



# ALEC REED ACADEMY

## Year 9 Curriculum Booklet

2024 - 2025



# Contents

<b>Introduction</b>	<b>3</b>
<b>Art</b>	<b>4</b>
<b>BTEC Awards: Digital Information Technology</b>	<b>6</b>
<b>Business</b>	<b>7</b>
<b>Computer Science</b>	<b>9</b>
<b>Design Technology - Product Design</b>	<b>10</b>
<b>Drama</b>	<b>11</b>
<b>English</b>	<b>13</b>
<b>French</b>	<b>15</b>
<b>Geography</b>	<b>17</b>
<b>Graphics</b>	<b>18</b>
<b>Health and Social Care</b>	<b>20</b>
<b>History</b>	<b>22</b>
<b>Maths</b>	<b>24</b>
<b>Music</b>	<b>26</b>
<b>PE</b>	<b>28</b>
<b>Photography</b>	<b>29</b>
<b>PSCHE</b>	<b>31</b>
<b>Religious Studies</b>	<b>33</b>
<b>Science</b>	<b>35</b>
<b>Spanish</b>	<b>36</b>
<b>Textiles</b>	<b>38</b>
<b>GCSE Physical Education Year 9 - 11 (KS4)</b>	<b>40</b>

# 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

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

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

## GCSE Examinations

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

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

# Art & Design

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> <li>• Reflections &amp; Distortions</li> <li>• Artist Research – Photorealism</li> </ul>	<ul style="list-style-type: none"> <li>• Visit galleries and exhibitions.</li> <li>• Artists: Ralph Goings, M C Esher, Janet Fish, Salvador Dali &amp; Francis Bacon.</li> <li>• Printing Process methods</li> </ul>
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> <li>• Reflections &amp; Distortions</li> <li>• Drawing Skills – Still Life Observation</li> </ul>	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> <li>• Reflections &amp; Distortions</li> <li>• Artist Research – Surfaces &amp; Texture</li> </ul>	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> <li>• Reflections &amp; Distortions</li> <li>• Painting Skills – Application of painting</li> </ul>	
Summer 1 (April – May)	<ul style="list-style-type: none"> <li>• Reflections &amp; Distortions</li> <li>• Artist Research – Mark Making &amp; Pattern</li> </ul>	
Summer 2 (June – July)	<ul style="list-style-type: none"> <li>• Reflections &amp; Distortions</li> <li>• Printing Skills – 3 Colour Reduction Printing</li> </ul>	

<b>Examples of Home Learning Tasks</b>	Artist Research, Observational drawing, Mood boards, Collage, Mark Making, Photography, Painting Skills, Printing Skills, Screen Printing, Mono Type Printing, 3 Colour Reduction Printing, 3D Paper engineering, Ceramics & Presentation Skills.
<b>Assessment Tasks, Methods and Frequency</b>	<p>A1: Ralph Goings Research/Gridded up drawing (AO1 &amp; A02,A03).</p> <p>A2: Still life studies (AO1 &amp; A02, AO3).</p> <p>A3: M C Esher convex/concave drawing (AO1 &amp; A02, AO3).</p> <p>A4: Janet Fish painting (AO1 &amp; A02, AO3).</p> <p>A5: Pattern Plan for Print (AO1 &amp; A02, AO3).</p> <p>A6: 3 Colour reduction Print (All assessment bands AO1, AO2, A03 and AO4).</p>
<b>Equipment that Pupils Need</b>	All students require a plastic carry case, pack of pencils, rubber, pencil sharpener & ruler. A glue stick, colouring pencils, water colours and fine liners and a white gel pen are desirable for use at home to complete set tasks. KS4 clubs run throughout the year on a daily basis during lunch times and are open to all GCSE students taking Textiles, Art and Graphics.

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

# BTEC Awards: Digital Information Technology

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> <li>Collecting, Presenting and Interpreting Data, Modern technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Do wider reading on the current events relating to IT. This will deepen their knowledge base which will help them in the exam.</li> <li>Textbook: BTEC Tech Award Digital Information Technology: Student Book by Rob Cadwell and Alan Jarvis.</li> </ul> <p><b>Useful websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.bbc.co.uk/education/subjects/z34k7ty">http://www.bbc.co.uk/education/subjects/z34k7ty</a></li> <li><a href="http://www.howstuffworks.com/">http://www.howstuffworks.com/</a></li> <li><a href="https://www.bbc.co.uk/bitesize/subjects/z9qy6yc">https://www.bbc.co.uk/bitesize/subjects/z9qy6yc</a></li> <li><a href="https://www.thenational.academy/">https://www.thenational.academy/</a></li> <li><a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology.html</a></li> </ul>
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> <li>Create a dashboard using data manipulation tools. Impact of modern technologies.</li> </ul>	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> <li>Data processing methods. Draw conclusions and review data presentation methods. Cyber security threats to data.</li> </ul>	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> <li>Investigate user interface design for individuals and organisations, Audience Needs and Design Principles, Cyber security Policy</li> </ul>	
Summer 1 (April - May)	<ul style="list-style-type: none"> <li>Use project planning techniques to plan and design a user interface. Develop and review a user interface. The wider implications of digital systems.</li> </ul>	
Summer 2 (June - July)	<ul style="list-style-type: none"> <li>Component 1: Learning aim A: practice assessment. Legal and ethical implications to technology. Component 3: Mock Exam</li> </ul>	

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

<b>Parents / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>Reading regularly at home</li> <li>Assisting with the checking of homework to improve understanding of concepts and technical accuracy</li> <li>Visit museums and exhibitions</li> </ul>
<b>Extra-curricular clubs etc.</b>	<ul style="list-style-type: none"> <li>Cyber Centurion (KS3-5)</li> <li>Programming Club (KS3)</li> <li>Little Big Award (KS3-4)</li> </ul>
<b>Who can I contact?</b>	Curriculum Leaders: Mr Anane & Mr Au ICT Teachers: Mr Smith

# Business

	<b>Curriculum Content</b> (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))	<b>Suggested Reading or Extension Activities</b>
Autumn 1 (Sept – Oct)	Introduction to Business, basic terminology (revenue, profit, entrepreneurs, business ownership, enterprise activities.	<a href="http://www.bbc.co.uk/bitesize/gcse/business/">http://www.bbc.co.uk/bitesize/gcse/business/</a> (BBC Bitesize)  <a href="http://www.businessstudiesonline.co.uk/live/">http://www.businessstudiesonline.co.uk/live/</a> (Business Studies online)  <a href="http://www.tt100.biz">www.tt100.biz</a> (The times 100)  <a href="http://www.tutor2u.net">www.tutor2u.net</a> (tutor 2 u)  <a href="http://www.moneyandmorals.org">www.moneyandmorals.org</a> (Money and Morals)  Business knowledge organisers  Business Studies shared area
Autumn 2 (Nov – Dec)	Business Planning, Aims and Objectives, Stakeholders, advertising methods/promotional methods	
Spring 1 (Jan – Feb)	Product Life Cycle/Extension strategies, Pricing strategies, E-Commerce, marketing enterprise activity.	
Spring 2 (Feb – March)	Business Growth – Organic, Mergers, Vertical Integration, Diversification, Franchising, Location factors.	
Summer 1 (April – May)	Introduction to recruitment process, recruitment activities – completing job description/person specification, applications, CV, mock interviews.	
Summer 2 (June – July)	Creation of board game project, revision of all taught topics for end of year assessments.	

