

Upper School Curriculum Booklet



In designing the curriculum at Lister Community School we have asked two key questions: How can we impart knowledge whilst instilling a love of learning and developing learning power? How can we develop in our students the character necessary to translate that knowledge and learning power to success in life?

Delivering a challenging, academic, creative, interesting and inspiring curriculum is central to achieving our ambitious goals. At Lister Community School it is important that the curriculum provides:

Depth - so that students become proficient in Literacy and Maths skills and core academic subjects quickly so that students develop the depth of learning required for success at the highest grades and to progress to more advanced levels

Breadth - so that, building upon that foundation, students gain knowledge, skills, understanding and qualifications that demonstrate academic, aesthetic, creative, human, social, political, physical, manipulate, linguistic, literary, mathematical, moral, ethical, scientific, spiritual and technological qualities and awareness

Skills & Character development - so that students leave the academy with the learning dispositions and character traits necessary for success in life

Academic rigour & knowledge acquisition - preparing students to compete successfully against their highest performing peers nationally for places at top universities

The curriculum centres on the essential academic subjects, including Maths, English, Sciences, the Humanities and Languages. At the same time, with a specialism in Music and Science, and with first class Sporting, Arts and Technological facilities, the school encourages students to expand their horizons, develop a wide range of skills and talents and have fun.

At Lister Community School we encourage intellectual curiosity and a life-long love of learning. We want our students to have imaginative, questioning and active minds. Wherever possible, students work with teachers and each other through collective discussion, debate, problem-solving and experimentation. We know that active engagement in lessons makes learning more enjoyable, deepens understanding and leads to greater examination success. Students requiring additional support find it in small academic support sessions. Meanwhile, all students are encouraged to learn beyond the classroom and staff are keen to provide them with challenging homework, additional reading from a well-stocked library and after hours activities and clubs led by the school staff.

Stretching and challenging the most able in and out of lessons

In order to enable our scholars to develop a range of skills and build confidence across a range of areas, there are a number of enrichment activities available to students who have demonstrated academic excellence to take part in throughout the year. This provision encourages students to engender ambition and develop into multidimensional, well-rounded young people. The Scholars' Programme with The Brilliant Club

The Brilliant Club offers students the opportunity to visit two highly selective universities, attend weekly tutoring sessions held by PhD researchers, and complete an academic project based on their findings.

1) The Access Project

One-to-one tuition designed to help our students to achieve the highest grades and progress to top universities.

2) Debate Mate

16 weeks of after-school debate workshops and competitions delivered by successful competitive debaters, as well as the opportunity to take part in national competitions.

3) Magistrates' Court Mock Trials

An introduction to the legal system in an innovating and exciting way. Students, in the roles of lawyers, witnesses, magistrates and court staff, compete in teams to prosecute and defend specially written criminal cases in real magistrates' courts.

4) One-off enrichment visits and events, including:

- University visits
- A 'Laws and Debating' workshop at the Houses of Parliament
- The Poetry by Heart competition
- The Lister Science Lecture
- Links with the Newham Collegiate and other post-16 providers

The progress of scholars' is closely monitored and students are given advice as to how to develop their potential. Intervention is also put in place when necessary in order to support our students to progress to the highest level of academic institution.

Upper School starts in Year 9, when the students focus on their GCSE subjects plus compulsory Music and Computing. The weekly timetable therefore looks like this:

Eng	Ma	Sci	Hi/Ge	RS	Mu	PE	Co	La	Option
5	5	5	3	2	1	2	1	3	3

In Year 10 and 11, the timetable changes as follows:

Eng	Ma	Sci	Hi/Ge	RS	PE	La	Option	Lecture
5	5	6	3	2	2	3	3	1



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The core curriculum

English - Overview

Year 9

Key Skills - Analytical Writing, descriptive and transactional writing, written and spoken English, comprehension and inference, comparison and synthesis

4 Assessed Units

1. Unit 1 - Shakespeare and Non-Fiction Writing
Text - Romeo and Juliet
2. Unit 2 - The Novel and Imaginative Writing
Text - Of Mice and Men
3. Unit 3 - Non-Fiction reading and writing (GCSE Language preparation)
Text - Range of 19th Century through to modern non fiction writing
4. Unit 4 - Introduction to GCSE Poetry and imaginative writing
Text - War poems from the 'conflict' section of the GCSE poetry anthology

Assessment: 4 Midterm Formative marked reading and writing assessments and 4 summative (graded) reading and writing assessments using GCSE levels.

Year 10 - Two GCSE subjects - English Language and English Literature

Exam Board - AQA

1. Unit 1 - Shakespeare and Non-Fiction Writing
Text - Macbeth
2. Unit 2 - 19th Century Novel and Imaginative Writing
Text - A Christmas Carol
3. Unit 3 - Non-Fiction reading and writing (Paper 1)
Text - 20th century Fiction
4. Unit 4 - Paper 1 Language and Paper 1 Literature revision

Year 11

1. Unit 1 - Modern Novel and poetry
Text - Lord of the Flies, Poetry anthology
2. Unit 2 - English Language Paper 2
Text - Range of 19th Century through to modern non fiction writing
3. Unit 3 - GCSE revision - Language and literature

Useful texts and websites

CGP and York notes text revision guides
BBC Bitesize

Home learning

Weekly homework with variety of formats (exam questions, quizzes, extended writing, reading preparation, improving writing)

