and see:</td>
</tr>
<tr>
<td>1.1 The structure and functions of the musculoskeletal system</td>
<td>Specification</td>
</tr>
<tr>
<td>1.2 Classification of bones</td>
<td>Pearson Edexcel Level 1/Level 2 GCSE</td>
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<tr>
<td>1.3 Structure: cranium, clavicle, scapula, five regions of the vertebral column</td>
<td>(9 - 1) in Physical Education (1PE0)</td>
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<tr>
<td>1.4 Classification of joints</td>
<td>Topic 2: Movement analysis</td>
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<tr>
<td>1.5 Movement possibilities at joints dependant on joint classification</td>
<td>Topic 3: Physical training</td>
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<tr>
<td>1.6 The role of ligaments and tendons</td>
<td>Topic 4: Use of data</td>
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<tr>
<td>1.7 Classification and characteristics of muscle types</td>
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<tr>
<td>1.8 Location and role of the voluntary muscular system</td>
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<tr>
<td>1.9 Antagonistic pairs of muscles</td>
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<tr>
<td>1.10 Characteristics of fast and slow twitch muscle fibre types</td>
<td></td>
</tr>
<tr>
<td>1.11 How the skeletal and muscular systems work together to allow participation in physical activity and sport</td>
<td></td>
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<tr>
<td><strong>The structure and functions of the cardiorespiratory system</strong></td>
<td></td>
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<tr>
<td>1.2.1 Functions of the cardiovascular system applied to performance in physical activities</td>
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<tr>
<td>1.2.2 Structure of the cardiovascular system</td>
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<tr>
<td>1.2.3 Structure of arteries, capillaries and veins</td>
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<tr>
<td>1.2.4 The mechanisms required for blood flow</td>
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<tr>
<td>1.2.5 Function and importance of red and white blood cells, platelets and plasma</td>
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<td>1.2.6 Composition of inhaled and exhaled air</td>
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<td>1.2.7 Vital capacity and tidal volume</td>
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<tr>
<td>1.2.8 Location of main components of respiratory system</td>
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<td>1.2.9 Structure of alveoli to enable gas exchange</td>
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<tr>
<td>1.2.10 How the cardiovascular and respiratory systems work together</td>
<td></td>
</tr>
<tr>
<td><strong>Anaerobic and aerobic exercise</strong></td>
<td></td>
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<tr>
<td>1.3.1 Energy: the use of glucose and oxygen to release energy</td>
<td></td>
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<tr>
<td>1.3.2 Energy sources</td>
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</tr>
</tbody>
</table>
### Curriculum Content: Topic 1

#### Year 1: Applied Anatomy and Physiology
- The structure and functions of the musculoskeletal system
- The structure and functions of the cardiorespiratory system
- The structure and functions of the respiratory system

| The short- and long-term effects of exercise | 1.4.1 Short-term effects of physical activity and sport on lactate accumulation, muscle fatigue, and the relevance of this to the player/performer  
1.4.2 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  
1.4.3 Short-term effects of physical activity and sport on depth and rate of breathing, and the importance of this to the player/performer  
1.4.4 How the respiratory and cardiovascular systems work together  
1.4.5 Long-term effects of exercise on the body systems  
1.4.6 Interpretation of graphical representations of heart rate, stroke volume and cardiac output values at rest and during exercise |  
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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 |

### Assessment information

- First assessment: May/June 2018.
- The assessment is 1 hours and 45 minutes.
- The assessment is out of 90 marks.
- Students must answer all questions.
- The assessment consists of multiple-choice, short-answer, and extended writing questions.
- 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.
- Calculators can be used in the examination.