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



# Computer Science

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> <li>• Initial Assessment</li> <li>• Fundamentals of Computer Systems</li> <li>• Hardware &amp; Software</li> </ul>	<p>Textbook: GCSE Computer Science for OCR Student Book Authors David Waller, Ann Weidmann</p> <p>Revision Guide: CGP GCSE OCR Computer Science for the 9-1 Exams Complete Revision &amp; Practice Exam Practice Workbook</p> <p>Do wider reading on the current events relating to IT. This will deepen their knowledge base which will help them in the exam</p> <p>Go through the tutorial for Visual Basic within YouTube.</p>
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> <li>• Data Representation in Computers</li> <li>• Christmas Mock Exam</li> </ul>	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> <li>• Problem Solving: Abstraction, Solution</li> <li>• Algorithms, Pseudo code &amp; Flowcharts</li> <li>• Programming: Variables and Data Types</li> </ul>	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> <li>• Easter Mock Exam</li> <li>• Programming: Decisions &amp; Case Selects</li> <li>• Programming: Loops</li> </ul>	
Summer 1 (April – May)	<ul style="list-style-type: none"> <li>• Programming: Arrays</li> <li>• Programming: System IO</li> <li>• System Life Cycle</li> </ul>	
Summer 2 (June – July)	<ul style="list-style-type: none"> <li>• Design and Implementation</li> <li>• Testing and Evaluation</li> <li>• End of Year Assessment</li> </ul>	

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

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

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

# Design Technology - Product Design

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<u>Pencil case project</u> <ul style="list-style-type: none"> <li>• Materials &amp; their properties</li> <li>• Health &amp; Safety in the workshop</li> <li>• Using plastics</li> </ul>	A Century of Design Penny Sparke  Mod to Memphis Anne Watson
Autumn 2 (Nov – Dec)	<u>Chair challenge</u> <ul style="list-style-type: none"> <li>• Modelling techniques</li> <li>• Using wood for construction</li> <li>• Consumer requirements</li> <li>• Ergonomics and anthropometrics</li> </ul>	Design For The 20th Century Charlotte & Peter Fiell
Spring 1 (Jan – Feb)	<u>Memphis Project</u> <ul style="list-style-type: none"> <li>• Design history</li> <li>• Product components and requirements</li> <li>• Colour theory</li> <li>• Modernism vs. Post modernism</li> </ul>	The Design Of Everyday Things Donald A. Norman  Making It Chris Lefteri
Spring 2 (Feb – March)	<u>Drawing workshops</u> <ul style="list-style-type: none"> <li>• Isometric drawing</li> <li>• Perspective</li> <li>• Sketching &amp; rendering</li> </ul>	Drawing For Product Designers Kevin Henry  Design Technology – GCSE Product Design AQA
Summer 1 (April – May)	<u>Personal Project</u> <ul style="list-style-type: none"> <li>• Manufacturing to client specifications</li> <li>• Research &amp; investigation</li> </ul>	
Summer 2 (June – July)	<u>Personal Project</u> <ul style="list-style-type: none"> <li>• Sketching ideas</li> <li>• Generating design proposals</li> </ul>	

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

<b>Parents / Carers can help their child by:</b>	• Supporting written task set for independent study.
<b>Useful websites</b>	Technologystudent.com
<b>Extra-curricular clubs etc.</b>	Every lunchtime the department opens its doors for all pupils to design and manufacture ideas of their choice or to improve general classwork.

<b>Who can I contact?</b>	Daniel Flynn (Curriculum leader for Design, Technology & Creative Arts) Daniel.flynn@alecreedacademy.co.uk
---------------------------	---

# Drama

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

<b>Examples of Home Learning Tasks</b>	Homework is set weekly. Homework should take a minimum of 30 minutes. Homework tasks may include making notes about practical work, revising key terminology and concepts and practical rehearsals in preparation for performance.
<b>Assessment Tasks, Methods and Frequency</b>	Our schemes of learning are designed to cover all of the components at least once over the course of the academic year. <ul style="list-style-type: none"> <li>•Component 1: Exploring the Performing Arts</li> <li>•Component 2: Developing Skills and Techniques in the Performing Arts</li> <li>•Component 3: Responding to a Brief</li> </ul> <p>Each section in the curriculum content above links to the learning aims of a specific component and at the end of each scheme of learning we assess the component skills, knowledge and understanding using the assessment criteria from the BTEC Level 2 Tech Award in Performance Arts (Acting) exam specification. Students will be given practical and/or written assessment and then awarded either a Fail, Pass, Merit or Distinction mark.</p>
<b>Equipment that Pupils Need</b>	Fully equipped pencil case. Important contents – Pencil, ruler, rubber, sharpener, blue or black handwriting pen. Classwork folders or logbooks. Scripts

<b>Parents / Carers can help their child by:</b>	Watch plays/musicals/performances on television, the internet (youtube is a particularly good resource) or at live venues as a family. Encouraging children to take part in the school drama club, the annual Talent Show, the school Musical and trips to the see live performance. Complete homework together, allowing the students to share and explain their new knowledge with their parent/carer. Encouraging children to join a Drama or Performing Arts group outside of school such as Stage Coach, Pauline Quirk Academy or Jigsaw or a local amateur dramatics group.
<b>Useful websites</b>	<a href="http://www.bbc.co.uk/education/subjects/zbckjxs">http://www.bbc.co.uk/education/subjects/zbckjxs</a> <a href="https://www.thestage.co.uk/">https://www.thestage.co.uk/</a> <a href="https://www.youtube.com/channel/UCdmPjhKMaXNNeCr1FjuMvag">https://www.youtube.com/channel/UCdmPjhKMaXNNeCr1FjuMvag</a> <a href="https://www.youtube.com/channel/UCUDq1XzCY0NIOYVJvEMQjqw">https://www.youtube.com/channel/UCUDq1XzCY0NIOYVJvEMQjqw</a> <a href="https://getintotheatre.org/">https://getintotheatre.org/</a>
<b>Extra-curricular clubs etc.</b>	All students are offered the opportunity to take part in our Drama club. There are open auditions for the school musical and the Talent Show in July and students can audition to take leading or minor roles. There are opportunities for trips throughout the year. Where available we will also invite professional practitioners into the Academy to run workshops and classes.