English - Year 9

Subject leader: Ms Jyoti Careswell		
Key skills being taught across the year: Reading, writing, inference, analysis, evaluation, academic writing.		
Unit of work	Key knowledge	Key words
Romeo and Juliet	Elizabethan context Language Techniques Structure Techniques Quote selection	Theatre Iambic Pentameter Meter Caesura Monologue Soliloquy Dialogue Caesura Meter Figurative Language Metaphor Simile Personification Emotive language
Useful texts and websites <ul style="list-style-type: none">• http://www.sparknotes.com/shakespeare/romeojuliet/• http://nfs.sparknotes.com/romeojuliet/	Home learning York notes workbook with self assessment	Further stretch Critical Approaches to Romeo and Juliet – York notes advanced guide. Consideration given to: <ul style="list-style-type: none">• Traditional Criticism• Deconstruction and Historicism• The Feminist Approach
ASSESSMENT 1		
Unit of work	Key knowledge	Key words
Of Mice and Men	1930s America Language Techniques Structure Techniques	Colloquial Figurative Language Metaphor Simile Personification Emotive language Senses

		Thoughts/Feelings Vaseline Ranch Great Depression Dust bowl Onomatopoeia Sentence type Rhetorical questions Sentence length Punctuation Lists Dialogue
Useful texts and websites http://www.sparknotes.com/lit/micemen/	Home learning Self assessment workbook IEEAE practice Guided self assessment Imaginative writing	Further stretch Critical approaches to Of Mice and Men <ul style="list-style-type: none"> • New historicism • Formalism • Marxism https://www.prestwickhouse.com/samples/302326.pdf
ASSESSMENT 2 .		
Unit of work	Key knowledge	Key words
Non Fiction - Identity	Language Techniques Structure Techniques	Purpose Audience Article Letter Journal Blog Bias Prejudice Direct address Anecdote Fact Opinion Rhetoric Triplet Repetition
Useful texts and websites https://www.bbc.co.uk/education/topics/z2tsj6f	Home learning Article writing Self assessment Research Letter Writing	Further stretch Detailed study of Machiavelli's 'The Prince' relating to modern phenomena such as the rise of the 'alt right' in America.

ASSESSMENT 3		
Unit of work	Key knowledge	Key words
Relationship Poetry across time		Caesura mood apostrophe narrator speaker onomatopoeia plot point of view protagonist antagonist Enjambment Stanza allegory alliteration assonance consonance enjambment imagery metaphor rhyme stanza rhythm personification repetition oxymoron syllable connotation denotation pun
Useful texts and websites http://www.bbc.co.uk/schools/gcsebitesize/english_literature/poetry_relationships/	Home learning Writing poems in the style of... Self evaluation Context research Poetry quiz IEEAE paragraphs Transformational imaginative writing	Further stretch Study of poems that don't match the stereotypical portrayal of love for their era.
ASSESSMENT 4		

Subject leader:
Ms Jyoti Careswell

Key skills being taught across the year:
Reading, writing, inference, analysis, evaluation, academic writing.

Unit of work	Key knowledge	Key words
Macbeth	Elizabethan context Language Techniques Structure Techniques Quote selection The divine right of kings Shakespearian tragedy	Theatre Iambic Pentameter Meter Caesura Monologue Soliloquy Dialogue Caesura Meter Figurative Language Metaphor Simile Personification Emotive language Protagonist Antagonist
Useful texts and websites <ul style="list-style-type: none"> http://www.sparknotes.com/shakespeare/macbeth/ http://nfs.sparknotes.com/macbeth/ CGP Macbeth annotated play	Home learning York notes workbook with self assessment	Further stretch The Lucifer Effect – What is evil?

ASSESSMENT 1

Unit of work	Key knowledge	Key words
A Christmas Carol	Victorian Britain The poor law Workhouses Malthusian economics Language Techniques Structure Techniques	Colloquial Figurative Language Thoughts/Feelings Onomatopoeia Sentence type Rhetorical questions Complex Sentence Punctuation Metaphor Simile Personification

		Emotive language Pathetic Fallacy Senses Lists Dialogue
Useful texts and websites http://www.bbc.co.uk/education/topics/zcs8qty CGP revision guide	Home learning Self assessment workbook (York notes and CGP)	Further stretch Phillip Zimbardo and the Malthusian model
ASSESSMENT 2 .		
Unit of work	Key knowledge	Key words
Poetry – War poems	Conflict through time – Crimea to Vietnam Language Techniques Structure Techniques	Caesura Enjambment Stanza allegory alliteration assonance consonance enjambment imagery metaphor rhyme mood tone couplet foreshadowing free verse hyperbole irony literal figurative metonymy apostrophe narrator speaker onomatopoeia point of view stanza rhythm satire setting simile synecdoche symbol theme allusion personification repetition oxymoron

		syllable connotation denotation Paradox
Useful texts and websites http://www.bbc.co.uk/education/topics/z4nc87h CGP Power and Conflict revision guide	Home learning York notes workbook with self assessment	Further stretch ‘New Criticism’ – detailed approaches to poetic analysis
ASSESSMENT 3 .		
Unit of work	Key knowledge	Key words
Language Paper 1 and Literature Paper 1	Language Techniques Structure Techniques Victorian Context Elizabethan Context IEEAE structure	Theatre Figurative Language Metaphor Simile Personification Emotive language protagonist antagonist Colloquial Figurative Language Thoughts/Feelings Onomatopoeia Sentence type Rhetorical questions Complex Sentence Iambic Pentameter Meter Caesura Monologue Soliloquy Dialogue Caesura Meter Punctuation Metaphor Simile Personification Emotive language Pathetic Fallacy Senses Lists Dialogue

Useful texts and websites Revision guides a per Unit 1 and 2 http://www.bbc.co.uk/education/subjects/zckw2hv https://www.bbc.co.uk/education/examspecs/zgvg6fr	Home learning CGP power and conflict workbook	Further stretch Further works of Dickens and Shakespeare for comparison: Great Expectations Othello
ASSESSMENT 4 .		