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.
<table>
<thead>
<tr>
<th>Curriculum Content: Topic 2 Movement Analysis</th>
<th>Suggested Reading or Extension Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lever systems, examples of their use in activity and the mechanical advantage they provide in movement</td>
<td>For more information please visit and see:</td>
</tr>
<tr>
<td>2.1.1 First, second and third class levers and their use in physical activity and sport</td>
<td>Specification</td>
</tr>
<tr>
<td>2.1.2 Mechanical advantage and disadvantage</td>
<td>Pearson Edexcel Level 1/Level 2 GCSE</td>
</tr>
<tr>
<td>2.2.1 Movement patterns using body planes and axes</td>
<td>(9 - 1) in Physical Education (1PE0)</td>
</tr>
<tr>
<td>2.2.2 Movement in the sagittal plane about the frontal axis when performing front and back tucked or piked somersaults</td>
<td>Topic 2: Movement analysis</td>
</tr>
<tr>
<td>2.2.3 Movement in the frontal plane about the sagittal axis when performing cartwheels</td>
<td>Topic 3: Physical training</td>
</tr>
<tr>
<td>2.2.4 Movement in the transverse plane about the vertical axis when performing a full twist jump in trampolining</td>
<td>Topic 4: Use of data</td>
</tr>
</tbody>
</table>
## Curriculum Content: Topic 3
### Physical Training

<table>
<thead>
<tr>
<th>The relationship between health and fitness + the role that exercise plays in both</th>
<th>3.1.1 Definitions of fitness, health, exercise and performance and the relationship between them</th>
</tr>
</thead>
</table>
| The components of fitness, benefits for sport and how fitness is measured and improved | 3.2.1 Components of fitness and the relative importance of these components in physical activity and sport  
3.2.2 Fitness tests  
3.2.3 Collection and interpretation of data from fitness test  
3.2.4 Fitness tests for specific components of fitness  
3.2.5 How fitness is improved |
| The principles of training and their application to personal exercise/ training programmes | 3.3.1 Planning training using the principles of training  
3.3.2 Factors to consider when deciding the most appropriate training methods and training intensities for different physical activities and sports  
3.3.3 The use of different training methods for specific components of fitness |
| The long-term effects of exercise | 3.4.1 Long-term effects of aerobic and anaerobic training  
3.4.2 Long-term training effects: able to train for longer and more intensely  
3.4.3 Long-term training effects and benefits: for performance of the muscular-skeletal system  
3.4.4 Long-term training effects and benefits: for performance of the cardio-respiratory system |
| How to optimise training and prevent injury | 3.5.1 The use of a PARQ to assess personal readiness for training and recommendations for amendment to training based on PARQ  
3.5.2 Injury prevention  
3.5.3 Injuries that can occur in physical activity and sport  
3.5.4 RICE  
3.5.5 Performance-enhancing drugs (PEDs) and their positive and negative effects on sporting performance |
| Effective use of warm up and cool down | 3.6.1 The purpose and importance of warm-ups and cool downs to effective training sessions and physical activity and sport  
3.6.2 Phases of a warm-up and their significance in preparation for physical activity and sport  
3.6.3 Activities included in warm-ups and cool downs |

## Curriculum Content: Topic 4
### Use of Data

| Use of data | 4.1.1 Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport  
4.1.2 Demonstrate an understanding of how data is collected  
4.1.3 Present data  
4.1.4 Interpret data accurately  
4.1.5 Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and sport |

## Suggested Reading or Extension Activities

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
<table>
<thead>
<tr>
<th>Examples of Home Learning Tasks</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Tasks, Methods and Frequency</td>
<td>After each unit is covered the students should complete a Unit test to identify sound learning practices and gaps in their learning.</td>
</tr>
<tr>
<td>Equipment that Pupils Need</td>
<td>Pens, ruler, rubbers etc PE Kit or potential to purchase a GCSE specific course T shirt</td>
</tr>
<tr>
<td>Parents / Carers can help their child by:</td>
<td>Ensure they attend revision classes Ensure they join an extra-curricular club Support the students choices</td>
</tr>
<tr>
<td>Extra-curricular clubs etc.</td>
<td>Attend and Leadership opportunities in a variety of clubs</td>
</tr>
<tr>
<td>Who can I contact?</td>
<td>Curriculum Leader for PE – Mr Andrew Thomas Mr Bird, Mr Reynolds , Mrs Marjanov, Miss Beacroft, Mr Edwards</td>
</tr>
</tbody>
</table>