<b>Who can I contact?</b>	Mrs C. Lashmore-Bennett – Head of Performing Arts
---------------------------	---

# English

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> <li>• Prose: Susan Hill <i>The Woman in Black</i></li> <li>• English Literature in the style of 8702/1/B</li> </ul>	<ul style="list-style-type: none"> <li>• Wide range of stock across the reading ability range is available in the school library</li> <li>• KS3 Bitesize is available online covering a range of skills and content</li> <li>• Shmoop</li> <li>• CGP Spelling, Punctuation and Grammar guides are available to purchase online</li> <li>• Various York Notes and CGP guides are available for most Shakespeare plays and 19th Century classics.</li> </ul>
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> <li>• Poetry: Poet Laureates</li> <li>• English Literature in the style of 8702/2/B</li> </ul>	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> <li>• Shakespeare: <i>Julius Caesar</i></li> <li>• English Literature in the style of 8702/1/A</li> </ul>	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> <li>• Shakespeare: <i>Julius Caesar</i></li> <li>• English Literature in the style of 8702/1/A</li> </ul>	
Summer 1 (April – May)	<ul style="list-style-type: none"> <li>• Drama: <i>Dracula</i> adapted by David Calcutt</li> <li>• English Literature in the style of 8702/2/A</li> </ul>	
Summer 2 (June – July)	<ul style="list-style-type: none"> <li>• Modern Rhetoric: <i>Presenting a Viewpoint</i></li> <li>• English Language in the style of 8700/2/B</li> </ul>	

<b>Examples of Home Learning Tasks</b>	<p>Homework can fulfil various purposes, including preparing a knowledge base or foundation for subsequent learning; consolidating previous learning and filling long-term knowledge buckets (such as developing vocabulary or wider reading).</p> <p>Homework is designed to consolidate knowledge thus works as a revision tool for pupils. The English Department will issue each pupil with a homework schedule that contains all the homework tasks for each unit of work. This will be handed to students at the beginning of the unit of work so parents and pupils can see in advance what tasks and areas of the text will need to be covered.</p> <p>Pupils should also aim to read for at least 25 minutes each day. Reading of one good-quality newspaper article (an online version will do) is highly recommended.</p>
<b>Assessment Tasks, Methods and Frequency</b>	<p>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.</p>
<b>Equipment that Pupils Need</b>	<p>Basic Stationery A Book relevant to their ability Planner</p>

<b>Parents / Carers can help their child by:</b>	<p>Ensuring that homework is completed on a weekly basis.</p> <p>Ensure that your child is reading a book every night for a minimum of 20 minutes.</p> <p>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.</p>
<b>Useful websites</b>	<p>KS3 Bitesize</p> <p>Shmoop</p>
<b>Extra-curricular clubs etc.</b>	<p>Clubs related to Accelerated Reader (Book Clubs)</p> <p>MABLE Project</p> <p>Debate Mate</p>
<b>Who can I contact?</b>	<p>Ms S Kazi (Curriculum Leader of English)</p>

# French

	Curriculum Content	BV/SMSC/ WRL	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ol style="list-style-type: none"> <li>1. KS3 revision (nouns, articles, numbers, dates)</li> <li>2. Using avoir (to have) and être (to be)</li> <li>3. Possessive adjectives (my, your, his, her)</li> <li>4. Reflexive verbs</li> <li>5. Adjective position and agreement</li> <li>6. Comparatives and superlatives</li> <li>7. Using qui and que</li> <li>8. The immediate future and the future tense</li> <li>9. Direct and indirect object pronouns</li> </ol>	SMSC/BV	<p>Language Learning websites to practise vocabulary. See below.</p> <p><a href="http://www.memrise.com">www.memrise.com</a></p> <p><a href="http://www.zut.org.uk">www.zut.org.uk</a></p> <p><a href="http://www.funwithlanguages.vacau.com">www.funwithlanguages.vacau.com</a></p>
Autumn 2 (Nov – Dec)	<ol style="list-style-type: none"> <li>1. The present tense of regular -er verbs</li> <li>2. Using avec and sans</li> <li>3. The present tense of common irregular verbs</li> <li>4. Using grâce à</li> <li>5. 'It' and 'that': ce, c', ça</li> <li>6. Interrogative adjectives</li> <li>7. Aller, faire and other common irregular verbs</li> <li>8. The pronouns moi, toi, lui and elle</li> </ol>	SMSC	<p><a href="http://www.bbc.com/education/subjects/z9dqxb">www.bbc.com/education/subjects/z9dqxb</a></p> <p><a href="http://www.language-gym.com">www.language-gym.com</a></p> <p><a href="http://www.kerboodle.com">www.kerboodle.com</a></p>
Spring 1 (Jan – Feb)	<ol style="list-style-type: none"> <li>1. Revision of the present tense of regular verbs</li> <li>2. Question words</li> <li>3. The perfect tense of regular verbs</li> <li>4. The perfect tense with être</li> <li>5. Quantities</li> <li>6. Adverbs of frequency</li> <li>7. Verb + infinitive</li> <li>8. The pronoun en</li> <li>9. Using subordinating conjunctions</li> <li>10. Jouer à and faire de</li> <li>11. Developing sentences using quand, lorsque and si</li> <li>12. Opinion verbs</li> </ol>	SMSC	
Spring 2 (Feb – March)	<ol style="list-style-type: none"> <li>1. Revision of the perfect tense with être</li> <li>2. The rules of agreement in the perfect tense</li> <li>3. Reflexive verbs in the perfect tense</li> <li>4. Using en, au / aux / à + countries and towns</li> <li>5. Using common expressions in the imperfect tense</li> <li>6. Indefinite articles</li> <li>7. The imperfect tense of common verbs</li> <li>8. Deciding between the perfect and imperfect tenses</li> </ol>	BV SMSC cultural diversity	
Summer 1 (April – May)	<ol style="list-style-type: none"> <li>1. Revision of the position and agreement of adjectives</li> <li>2. Plurals of nouns</li> <li>3. Negative phrases followed by de</li> <li>4. Partitive articles</li> <li>5. Habiter and vivre</li> <li>6. C'est and il y a</li> <li>7. Demonstrative adjectives</li> <li>8. Prepositions</li> </ol>	BV SMSC cultural diversity	
Summer 2 (June – July)	<ol style="list-style-type: none"> <li>1. Vouloir + infinitive</li> <li>2. Indefinite pronouns</li> <li>3. The conditional of vouloir and aimer</li> <li>4. En + present participle</li> <li>5. Devoir and pouvoir + infinitive</li> <li>6. Il faut + infinitive</li> <li>7. Imperfect tense of être, avoir and faire</li> <li>8. Expressions of quantity</li> <li>9. Recognising the pluperfect tense</li> </ol>	BV social diversity  SMSC	

<b>Examples of Home Learning Tasks</b>	Vocabulary learning Writing short paragraphs using different sentence structures and vocabulary Comprehension exercises Translation activities
<b>Assessment Tasks, Methods and Frequency</b>	Assessment each term in Listening, Reading, Speaking and Writing. Tasks and skills assessed will vary according to topic studied.
<b>Equipment that Pupils Need</b>	Access to a computer at home would be beneficial to be able to access online translators and support websites.
<b>Parents / Carers can help their child by:</b>	Test students on vocabulary sets, or ask students to explain what they are writing about or completing comprehension exercises on.
<b>Useful websites</b>	Word reference – an online reliable dictionary Quizlet - Many students will have a logon and be attached to a class with specific vocabulary to learn on this useful interactive site. Linguascope – the school as its own username and password Duolingo – vocabulary learning website. Language-gym.com - to revise grammar and verbs Funwithlanguages.vacau.com – to revise vocabulary, grammar and verbs Online translators – to be used with thought and care!
<b>Extra-curricular clubs etc</b>	A Homework Club is available lunch time twice a week. Support is provided in the morning before school on Mondays and Thursdays. Trip to France in March. Workshops organised at different times throughout the year. Cine club after school in the Summer term.
<b>Who can I contact?</b>	Class teacher – ask the student who their teacher is. Leia Maras - leia.maras@alecreedacademy.co.uk