Subject leader: Ms Jyoti Careswell		
Key skills being taught across the year: Reading, writing, inference, analysis, evaluation, academic writing.		
Unit of work	Key knowledge	Key words
Lord of The Flies	Post War Britain Language techniques Structure techniques	Island Conch Masks Democracy efflorescence enmity decorous chorister bastion hiatus ebullience recrimination tumult tirade oppressive inscrutable vicissitudes declivities tacit blatant taboo sinewy malevolently ludicrous ineffectual Jeer inarticulate Incomprehensible leviathan clamor mutinously Unruly crestfallen impervious enterprise
Useful texts and websites CGP revision guide http://www.bbc.co.uk/education/topics/z6rk7h	Home learning York notes workbook with self assessment	Further stretch The Lucifer Effect – Masks and deindividuation

ASSESSMENT 1

Unit of work	Key knowledge	Key words
Paper 2 non fiction and power and conflict poetry	Language techniques Structure techniques Romanticism Text types Genre Purpose Audience	Comparison Evaluation Purpose Audience Article Letter Journal Blog Bias Prejudice Direct address Anecdote Fact Opinion Rhetoric Triplet Repetition Pun Byline Caesura Enjambment Stanza allegory alliteration assonance consonance enjambment imagery metaphor rhyme mood tone couplet foreshadowing free verse hyperbole irony literal figurative metonymy apostrophe narrator speaker onomatopoeia point of view stanza rhythm satire setting simile

		synecdoche symbol theme allusion personification repetition oxymoron syllable connotation denotation paradox
Useful texts and websites CGP power and conflict revision guide http://www.bbc.co.uk/education/topics/z4nc87h https://www.bbc.co.uk/education/examspecs/zgvg6fr	Home learning Self assessment workbook (York notes and CGP)	Further stretch Linking texts to our own contexts

ASSESSMENT 2

Unit of work	Key knowledge	Key words
Rolling revision	Conflict through time – Crimea to Vietnam Post War Britain Language Techniques Structure Techniques Elizabethan context Quote selection The divine right of kings Shakespearean tragedy Victorian Britain The poor law Workhouses Malthusian economics Romanticism Text types Genre Purpose Audience	Caesura Enjambment Stanza allegory alliteration assonance consonance enjambment imagery metaphor rhyme mood tone couplet foreshadowing free verse hyperbole irony literal figurative metonymy apostrophe narrator speaker onomatopoeia point of view stanza rhythm

		satire setting Island Conch Masks Democracy efflorescence enmity decorous chorister bastion hiatus ebullience recrimination tumult tirade oppressive inscrutable vicissitudes declivities tacit blatant taboo sinewy malevolently ludicrous ineffectual Jeer inarticulate Incomprehensible leviathan clamour mutinously Unruly crestfallen impervious enterprise simile synecdoche symbol theme allusion personification repetition oxymoron syllable connotation Denotation paradox Theatre Iambic Pentameter Meter Caesura Monologue Soliloquy Dialogue
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		Comparison Evaluation Purpose Audience Article Letter Journal Blog Bias Prejudice Direct address Anecdote Fact Opinion Rhetoric Triplet Repetition Pun Byline antagonist Simile Personification Emotive language Pathetic Fallacy Senses Lists Dialogue
Useful texts and websites See earlier units	Home learning Exam question practice	Further stretch See earlier units
ASSESSMENT 3		
Unit of work	Key knowledge	Key words
Unit 3 revision continued		
Useful texts and websites	Home learning	Further stretch
ASSESSMENT 4		

<p>Subject: Mathematics GCSE Edexcel (9-1) Mathematics 1MA1</p>	<p>Subject leader: Ms Tulsie and Mr Miah</p>
<p>Key skills being taught across the year:</p>	
<p>Use and apply standard techniques</p> <p>Students should be able to accurately recall facts, terminologies and definitions, use and interpret notation correctly and accurately carry out routine procedures or set tasks requiring multi-step solutions.</p> <p>Reason, interpret and communicate mathematically</p> <p>Students should be able to make deductions, inferences and draw conclusions from mathematical information, construct chains of reasoning to achieve a given result. Students should be able to interpret and communicate information accurately, present arguments and proofs, assess the validity of an argument and critically evaluate a given way of presenting information.</p> <p>Solve problems within mathematics and in other contexts</p> <p>Students should be able to translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes. They should be able to make and use connections between different parts of mathematics and interpret results in the context of the given problem. Students should also be able to evaluate methods used and results obtained.</p>	
<p>Units of work and key knowledge</p>	
Higher	Foundation
<p><u>Unit 1:</u> Number: Powers, decimals, HCF and LCM, positive and negative, roots, rounding, reciprocals, standard form, indices and surds</p> <ul style="list-style-type: none"> • Number problems and reasoning • Place value and estimating • HCF and LCM • Calculating with powers (indices) • Zero, negative and fractional indices • Powers of 10 and standard form • Surds <p><u>Unit 2:</u> Algebra: Expressions, substituting into simple formulae, expanding and factorising, equations, sequences and inequalities, simple proof</p> <ul style="list-style-type: none"> • Algebraic indices • Expanding and factorising • Equations • Formulae • Linear sequences • Non-linear sequences <p><u>Unit 3:</u> Averages and range, collecting data, representing data</p>	<p><u>Unit 1:</u> Number: Powers, decimals, HCF and LCM, roots and rounding</p> <ul style="list-style-type: none"> • Calculations • Decimal numbers • Place value • Factors and multiples • Squares, cubes and roots • Index notation • Prime factors <p><u>Unit 2:</u> Algebra Expressions, substituting into simple formulae, expanding and factorising</p> <ul style="list-style-type: none"> • Algebraic expressions • Simplifying expressions • Substitution • Formulae • Expanding brackets • Factorising • Using expressions and formulae <p><u>Unit 3:</u> Drawing and interpreting graphs, tables and charts</p>

- Statistical diagrams
- Time series
- Scatter graphs
- Line of best fit
- Averages and range

Unit 4: Fractions, percentages, ratio and proportion

- Fractions
- Ratios
- Ratio and proportion
- Percentages
- Fractions, decimals and percentages

Unit 5: Angles, polygons, parallel lines; Right-angled triangles: Pythagoras and trigonometry

- Angle properties of triangles and quadrilaterals
- Interior angles of a polygon
- Exterior angles of a polygon
- Pythagoras' theorem
- Trigonometry

Unit 6: Graphs, Real-life and algebraic linear graphs, quadratic and cubic graphs

- Linear graphs
- Graphing rates of change
- Real-life graphs
- Line segments
- Quadratic graphs
- Cubic and reciprocal graphs
- More graphs

Unit 7: Area and volume

- Perimeter and area
- Units and accuracy
- Prisms
- Circles
- Sectors of circles
- Cylinders and spheres
- Pyramids and cones

- Frequency tables
- Two-way tables
- Representing data
- Time series
- Stem and leaf diagrams
- Pie charts
- Scatter graphs
- Line of best fit

Unit 4: Fractions & Percentages

- Working with fractions
- Operations with fractions
- Multiplying fractions
- Dividing fractions
- Fractions and decimals
- Fractions and percentages
- Calculating percentages

Unit 5: Equations, Inequalities and Sequences

- Solving equations
- Solving equations with brackets
- Inequalities
- Formulae
- Generating sequences
- Using the nth term of a sequence

Unit 6: Angles, polygons and parallel lines

- Properties of shapes
- Angles in parallel lines
- Angles in triangles
- Exterior and interior angles
- Geometrical patterns

Unit 7: Averages and range, sampling, collecting data, analysing data

- Mean and range
- Mode, median and range
- Types of average
- Estimating the mean
- Sampling

Home learning and useful websites

There are websites/books as explained below that can help parents/carers further their child's education; Lister already pays a subscription to websites and the books are available from here as well;

1. **Mathswatch** www.mathswatchvle.com

Mathswatch is a resource available to students; it allows

- Them to revise every topic as a teacher would at the board
- Students can watch three very experienced teachers teach with the convenience of pausing, forwarding and rewinding therefore allowing students to learn at a pace convenient to their needs.
- Every clip builds a topic up to exam standard questions for students to do – because we all know that to be good at Mathematics, a student has to do it and not just watch it.
- Mathswatch can be accessed from school, home or even your phone.
- Students have their own unique usernames for this website.

2. **ActiveLearn** www.pearsonactivelearn.com

This is the most up to date resource available for students on the current GCSE Maths course. Active Learn allows students to have access to an online version of the GCSE textbooks both higher and foundation. Students may also be set homework using Active Learn which students can then do online.

Active Learn also provide rich problem solving questions which will allow students to build in depth understand of the topics, it also has plenty of practice questions that students can attempt at home in order to develop their knowledge and understanding.

3. **Year 9 Maths Revision Guides & Workbooks**

Revision Guides

This fantastic Revision Guide explains everything students need to know for GCSE Maths

There are two tiers available one for higher and one for foundation students. Every topic is explained with clear, friendly notes and worked examples, and there's a range of practice questions to test the crucial skills. We've also included a digital Online Edition of the whole book to read on a PC, Mac or tablet — just use the unique code printed at the front of the book to access it.

Workbook

This workbook is packed with essential practice questions – all fully up to date with the new curriculum.

Both can be purchased from the school through your child's Mathematics teacher. A letter can be found on the Lister school website.

4. **Websites to help students on difficult topics:**

- www.bbc.co.uk/schools
- www.mrcartermaths.com
- www.corbettmaths.com
- www.emaths.co.uk
- www.mrbartonmaths.com/pupils.htm
- www.suffolkmaths.co.uk/pages/1RevisionKS3.htm

ASSESSMENT 1 Unit 1 to 3	
Higher	Foundation
<ul style="list-style-type: none"> - Unit 1: Number - Unit 2: Algebra 	<ul style="list-style-type: none"> - Unit 1: Number - Unit 2: Algebra
ASSESSMENT 2 Unit 1 to 6	
Higher	Foundation
<ul style="list-style-type: none"> - Units 1 – 2: Previously assessed on. - Unit 3: Averages and range, collecting data, representing data - Unit 4: Fractions, percentages, ratio and proportion - Unit 5: Angles, polygons, parallel lines; Right-angled triangles: Pythagoras and trigonometry - Unit 6: Real-life and algebraic linear, quadratic and cubic graphs 	<ul style="list-style-type: none"> - Units 1 – 2: Previously assessed on. - Unit 3: Drawing and interpreting graphs, tables and charts - Unit 4: Fractions & Percentages - Unit 5: Equations, Inequalities and Sequences - Unit 6: Angles, polygons and parallel lines