# Geography

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> <li>• <a href="#">Urban Issues and Challenges</a> Global Pattern of urban change and LIC major case study</li> </ul>	Textbooks; GCSE Geography AQA Textbook – Oxford  GCSE AQA Geography CGP Revision Guide
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> <li>• <a href="#">Urban Issues and Challenges</a> Bristol Case Study and Urban Sustainability</li> </ul>	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> <li>• <a href="#">Physical Landscapes in the UK</a> UK Physical Landscapes and River Landscapes</li> </ul>	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> <li>• <a href="#">Physical Landscapes in the UK</a> Coastal Landscapes</li> </ul>	
Summer 1 (April – May)	<ul style="list-style-type: none"> <li>• <a href="#">The Changing Economic World</a> Global variations in economic development and reducing the development gap</li> </ul>	
Summer 2 (June – July)	<ul style="list-style-type: none"> <li>• <a href="#">The Changing Economic World</a> Rapidly developing LIC case study and economic future of the UK</li> </ul>	

<b>Examples of Home Learning Tasks</b>	A range of Home Learning tasks will be set on the geography blog. Homework sheets complement topics and PLC's given to students.
<b>Assessment Tasks, Methods and Frequency</b>	One summative, formal assessment at end of each topic and regular formative assessments throughout units of study.
<b>Equipment that Pupils Need</b>	Full pencil case (including protractor and calculator)

<b>Parents / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>• Fully equipping students and checking their pencil case</li> <li>• Asking students to teach parents what they've learnt in/out of class</li> <li>• Check students have completed Home Work</li> <li>• Get students to regularly read/watch the news</li> <li>• Support students in being resilient and lifelong learners</li> </ul>
<b>Useful websites</b>	BBC Bitesize Geography <a href="http://www.bbc.co.uk/schools/gcsebitesize/geography/">http://www.bbc.co.uk/schools/gcsebitesize/geography/</a> Geography All The Way <a href="http://www.geographyalltheway.com">http://www.geographyalltheway.com</a> GeographyPods <a href="http://www.geographypods.com/">http://www.geographypods.com/</a> Get Revising <a href="http://getrevising.co.uk/">http://getrevising.co.uk/</a> ARA Geography Blog <a href="http://www.geog.live">www.geog.live</a>
<b>Extra-curricular clubs etc.</b>	Currently only for Year 10 and 11

<b>Who can I contact?</b>	Teacher of Geography – Mr Whitehouse, Ms Reid, Ms Ahitan
---------------------------	--

# Graphics

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> <li>British Museum – Mythology Exhibition</li> <li>Recording artefacts and cultural identity</li> </ul>	<ul style="list-style-type: none"> <li>Visit the British Museum to see the Celtic Exhibition.</li> <li>Visit galleries - Tate modern gallery to see Rauschenberg artwork.</li> <li>Visit the Design Museum to gain a greater understanding of poster design and graphic communication.</li> </ul>
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> <li>British Museum – Mythology Exhibition Developing design language</li> </ul>	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> <li>British Museum – Mythology Exhibition Creating media using Robert Rauschenberg examples</li> </ul>	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> <li>British Museum – Mythology Exhibition</li> <li>Using investigation to inform work</li> </ul>	
Summer 1 (April – May)	<ul style="list-style-type: none"> <li>British Museum – Mythology Exhibition</li> <li>Recording information to demonstrate planning</li> </ul>	
Summer 2 (June – July)	<ul style="list-style-type: none"> <li>British Museum – Mythology Exhibition</li> <li>Using digital media to create design work</li> </ul>	

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

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

# Health and Social Care

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> <li>• PIES needs of the individual</li> <li>• Abraham Maslow’s Hierarchy</li> <li>• Bowlby’s attachment theory</li> </ul>	Text Books  Haworth H, Higgins H, Hoyle H, Lavers S and Lewis C, BTEC Level 2 First Health and Social Care, (Pearson, 2010), ISBN 9781846906817  BTEC First Edexcel GCSE Health and Social Care, (Edexcel/Pearson 2013) ISBN 978144690135 9
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> <li>• Effective verbal and non-verbal communication</li> <li>• Barrier to effective communication</li> <li>• Different sources of support</li> </ul>	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> <li>• Overcoming barriers to effective communication</li> <li>• Care planning to empower individuals</li> <li>• The importance of care values</li> </ul>	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> <li>• Exploring the care values that underpin current practice in health and social care</li> <li>• Demonstrating communication skills through interactions in health and social care, describing their effects</li> <li>• Coursework preparation</li> </ul>	
Summer 1 (April – May)	<ul style="list-style-type: none"> <li>• Coursework preparation</li> <li>• Investigating ways of empowering individuals who use health and social care services</li> <li>• Identifying different forms of alternative communication for different needs</li> </ul>	
Summer 2 (June – July)	<ul style="list-style-type: none"> <li>• Coursework preparation</li> <li>• The effects of communication barriers on service users and individuals</li> <li>• Assessing the potential difficulties in taking individual circumstances into account when planning care that will empower an individual</li> </ul>	

<b>Examples of Home Learning Tasks</b>	-Case study questions -Worksheets -Independent research – internet based
<b>Assessment Tasks, Methods and Frequency</b>	A formal assessment every half term.
<b>Equipment that Pupils Need</b>	For every lesson - Pen, Ruler, Exercise books When required - computer and text books

<b>Parents / Carers can help their child by:</b>	<p>Regularly checking their books.          Making sure that they get homework completed and on time.          Helping them to prepare for assessments.          Ensuring they learn keywords.</p>
<b>Useful websites</b>	<p><a href="http://www.communitycare.co.uk">www.communitycare.co.uk</a>  <a href="http://www.ldtonline.co.uk/magazine">www.ldtonline.co.uk/magazine</a>  <a href="http://www.kingsfund.org.uk">www.kingsfund.org.uk</a>  <a href="http://www.royalblindsociety.org">www.royalblindsociety.org</a>  <a href="http://www.health.org.uk/areas-of-work/topics/person-centred-care">www.health.org.uk/areas-of-work/topics/person-centred-care</a>  <a href="http://www.autism.org.uk/working-with/social-care-and-support/person-centred-planning.aspx">www.autism.org.uk/working-with/social-care-and-support/person-centred-planning.aspx</a>  <a href="http://www.cqc.org.uk">www.cqc.org.uk</a></p>
<b>Extra-curricular clubs etc.</b>	10.4 and 10.5 every Monday, Wednesday and Thursday
<b>Who can I contact?</b>	Ms John (Subject Leader), Ms Frazer

# History

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> <li>Anglo-Saxon and Norman England, c1060–88</li> </ul>	Textbooks  Edexcel GCSE History (9-1) Anglo-Saxon and Norman England, c1060–88 (Pearson, 2016)
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> <li>Anglo-Saxon and Norman England, c1060–88</li> </ul>	Edexcel GCSE History (9-1) Crime and punishment through time, c1000-present (Pearson, 2016)  All students should keep 2 copies of their Knowledge Organisers for every unit!
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> <li>Whitechapel, c1870–c1900: crime, policing and the inner city</li> </ul>	Hodder GCSE History for Edexcel: Anglo-Saxon and Norman England, c1060–88 (Hodder, 2016)
Spring 2 (Feb – March)	<ul style="list-style-type: none"> <li>Crime and punishment in Britain, c1000–1500</li> </ul>	Hodder GCSE History for Edexcel: Crime and punishment through time, c1000–present (Hodder Education, 2016)
Summer 1 (April – May)	<ul style="list-style-type: none"> <li>Crime and punishment in Britain, 1500-1700</li> </ul>	Revision guides can be purchased from the Humanities office £3.
Summer 2 (June – July)	<ul style="list-style-type: none"> <li>Revision</li> </ul>	Steward Binns, Crusade (Penguin Books, 2012) 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)