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Units of work and key knowledge	
Higher	Foundation
<p><u>Unit 7: Area and volume</u></p> <ul style="list-style-type: none"> Perimeter and area Units and accuracy Prisms Circles Sectors of circles Cylinders and spheres Pyramids and cones <p><u>Unit 8: Transformations and constructions</u></p> <ul style="list-style-type: none"> 3D solids Reflection and rotation Enlargement Combinations of transformations Bearings and scale drawings Constructions Loci <p><u>Unit 9: Algebra:</u></p> <ul style="list-style-type: none"> Solving quadratic equations Completing the square Solving simple simultaneous equations Solving linear and quadratic simultaneous equations Solving linear inequalities <p><u>Unit 10: Probability</u></p>	<p><u>Unit 7: Averages and range, sampling, collecting data, analysing data</u></p> <ul style="list-style-type: none"> Mean and range Mode, median and range Types of average Estimating the mean Sampling <p><u>Unit 8: Perimeter, area and volume</u></p> <ul style="list-style-type: none"> Rectangles, parallelograms and triangles Trapezia and changing units Area of compound shapes Surface area of 3D solids Volume of prisms Surface area <p><u>Unit 9: Graphs: Real-life and algebraic linear graphs</u></p> <ul style="list-style-type: none"> Coordinates Linear graphs Gradient $y = mx + c$ Real-life graphs Distance-time graphs <p><u>Unit 10: Transformations</u></p> <ul style="list-style-type: none"> Translation

- Combined events
- Mutually exclusive events
- Experimental probability
- Independent events and tree diagrams
- Conditional probability
- Venn diagrams and set notation

Unit 11: Multiplicative reasoning

- Growth and decay
- Compound measures
- Ratio and proportion

Unit 12: Similarity and congruence in 2D and 3D

- Congruence
- Geometric proof and congruence
- Similarity
- Similarity in 3D solids

Unit 13: Sine and cosine rules and $(1/2)ab \sin C$

- Accuracy
- Graph of the sine function
- Graph of the cosine function
- The tangent function
- Calculating areas and the sine rule
- The cosine rule and 2D trigonometric problems
- Solving problems in 3D
- Transforming trigonometric graphs

Unit 14: Statistics and sampling, cumulative frequency and histograms

- Sampling
- Cumulative frequency
- Box plots
- Drawing histograms
- Interpreting histograms
- Comparing and describing populations

Unit 15: Quadratics, expanding more than two brackets, sketching graphs, graphs of circles, cubes and quadratics

- Solving simultaneous equations graphically
- Representing inequalities graphically
- Graphs of quadratic functions
- Solving quadratic equations graphically
- Graphs of cubic functions

- Reflection
- Rotation
- Enlargement
- Describing enlargements
- Combining transformations

Unit 11: Ratio and Proportion

- Writing ratios
- Using ratios
- Ratios and measures
- Comparing using ratios
- Using proportion
- Proportion and graphs
- Proportion problems

Unit 12: Right-angled triangles: Pythagoras and trigonometry

- Pythagoras' theorem
- Trigonometry: the sine ratio
- Trigonometry: the cosine ratio
- Trigonometry: the tangent ratio
- Finding lengths and angles using trigonometry

Unit 13: Probability

- Calculating probability
- Two events
- Experimental probability
- Venn diagrams
- Tree diagrams

Unit 14: Multiplicative reasoning

- Percentages
- Growth and decay
- Compound measures
- Distance, speed and time
- Direct and inverse proportion

Unit 15: Constructions

- 3D solids
- Plans and elevations
- Accurate drawings
- Scale drawings and maps
- Constructions
- Loci and regions
- Bearings

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- www.mathsgenie.co.uk
- www.mrcartermaths.com
- www.onmaths.com
- www.crashmaths.com

ASSESSMENT 1 Unit 1 - 7	
Higher	Foundation
<ul style="list-style-type: none"> - Units 1 – 6: Previously assessed on. - Units 7: Area and volume 	<ul style="list-style-type: none"> - Units 1 – 6: Previously assessed on. - Units 7: Averages and range
ASSESSMENT 2 Unit 1 to 9	
Higher	Foundation
<ul style="list-style-type: none"> - Units 1 – 7: Previously assessed on. - Unit 8: Transformations and constructions - Unit 9: Algebra: Solving quadratic equations and inequalities, solving simultaneous equations algebraically 	<ul style="list-style-type: none"> - Units 1 – 7: Previously assessed on. - Unit 8: Perimeter, area and volume - Unit 9: Graphs: Real-life and algebraic linear graphs
ASSESSMENT 3 Unit 1 to 12	
Higher	Foundation
<ul style="list-style-type: none"> - Units 1 – 9: Previously assessed on. - Unit 10: Probability - Unit 11: Multiplicative reasoning - Unit 12: Similarity and congruence 	<ul style="list-style-type: none"> - Units 1 – 9: Previously assessed on - Unit 10: Transformation - Unit 11: Ratio and Proportion - Unit 12: Pythagoras and trigonometry.



Routes: Combined Science (2 GCSEs) Separate Sciences - Biology, Chemistry and Physics (3 GCSEs)		Subject leader: Ms Charlotte Smith
Key skills being taught across KS4: Scientific method, making conclusions, planning experiments, numeracy, literacy.		
KS4 Science Topics (Separate Sciences have some topics in more depth)		
Unit of work	Key knowledge	Key words
B1 Cell Biology	Cell biology, structure and function and cell division	Mitosis, organelle, stem cell, prokaryote, eukaryote
B2 Organisation	Animal and plant organ systems, health	Cancer, tissue, organ, transport
B3 Infection and Response	Communicable diseases	Antibody, vaccination
B4 Bioenergetics	Photosynthesis and Respiration	Chlorophyll, limiting factor, aerobic, anaerobic
B5 Homeostasis and Response	Homeostasis, nervous system, hormones	Stimulus, receptor, effector, response
B6 Inheritance, variation and evolution	Sexual and asexual reproduction, variation, genetic disorders, classification of organisms	Meiosis, mitosis, DNA, evolution
B7 Ecology	Adaptations, interdependence and competition	Ecosystem, habitat, predator, prey, biodiversity
C1 Atomic Structure and the Periodic Table	Atomic structure and the development of the periodic table	Proton, neutron, electron, element
C2 Bonding Structure and the Properties of Matter	Ionic, covalent and metallic bonding, properties of materials	Ionic, covalent, metallic
C3 Quantitative Chemistry	Chemical measurements, conservation of mass and quantitative interpretation	Relative formula mass, isotopes, moles
C4 Chemical Changes	Chemical Reactions, Reactivity and extraction of metals, Acids and alkalis, Electrolysis	pH, reactivity, salt
C5 Energy Changes	Exothermic and Endothermic reactions	Enthalpy, endothermic, exothermic
C6 The Rate and Extent of Chemical Change	Rate of reaction, reversible reactions,	Reactant, product, catalyst, surface area
C7 Organic Chemistry	Carbon compounds, fractional distillation	Alkane, alkene, crude oil, fractional distillation
C8 Chemical Analysis	Chromatography, testing for gases	Solvent, soluble, separation

		techniques
C9 Chemistry of the Atmosphere	Evolution of the atmosphere, greenhouse gases	Methane, carbon dioxide
C10 Using Resources	Water treatment	Potable water
P1 Energy	Energy stores and transfers	Kinetic, gravitational, Joule, specific heat capacity
P2 Electricity	Circuits, using electricity	Potential difference, current, resistance, series, parallel
P3 Particle Model of Matter	Density, states of matter	Specific latent heat
P4 Atomic Structure	Radioactivity and the development of the nuclear model	Half-life, Becquerel, isotope
P5 Forces	Forces and their interactions, forces and motion	Newton, gravity, acceleration, velocity
P6 Waves	Transverse, longitudinal and electromagnetic waves and their properties	Frequency, wavelength, amplitude
P7 Magnetism and Electromagnetism	Permanent and induced magnetism, magnetic forces and fields	Poles, attraction, repulsion, motor effect, induction
PHYSICS ONLY P8 Space Physics	Solar system, stability of orbital motions, satellites	Galaxy, red shift, formation of stars
Useful texts and websites CGP Revision Guide BBC Bitesize GCSE	Home learning Weekly homework with variety of formats (exam questions, quizzes, extended writing, research projects)	Further stretch Brilliant Club

ASSESSMENT

Combined Science

6 exam papers, each 70 marks and 1hr 15 mins
 Biology Paper 1 (B1-B4) and Paper 2(B5-B7)
 Chemistry Paper 1 (C1-C5) and Paper 2 (C6-C10)
 Physics Paper 1 (P1-4) and Paper 2 (P5-P7)

Separate Sciences

Biology

2 exam papers, each 100 marks and 1hr 45 mins
 Paper 1 (B1-B4)and Paper 2 (B5-B7)

Chemistry

2 exam papers, each 100 marks and 1hr 45 mins
 Paper 1 (C1-C5) and Paper 2 (C6-C10)

Physics

2 exam papers, each 100 marks and 1hr 45mins
 Paper 1 (P1-P4)and Paper 2 (P5-P8)

At Lister, the Religious Studies GCSE is taken over a 3 year period. During this time, pupils study direct text and content that covers the GCSE and some of the first year of A-Level. The aim is for all students to leave Lister with a good knowledge of world religion, an understanding of the Biblical Canon, a strong GCSE qualification, and the opportunity to pursue the subject further at A-Level and university.

Subject leader: Mr Jason May		
Key skills being taught across the year: Theological Literacy, Hermeneutics, Essay Writing, Evaluation, Analytical Skills.		
Unit of work	Key knowledge	Key words
The Old Testament	Creation, The Fall, Cain and Abel, The Flood, Sodom and Gomorrah, Abraham and Isaac, Job, Moses	Original Sin, paradise, concupiscence, sin, separation, theological, disposition, rebellion, patriarch
Useful texts and websites www.Listerlearn.co.uk www.Biblegateway.com	Home learning Homework Booklet Weekly Online Quiz	Further stretch Theology Prize Religion Scholars Booklet
Assessment 1 (24 mark GCSE assessment) <ul style="list-style-type: none"> - Multiple Choice (1) - List two features of X (2) - Explain two features of X (4) - Explain, using quotations, two features of X (5) - Evaluate a statement (12) 		
Unit of Work	Key knowledge	Key words
The New Testament	The Incarnation, The Temptations, Jesus' early ministry, Calling of the Disciples, Sermon on the Mount, Arrest, Crucifixion, Resurrection, Atonement, Ascension	Atonement, resurrection, salvation, paying the penalty, bridge, unification, christology, eschatology
Useful texts and websites www.Listerlearn.co.uk www.Biblegateway.com	Home learning Homework Booklet Weekly Online Quiz	Further stretch Theology Prize Religion Scholars Booklet
Assessment 2 (24 mark GCSE assessment) <ul style="list-style-type: none"> - Multiple Choice (1) - List two features of X (2) - Explain two features of X (4) - Explain, using quotations, two features of X (5) - Evaluate a statement (12) 		