<b>Examples of Home Learning Tasks</b>	<p>1. Learn Key terms at home: Anglo-Saxon and Norman England: Feudal(ism), demesne, fyrd, hierarchy, homage, housecarl, itinerant kingship, motte and bailey, papacy, sheriff, thegn, Welsh Marches, Witan, writ.</p> <p>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.</p> <p>2. Create a timeline of key dates for either topic.</p>
<b>Assessment Tasks, Methods and Frequency</b>	<p>Exam style questions will be set at the end of every key topic.</p> <p>Anglo-Saxon and Norman England</p> <p>a) Describe two features of ...</p> <p>b) Explain why ... has changed so much since ....</p> <p>c) 'Statement.' (Will be about Cause, change, continuity, similarity or difference) How far do you agree? Explain your answer.</p> <p>Students answer three questions for the thematic study: Crime and Punishment</p> <ul style="list-style-type: none"> <li>• Question 3: this focuses on similarity or difference over time.</li> <li>• Question 4: this focuses on the process of change (e.g. why there was a rapid change/slow change/why change continued).</li> <li>• 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).</li> </ul>
<b>Equipment that Pupils Need</b>	<p>Pen, pencil, rubber, ruler</p>
<b>Parents / Carers can help their child by:</b>	<p>Checking weekly homework as good written communication skills are important.</p> <p>Creating revision tasks that help students remember key dates and information.</p>
<b>Useful websites</b>	<p>Bayeux Tapestry Online – Reading Museum <a href="http://www.bayeuxtapestry.org.uk/">www.bayeuxtapestry.org.uk/</a> This website allows a scene by scene examination of the tapestry.</p> <p>The National Archives Online <a href="http://www.nationalarchives.gov.uk/domesday/discover-domesday/">www.nationalarchives.gov.uk/domesday/discover-domesday/</a> An online exhibition packed full of information about Domesday.</p> <p>BBC Bitesize – Norman Conquest <a href="http://www.bbc.co.uk/bitesize/ks3/history/middle_ages/1066_norman_conquest/revision/1/">http://www.bbc.co.uk/bitesize/ks3/history/middle_ages/1066_norman_conquest/revision/1/</a></p> <p>BBC - Crime and punishment through time Class Clips <a href="http://www.bbc.co.uk/education/topics/z3gg87h/resources/1">http://www.bbc.co.uk/education/topics/z3gg87h/resources/1</a></p>
<b>Extra-curricular clubs etc.</b>	<p>Visit to the British Museum Viking and Anglo-Saxon exhibition The Museum of London Docklands</p>
<b>Who can I contact?</b>	<p>Ms. Dee, Ms Odusote</p>

# Maths

	Foundation Curriculum	Foundation Tier Mathswatch video Clips	Higher Curriculum	Higher Tier Mathswatch video Clips
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> <li>Integers and place value</li> <li>Decimals</li> <li>Indices, powers and roots</li> <li>Factors, multiples and primes</li> <li>Algebra: the basics</li> </ul>	<ul style="list-style-type: none"> <li>2, 3, 17, 68a, 30, 3, 31</li> <li>33, 17, 18, 66, 67, 31, 32, 90, 91</li> <li>81, 82, 29, 30</li> <li>28, 78, 79, 80</li> <li>7, 33, 34, 35, 131</li> </ul>	<ul style="list-style-type: none"> <li>Calculations and rounding</li> <li>Indices and roots</li> <li>Factors and multiples</li> <li>Standard form and surds</li> <li>Algebra: the basics</li> </ul>	<ul style="list-style-type: none"> <li>17, 18, 19, 20, 30, 68a, 68b, 66</li> <li>67, 31, 32, 90, 91</li> <li>29, 75, 81, 82, 154, 188</li> <li>28, 79, 80, 78</li> <li>83, 207a, 207b</li> <li>Nothing for standard form, algebra</li> </ul>
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> <li>Algebra: the basics</li> <li>Expanding and factorising</li> <li>Expressions</li> <li>Tables</li> <li>Charts and graphs</li> <li>Pie charts</li> </ul>	<ul style="list-style-type: none"> <li>93, 134a, 94</li> <li>95, 7</li> <li>63, 62, 130a, 61, 153</li> <li>6a, 6b</li> <li>16, 15, 64, 153, 205</li> <li>128b</li> <li>46a, 46b, 13, 45, 15</li> <li>16, 61, 128a, 205, 116</li> <li>128a</li> </ul>	<ul style="list-style-type: none"> <li>Algebra: the basics</li> <li>Equations</li> <li>Sequences</li> <li>Averages and range</li> </ul>	<ul style="list-style-type: none"> <li>Nothing for algebra, equations or sequences</li> <li>61, 62, 128b, 130a, 130b</li> </ul>
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> <li>Pie charts</li> <li>Scatter graphs</li> <li>Fractions</li> <li>Fractions, decimals and percentages</li> </ul>	<ul style="list-style-type: none"> <li>46a, 46b, 13, 45, 15</li> <li>16, 61, 128a, 205, 116</li> <li>128a</li> <li>129, 24, 25, 26, 70</li> <li>71a, 71b, 73, 74, 72</li> <li>84, 70, 40, 85</li> </ul>	<ul style="list-style-type: none"> <li>Representing and interpreting data</li> <li>Scatter graphs</li> <li>Fractions</li> </ul>	<ul style="list-style-type: none"> <li>15, 128a, 65b, 65a, 153</li> <li>129</li> <li>24, 25, 26, 72, 71a, 71b, 72, 73</li> </ul>
Spring 2 (Feb – March)	<ul style="list-style-type: none"> <li>Percentages</li> <li>Equations</li> <li>Inequalities</li> </ul>	<ul style="list-style-type: none"> <li>40, 87, 88, 89, 109</li> <li>108, 85, 86</li> <li>7, 36, 100, 135a</li> <li>135b, 101, 136, 95, 137, 138, 139, 31, 32, 90, 155</li> </ul>	<ul style="list-style-type: none"> <li>Fractions</li> <li>Percentages</li> <li>Ratio and proportion</li> <li>Polygons, angles and parallel lines</li> </ul>	<ul style="list-style-type: none"> <li>24, 25, 26, 72, 71a, 71a, 74, 73</li> <li>177</li> <li>85, 40, 87, 89, 108, 110, 88, 86</li> <li>38, 107, 106, 39, 105</li> </ul>
Summer 1 (April – May)	<ul style="list-style-type: none"> <li>Sequences</li> <li>Properties of shapes</li> <li>Parallel lines and angle facts</li> <li>Interior and exterior angles of polygons</li> </ul>	<ul style="list-style-type: none"> <li>104, 141, 37, 102, 103</li> <li>163</li> <li>46a, 46b, 13, 45, 9</li> <li>121, 122, 120</li> <li>10, 123, 12a, 12b</li> </ul>	<ul style="list-style-type: none"> <li>Polygons, angles and parallel lines</li> <li>Pythagoras Theorem and trigonometry</li> <li>Real life graphs</li> <li>Linear graphs</li> </ul>	<ul style="list-style-type: none"> <li>122, 10, 45, 121, 123, 120</li> <li>150a, 150c, 168, 173</li> <li>8, 143, 216a, 133, 113</li> <li>96, 97, 159b, 208</li> </ul>
Summer 2 (June – July)	<ul style="list-style-type: none"> <li>Statistics and sampling</li> <li>The averages</li> <li>Perimeter and area</li> <li>3D forms and volume</li> </ul>	<ul style="list-style-type: none"> <li>Nothing for stats</li> <li>62, 130a, 130b, 128b</li> <li>112, 52, 53, 53, 55, 56, 114a, 114b</li> <li>Nothing for 3D forms</li> </ul>	<ul style="list-style-type: none"> <li>Linear graphs</li> <li>Quadratic, cubic etc.</li> <li>Perimeter, area and circles 3D circles</li> </ul>	<ul style="list-style-type: none"> <li>96, 97, 159b, 208</li> <li>98, 161, 197</li> <li>54, 53, 56, 55, 52, 91, 116, 117, 118, 149, 167</li> <li>114a, 114b, 44, 91, 115, 119, 112, 169, 171, 172</li> </ul>



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

# Music

	Curriculum Content	Suggested Reading or Extension Activities
Autumn	<u>Keyboard and Theory</u> <ul style="list-style-type: none"> <li>• Understanding how to read music</li> <li>• Playing scales on the piano</li> <li>• Performing solo pieces on the piano</li> <li>• Performing Popular Music</li> <li>• Listening analysis</li> </ul>	<ul style="list-style-type: none"> <li>• “The AB guide to Music theory”</li> <li>• Extension work will be given in lessons, there are always challenge opportunities that students can choose to do, or will be encouraged to do by their teacher.</li> <li>• Regularly listen to a variety of music such as Classic fm, BBC Radio 1, BBC radio 2, BBC radio 3, BBC radio 6 music.</li> <li>• Students should experience going to live concerts and performances. Tickets are very reasonable in price and many concerts are aimed at young people See the concert/performance guide for the venues below:               <ul style="list-style-type: none"> <li>• The Royal Albert Hall</li> <li>• Bush Hall</li> <li>• The Royal Festival Hall</li> <li>• The Barbican</li> </ul> </li> </ul>
Autumn	<u>Becoming a Band</u> <ul style="list-style-type: none"> <li>• Understanding how to read music</li> <li>• Learning how to form and play chords</li> <li>• Learning a band instrument</li> <li>• Performing as part of a band</li> <li>• Performing popular music</li> <li>• Listening analysis</li> </ul>	
Spring	<u>Music Technology</u> <ul style="list-style-type: none"> <li>• Learning to use Ableton Music software</li> <li>• Learning to use Push pads</li> <li>• Performing music using push pads</li> <li>• Composing music using push pads</li> <li>• Live performance of Music technology</li> <li>• Listening analysis</li> </ul>	
Spring	<u>Texture and melody</u> <ul style="list-style-type: none"> <li>• Performing in different textures</li> <li>• Composing textures using African drums and LogicPro</li> <li>• Understanding the connection between melodic ideas and chord forming</li> <li>• Creating melodies for existing chord progression</li> <li>• Practical preparation</li> <li>• Listening analysis</li> </ul>	
Summer	<u>TV/Game Music</u> <ul style="list-style-type: none"> <li>• Analysing video game and TV advert music</li> <li>• Comparing and contrasting big hit music composition in the genre.</li> <li>• Understanding how to create a jingle.</li> <li>• Understand how to compose music for a game scene to reflect a mood.</li> </ul>	

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

	Curriculum Content	Suggested Reading or Extension Activities
Autumn/ Winter	<p>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.</p> <p>Rugby Badminton Football Fitness Suite – CV and Weight training Dodge ball Insanity Basketball Dance Aerobics Trampolining Climbing Hockey</p> <p>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.</p>	<p>Extracurricular clubs are run most days and students are actively encouraged to attend as many as possible</p> <p>Leadership courses such as Sports Leaders are offered depending on the cohort and opportunities to complete the Duke of Edinburgh Bronze Award</p>
Spring/ Summer	Tennis, Cricket, Rounders, Athletics, Capture the Flag, Trampolining, Climbing, Fitness, Netball, Frisbee	

<b>Examples of Home Learning Tasks</b>	Students are encouraged to join clubs, practice techniques and review characteristics of team players.
<b>Assessment Tasks, Methods and Frequency</b>	Students are assessed using the internal assessment model and in line with the GCSE grading criteria. Students engagement and behaviour is also assessed
<b>Equipment that Pupils Need</b>	ARA PE kit (or something very similar), trainers, football boots, gum shield, shin guards, wet weather rain coat

<b>Parents / Carers can help their child by:</b>	<p>Providing the necessary kit ( or something very similar)</p> <p>Supporting the teachers support their child’s potential</p> <p>Provide opportunities for the students to improve their skills or enjoyment out of school hours</p>
<b>Useful websites</b>	BBC bitesize, topsport.com, teachpe.com, peresourcesbank.co.uk
<b>Extra-curricular clubs etc.</b>	There is an extensive clubs time table every week during lunch time and after school. Activities include football, rugby, fitness, table tennis, dance , netball, basketball

<b>Who can I contact?</b>	Curriculum Leader for PE – Mr Andrew Thomas
---------------------------	---

# Photography

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> <li>• Introductory Module 1 - Camera Skills and Photographic Techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Visit Richmond Park/Kew</li> <li>• Visit galleries - Tate modern to explore still life</li> <li>• Visit the Photographers Gallery to gain a greater understanding visual communication.</li> </ul>
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> <li>• Introductory Module 2 - Natural Forms Photography skills and techniques, exploring themes and project development</li> </ul>	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> <li>• Unit 1 Still Life</li> <li>• How still life functions within society and is a record of history and culture: 'Still life vanitas' Compare and contrast Mocafoico with 17th and 18th century still life painters. Terminology and symbolism. Contemporary photography, still life and advertising</li> </ul>	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> <li>• Visual language, concepts and ideas</li> <li>• Fundamental theories and application of these</li> <li>• Narrative, audience and aesthetics</li> </ul>	
Summer 1 (April – May)	<ul style="list-style-type: none"> <li>• Advanced Photoshop and physical editing skills.</li> <li>• Revisiting colour theory and its significance</li> <li>• Staging of still life photography</li> </ul>	
Summer 2 (June – July)	<ul style="list-style-type: none"> <li>• Contemporary still life genre and high speed techniques – Ori Gersht. Exploring and developing further understanding of aperture, shutter speed, ISO and white balance</li> <li>• Time lapse photography</li> <li>• Collage and origins of this technique</li> </ul>	

<b>Examples of Home Learning Tasks</b>	Study Skills: Analysis and annotation. Research. Planning a Shoot. Basic functions of the camera. – Shutter speed, aperture, ISO, focus. History of Photography. Genres in Photography. The formal elements, composition and ways of seeing. Light drawing. Creating a personal response. Critical and contextual studies. Evaluating. Reflect and refine. Analysis and annotation. Research. Exploring the theme. Developing Ideas and making connections. Group work. Understanding pattern, repetition, texture and colour theory. Photo editing techniques (Photoshop) and manipulating images. Grammar of Photography - flatness, frame, time and focus. Camera less Photography – Photograms and cyanotypes. Drawing and Photography
<b>Assessment Tasks, Methods and Frequency</b>	<p>A1: Assessment of camera skill application.</p> <p>A2: Natural forms response shoot.</p> <p>A3: Introductory module – Natural Forms.</p> <p>A4: Unit 1 – Still life portfolio of work. – Contemporary and still life vanitas outcomes (A04).</p> <p>A5: Unit 1 – Still life portfolio of work. – Experimental editing and development of ideas (AO1 &amp; A02).</p> <p>A6: Unit 1 – Still life portfolio of work - Whole project mark (All assessment bands AO1, AO2, A03 and A04)</p>
<b>Equipment that Pupils Need</b>	All students require a pack of pencils, rubber, pencil sharpener & ruler. A glue stick, colouring pencils, water colour pallets and fine liners are desirable for use at home to complete tasks set. USB require to save digital files and access to a camera would be beneficial for students.