Unit of Work	Key knowledge	Key words
Christian Practices	Sacraments, Protestantism, Catholicism, Mass, Communion, Baptism, Pilgrimage, Lourdes, Iona	Holy Orders, sacrament, forgiveness, grace, infant, adult, communion, consubstantiation, transubstantiation, liturgical, non-liturgical
Useful texts and websites Listerlearn.co.uk Biblegateway.com	Home learning Homework Booklet Weekly Online Quiz	Further stretch Theology Prize Religion Scholars Booklet
Assessment 3 (24 mark GCSE assessment) <ul style="list-style-type: none"> - Multiple Choice (1) - List two features of X (2) - Explain two features of X (4) - Explain, using quotations, two features of X (5) - Evaluate a statement (12) 		

Religious Studies - Year 10

Subject leader:
Mr Jason May

Key skills being taught across the year:
Quranic Literacy, Hermeneutics, Essay Writing, Evaluation, Analytical Skills

Unit of work	Key knowledge	Key words
Islamic Beliefs and Teachings	Risala, Creation, Holy Text, Prophethood, Sunni and Shia differences, Sources of authority, fiqh	Risala, adalat, Quranic, Hadith, Injil, Zubur, ummah, tawhid, omniscient, omnipotent, benevolent
Useful texts and websites Listerlearn.co.uk Biblegateway.com	Home learning Homework Booklet Weekly Online Quiz	Further stretch Theology Prize Religion Scholars Booklet

Assessment 1 (24 mark GCSE assessment)

- Multiple Choice (1)
- List two features of X (2)
- Explain two features of X (4)
- Explain, using quotations, two features of X (5)
- Evaluate a statement (12)

Unit of Work	Key knowledge	Key words
Islamic Practices	The 5 pillars of Islam, the Islamic Community, Pilgrimage, Fasting, Festivals	Shahadah, Salat, Hajj, Sawm, Zakat, Umrah, Sadaqah, Eid, Ramadan
Useful texts and websites Listerlearn.co.uk Biblegateway.com	Home learning Homework Booklet Weekly Online Quiz	Further stretch Theology Prize Religion Scholars Booklet

Assessment 2 (24 mark GCSE assessment)

- Multiple Choice (1)
- List two features of X (2)
- Explain two features of X (4)
- Explain, using quotations, two features of X (5)
- Evaluate a statement (12)

Unit of Work	Key knowledge	Key words
Ethics : Relationships	Religious attitudes to marriage, divorce, contraception, sex before	Natural, artificial, contraception, chastity, celibacy, sacrament,

	marriage, extramarital relationships, homosexuality.	commitment, annulment.
Useful texts and websites Listerlearn.co.uk Biblegateway.com	Home learning Homework Booklet Weekly Online Quiz	Further stretch Theology Prize Religion Scholars Booklet
Assessment 3 (24 mark GCSE assessment) <ul style="list-style-type: none"> - Multiple Choice (1) - List two features of X (2) - Explain two features of X (4) - Explain, using quotations, two features of X (5) - Evaluate a statement (12) 		
Unit of Work	Key knowledge	Key words
Ethics : Conflict	Religious attitudes to violence, war, terrorism, nuclear weapons, forgiveness, non-violent protest, alternatives to violence	Conflict, Just War, utilitarianism, deontology, forgiveness, lesser jihad, greater jihad, sacrifice, intention, innocent, sanctity of life
Useful texts and websites Listerlearn.co.uk Biblegateway.com	Home learning Homework Booklet Weekly Online Quiz	Further stretch Theology Prize Religion Scholars Booklet
Assessment 4 (24 mark GCSE assessment) <ul style="list-style-type: none"> - Multiple Choice (1) - List two features of X (2) - Explain two features of X (4) - Explain, using quotations, two features of X (5) - Evaluate a statement (12) 		

Religious Studies - Year 11

Subject leader:

Mr Jason May

Key skills being taught across the year:

Exam technique, ethical judgements, Hermeneutics, Essay Writing, Evaluation, Analytical Skills.

Unit of work	Key knowledge	Key words
Relationships: Crime and Punishment	Capital Punishment, corporal punishment, reasons for crime, forgiveness, aims of punishment, restorative justice	Greed, Addiction, Poverty, Retribution, Reformation, Rehabilitation, Deterrence, mitigating circumstances, diminished responsibility
Useful texts and websites Listerlearn.co.uk Biblegateway.com	Home learning Homework Booklet Weekly Online Quiz	Further stretch Theology Prize Religion Scholars Booklet
Assessment 1 (24 mark GCSE assessment) <ul style="list-style-type: none"> - Multiple Choice (1) - List two features of X (2) - Explain two features of X (4) - Explain, using quotations, two features of X (5) - Evaluate a statement (12) 		
Unit of Work	Key knowledge	Key words
Ethics: Religion and Life	Creation, Dominion, Stewardship, Khalifa, Abortion, Euthanasia, IVF	Sanctity of Life, ex nihilo, creationism, fundamentalism, non-literalism, imago dei, slippery slope, fallacy of composition
Useful texts and websites Listerlearn.co.uk Biblegateway.com	Home learning Homework Booklet Weekly Online Quiz	Further stretch Theology Prize Religion Scholars Booklet
Assessment 2 (24 mark GCSE assessment) <ul style="list-style-type: none"> - Multiple Choice (1) - List two features of X (2) - Explain two features of X (4) - Explain, using quotations, two features of X (5) - Evaluate a statement (12) 		

The course finishes in late January. This enables students to have several months of sustained exam practice to refine their technique and knowledge.