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

# PSCHE

	Curriculum Content	
Autumn	<ul style="list-style-type: none"><li>• Democracy</li><li>• National government</li></ul>	PSHCE - Personal, Social, Health and Cultural Education  Our PSHCE curriculum is taught as a discrete lesson for one hour a week to Years 7-9 in their form groups. The curriculum does not have any
Spring	<ul style="list-style-type: none"><li>• Political ideologies</li><li>• Diversity Issues</li><li>• Fighting extremism</li></ul>	
Summer	<ul style="list-style-type: none"><li>• Life and career skills</li><li>• Relationships</li></ul>	

<b>Parents / Carers can help their child by:</b>	Checking their exercise books, encouraging students to watch the news and take an interest in current affairs.
<b>Useful websites</b>	<p>Anti-racism site aimed at young people  <a href="http://www.bbc.co.uk/schools/citizenx/teachers/identity/lessonplan_online.shtml">http://www.bbc.co.uk/schools/citizenx/teachers/identity/lessonplan_online.shtml</a></p> <p>Campaigning, organising and fundraising  <a href="http://www.comicrelief.com">www.comicrelief.com</a></p> <p><a href="http://www.cafod.org.uk">www.cafod.org.uk</a>  Information on campaigning from Cafod</p> <p><a href="http://www.byc.org.uk">www.byc.org.uk</a>  British Youth Council site that promotes getting involved, having a say and running community projects</p> <p>Council services  <a href="https://www.gov.uk/browse/housing/local-councils">https://www.gov.uk/browse/housing/local-councils</a></p> <p><a href="http://www.justice.gov.uk">www.justice.gov.uk</a>  <a href="https://www.gov.uk/government/topics/law-and-the-justice-system">https://www.gov.uk/government/topics/law-and-the-justice-system</a>  Government site outlining policies on the legal system and up-to-date news</p> <p><a href="http://www.justice.gov.uk/publications/inspectorate-reports/hmi-prisons">http://www.justice.gov.uk/publications/inspectorate-reports/hmi-prisons</a>  Inspections reports on prisons from the Ministry for Justice</p> <p><a href="http://www.magistrates-association.org.uk">www.magistrates-association.org.uk</a>  Activities and information on the work of magistrates' courts ('info for young people' page)</p> <p><a href="https://www.justice.gov.uk/about/yjb">https://www.justice.gov.uk/about/yjb</a>  Up-to-date information about youth justice</p>

<b>Who can I contact?</b>	Mrs Windsor
---------------------------	-------------



# Religious Studies

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<u>Christianity Key Beliefs: The nature of God</u> <ul style="list-style-type: none"> <li>• God as omnipotent, loving and just</li> <li>• The problem of evil and suffering</li> <li>• The oneness of God and the Trinity: Father, Son and Holy Spirit</li> <li>• Different Christian beliefs about creation</li> <li>• Different Christian beliefs about the afterlife and their importance</li> </ul>	AQA GCSE (9-1) Religious Studies Specification A (textbook) Leslie Parry, Jan Hayes and Sheila Butler  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
Autumn 2 (Nov – Dec)	<u>Christianity Key Beliefs: Jesus Christ and Salvation</u> <ul style="list-style-type: none"> <li>• Beliefs and Teachings about the incarnation and Jesus as the Son of God</li> <li>• Beliefs and teachings about the crucifixion.</li> <li>• Beliefs and teachings about the resurrection</li> <li>• Beliefs and teachings about the ascension.</li> <li>• Beliefs and teachings about sin (including original sin) and the means of salvation, including law, grace and Spirit</li> <li>• Beliefs and teachings about the role of Christ in salvation including the idea of atonement</li> </ul>	
Spring 1 (Jan – Feb)	<u>Christianity Practices: Worship and festivals</u> <ul style="list-style-type: none"> <li>• Different forms of worship and their significance prayer and its significance: The Lord’s Prayer, set prayers and informal prayer</li> <li>• The role and meaning of sacraments</li> <li>• Eucharist/Holy Communion</li> <li>• Holy Communion</li> <li>• The role and importance of pilgrimage</li> <li>• The role and importance of celebrations</li> </ul>	
Spring 2 (Feb – March)	<u>Christianity Practices: The role of the church in the local and worldwide community:</u> <ul style="list-style-type: none"> <li>• In the local community; food banks street pastors.</li> <li>• The place of mission, evangelism and church growth</li> <li>• Working for reconciliation</li> <li>• How Christian churches respond to persecution</li> <li>• Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.</li> </ul>	
Summer 1 (April – May)	<u>Judaism: Key belief</u> <ul style="list-style-type: none"> <li>• The nature of God:               <ul style="list-style-type: none"> <li>o God as one</li> <li>o God as Creator</li> <li>o God as Law-Giver and Judge, loving and merciful.</li> </ul> </li> <li>• The divine presence (Shekhinah).</li> <li>• Beliefs about life after death, including judgement and resurrection.</li> <li>• The nature and role of the Messiah, including different views on the role and importance of the Messiah</li> </ul>	
Summer 2 (June – July)	<u>Judaism: Key belief - The Covenant and the mitzvot</u> <ul style="list-style-type: none"> <li>• The promised land and the Covenant with Abraham, Genesis 12:1–3</li> <li>• The Covenant at Sinai and its importance including the role of Moses and the Ten Commandments, Exodus 20:1–17</li> <li>• Key moral principles including justice, healing the world, charity and kindness to others</li> <li>• The importance of the sanctity of human life</li> <li>• The relationship between free will and the 613 mitzvot</li> <li>• Mitzvot between man and God and mitzvot between man and man, including the difference between them and their importance</li> </ul>	

<b>Examples of Home Learning Tasks</b>	<ul style="list-style-type: none"> <li>1) Exam style questions</li> <li>2) Revision for knowledge tests</li> <li>3) Key words and vocabulary test revision</li> </ul>
<b>Assessment Tasks, Methods and Frequency</b>	Assessments are completed in class every half term. A written, formal exam will be completed at the end of the year. The students will be provided with revision material at least 2 weeks in advance for any formalised tests.
<b>Equipment that Pupils Need</b>	<ul style="list-style-type: none"> <li>Blue/black pen</li> <li>Ruler</li> <li>Planner</li> </ul>
<b>Parents / Carers can help their child by:</b>	Parents/carers can help students by making sure they are organised and complete the homework/revision work they are set. Homework is set every other week. The teacher will check that all students have their homework tasks in their planner and it is recorded on Classcharts. Revision material and tasks will be set before assessments.
<b>Useful websites:</b>	<ul style="list-style-type: none"> <li><a href="http://www.bbc.co.uk/religion">http://www.bbc.co.uk/religion</a></li> <li><a href="http://www.bbc.co.uk/religion/religions/">http://www.bbc.co.uk/religion/religions/</a></li> <li><a href="http://www.bbc.co.uk/schools/religion/">http://www.bbc.co.uk/schools/religion/</a></li> </ul>
<b>Extra-curricular clubs etc.</b>	Debate Mate
<b>Who can I contact?</b>	<ul style="list-style-type: none"> <li>Ms. Dee: <a href="mailto:megan.dee@alecreedacademy.co.uk">megan.dee@alecreedacademy.co.uk</a></li> <li>Ms. Lipman: <a href="mailto:eva.lipman@alecreedacademy.co.uk">eva.lipman@alecreedacademy.co.uk</a></li> </ul>

# Science

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> <li>• Challenge and stretch – Cells, Digestive system and Enzymes investigations (HSW)</li> <li>• Challenge and stretch – Elements and Compounds, Balancing Chemical Equations and making salts (HSW)</li> <li>• Challenge and stretch – Particle model and Energy transfer, Forces and Motion investigations (HSW)</li> </ul>	<ul style="list-style-type: none"> <li>• Using BBC Bitesize as an alternative source of content</li> <li>• Reading Science sections of online newspapers</li> <li>• Using the Kerboodle interface with which each pupil has a unique login with.</li> </ul>
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> <li>• How Science work skills</li> <li>• Embedding Scientific literacy</li> <li>• Science skills Assessment</li> </ul>	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> <li>• Atomic Structure</li> <li>• Structure and Bonding</li> <li>• The Periodic Table</li> <li>• Heat transfer and Energy</li> <li>• Cell Structure and transport</li> </ul>	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> <li>• Plant and Animal organisation</li> <li>• Energy Resources</li> <li>• Electrolysis</li> </ul>	
Summer 1 (April – May)	<ul style="list-style-type: none"> <li>• Molecules and Matter</li> <li>• Chemical Calculations</li> <li>• Electrical Circuits</li> </ul>	
Summer 2 (June – July)	<ul style="list-style-type: none"> <li>• Molecules and Matter</li> <li>• Diseases</li> <li>• Radioactivity</li> <li>• Practical Skills</li> </ul>	

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

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

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

# Spanish

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	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	Mary Glasgow magazines: “Ahora”  KS3 Revision Guides  “Spanish short stories for beginners” by Ollie Richards (ISBN: 978-1514646083)
Autumn 2 (Nov – Dec)	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 (Jan – Feb)	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 (Feb – March)	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 (April – May)	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 (June – July)	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	

<b>Examples of Home Learning Tasks</b>	Complete any pending work given in class, such as: <ul style="list-style-type: none"> <li>o Translations</li> <li>o Reading comprehension exercises</li> <li>o Writing extensions</li> </ul>
<b>Assessment Tasks, Methods and Frequency</b>	End of unit: Speaking, writing, listening and writing Tests.
<b>Equipment that Pupils Need</b>	<ul style="list-style-type: none"> <li>• A bilingual dictionary.</li> <li>• Their own notes – found in their exercise books.</li> <li>• Where applicable, access to the internet.</li> </ul>
<b>Parents / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>• Ensuring they are completing tasks set and handing in homework on time.</li> <li>• Encouraging them to visit suggested websites and complete activities that will enhance their knowledge.</li> </ul>
<b>Useful websites</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.spanishrevision.co.uk/">http://www.spanishrevision.co.uk/</a></li> <li>• <a href="http://www.bbc.co.uk/schools/gcsebitesize/spanish/">http://www.bbc.co.uk/schools/gcsebitesize/spanish/</a></li> <li>• <a href="http://www.linguascope.com/">http://www.linguascope.com/</a> - Pupils are provided with a username and password. Excellent resource to build vocabulary and improve their reading, writing and listening skills.</li> <li>• <a href="http://www.spanish-games.net/">http://www.spanish-games.net/</a> - Free games to learn or revise Spanish</li> <li>• <a href="https://revisionworld.com/gcse-revision/spanish/past-papers">https://revisionworld.com/gcse-revision/spanish/past-papers</a> - All past papers and mark schemes (Higher and Foundation tiers) for Listening and Reading.</li> <li>• <a href="https://www.duolingo.com/course/es/en/Learn-Spanish-Online">https://www.duolingo.com/course/es/en/Learn-Spanish-Online</a> - It's also available on mobile apps (iOS, Android and Windows Phone)</li> </ul>
<b>Who can I contact?</b>	Class teacher – ask the student who their teacher is. Leia Maras - <a href="mailto:leia.maras@alecreedacademy.co.uk">leia.maras@alecreedacademy.co.uk</a>

# Textiles

	Curriculum Content	Suggested Reading or Extension Activities
Autumn 1 (Sept – Oct)	<ul style="list-style-type: none"> <li>• Under The Microscope – Cells</li> <li>• Artist Research – Mood Boards</li> </ul>	<ul style="list-style-type: none"> <li>• Visit galleries and exhibitions.</li> <li>• Artists: Microbo, Betty Busby &amp; Beatriz Milhazes.</li> <li>• Surface Design and Fabric Manipulation.</li> </ul>
Autumn 2 (Nov – Dec)	<ul style="list-style-type: none"> <li>• Under The Microscope – Cells</li> <li>• Printing Skills – 3 Colour Reduction Printing</li> </ul>	
Spring 1 (Jan – Feb)	<ul style="list-style-type: none"> <li>• Under The Microscope – Cells</li> <li>• Artist Research – Screen Printing</li> </ul>	
Spring 2 (Feb – March)	<ul style="list-style-type: none"> <li>• Under The Microscope – Cells</li> <li>• Surface Designs – Applique</li> </ul>	
Summer 1 (April – May)	<ul style="list-style-type: none"> <li>• Under The Microscope – Cells</li> <li>• Artist Research – Fabric Manipulation</li> </ul>	
Summer 2 (June – July)	<ul style="list-style-type: none"> <li>• Under The Microscope – Cells</li> <li>• 3D Skills – Final Design</li> </ul>	

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

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

# GCSE Physical Education Year 9-11 (KS4)

## What will you do?

### Subject content and assessment information

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

### Qualification aims and objectives

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

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



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

**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

**Suggested Reading or Extension Activities**

<p>The short- and long- term effects of exercise</p>	<p>141 Short-term effects of physical activity and sport on lactate accumulation, muscle fatigue, and the relevance of this to the player/performer</p> <p>142 Short-term effects of physical activity and sport on heart rate, stroke volume and cardiac output, and the importance of this to the player/performer</p> <p>143 Short-term effects of physical activity and sport on depth and rate of breathing, and the importance of this to the player/performer</p> <p>144 How the respiratory and cardiovascular systems work together</p> <p>145 Long-term effects of exercise on the body systems</p> <p>146 Interpretation of graphical representations of heart rate, stroke volume and cardiac output values at rest and during exercise</p>	<p>For more information please visit and see:</p> <p>Specification</p> <p>Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Physical Education (1PE0)</p> <p>Topic 2: Movement analysis Topic 3: Physical training Topic 4: Use of data</p>
--	---	---

**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.

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

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

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

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

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



**ALEC REED ACADEMY**  
PROUD TO LEARN

# Year 9 Curriculum Booklet

---

© 2020 Alec Reed Academy

**Alec Reed Academy**  
Bengarth Road  
Northolt  
Middlesex  
UB5 5LQ

**Tel: 020 8841 4511**

**Fax: 020 8541 4480**

**[www.alecreedacademy.co.uk](http://www.alecreedacademy.co.uk)**