Compulsory PE

Subject leader:
Rebecca McGlashon

Key skills taught across the year:

Students study 6 activities per academic year (2 per term)

Students continue to build on skills in the various sports they were taught at Lower School. They are also encouraged to develop core practical skills such as balance, coordination and agility. Students acquire, develop, select and apply these skills to different sports and game situations. Students learn how to evaluate, improve performances and acquire deeper knowledge and understanding of health and fitness. Coordination, social interaction and equipment handling skills are also developed. Skills in more detail include:

- Attacking/defending skills, and using them in a game effectively
- Observation skills, strategies and evaluating them effectively using specific criteria provided
- Applying rules and safe practice
- Choreographing and developing motifs in dance and trampolining
- Participating in a performance with confidence
- Leading warm ups, planning and demonstrating various sport specific exercise
- Passing, dribbling, control and turning, shooting, outwitting and attacking in a game situation
- A range of passing and moving skills including footwork & spacing, attacking & defending skills
- Adhering to the basic rules within modified games and showing a regard for safety
- Batting, bowling and fielding
- Improving strategy in a game situation for outwitting opponents, striking the ball and scoring runs or rounders
- Students develop skill and knowledge to accurately umpire sports and games
- Accurately replicating running, jumping and throwing skills and learn specific techniques for events to improve performances
- Engaging in performing and improving skills and personal bests in relation to speed, height, distances and aesthetics
- Leadership and coaching others

Unit of work	Key knowledge	Key words
Athletics	<ul style="list-style-type: none"> ▪ Students accurately replicate running, jumping and throwing skills and learn specific aspects of technique for events in order to become more technically proficient. 	Running, Jumping Throwing, Individual Performance, Personal Best, speed, height, distance and accuracy. Discus, javelin, shot put
Basketball (Boys)	<ul style="list-style-type: none"> ▪ Developing more advanced attacking and defending skills and effectively applying them to a game situation ▪ Principles of the game i.e. the scoring system and roles of specific players. 	Catching, Passing, Dribbling, Body position, footwork, teamwork, attack, defence, triple threat, slam dunk, three-pointers
Dance	<ul style="list-style-type: none"> ▪ The principles of dance and various dance styles, ▪ Reviewing a performance ▪ Self and peer assessing ▪ GIRLS: - History of Street dance, including Afro-Caribbean and Lindy 	Dynamics, Space, repetition, Tempo, Canon, Formation, technical, expressive and performance skills and subject specific

	hop • BOYS: - Capoeira, physical theatre	words / terms
Fitness	• Importance of fitness and aspects of body conditioning • The unit aims to build on that knowledge so that exercise will become an important part of the pupils' lives when they leave school • Taking responsibility for their own health and fitness • Leading warm ups and cool downs	Warm ups, cool down, health, recovery, pulse, Beats Per Minute, Beats Per Minute, oxygen, aerobic, anaerobic, stamina, flexibility
Football	• Developing more advanced attacking and defending skills and effectively applying them to a game situation • Applying and demonstrating principles of the game i.e. roles of specific players • Developing refereeing skills	Dribbling, Control, Passing, Shooting, Attacking and Defending play, Communication, Sportsmanship
Netball (Girls)	• Developing more advanced attacking and defending skills and effectively applying them to a game situation • Applying and demonstrating principles of the game i.e. roles of specific players • Knowledge of players and where they can play in a game	Catching, Passing (specific terms), Body position, footwork, teamwork, tactics and strategy.
Cricket	• Developing batting bowling and fielding skills and effectively applying them to a game situation which outwits opponents • Develop knowledge of the rules and the ability to accurately umpire the game	Catching, Passing (specific terms), Body position, footwork, teamwork, tactics and strategy.
Rounders	• Understanding roles that make up a team • Developing batting bowling and fielding skills and effectively applying them to a game situation which outwits opponents • Develop knowledge of the rules and the ability to accurately umpire the game • Independently participating in a game • Changing rules and applying them	Batting, Bowling, Fielding, Control, positioning

Trampoline	<p>Understanding trampoline safety and aesthetics.</p> <p>Perfecting skills on the Trampoline whilst maintaining body tension, control, body extension, agility and fluency.</p> <p>Students progress at their own pace to perfect skills that includes drops and turns, eventually building up to a routine</p>	Names of the skills: Seat drop, front drop, back drop, swivel hips, jumps (pike, straddle, star), turns
Useful texts and websites	Home learning	Further stretch
<p>Edexcel for GCSE (9-1) PE Third Edition</p> <p>Essential Guide to Dance, Third Edition</p> <p>AQA GCSE Dance: Student's Book http://www.brianmac.co.uk/index.htm</p>	<p>One to Two pieces of homework per subject or sport per half term.</p> <p>Homework can include:</p> <ul style="list-style-type: none"> • Watching a game • Writing a review • Learning rules • Drawing a diagram • Rehearsing a piece / actions • Attending a club • Draw a pitch with the players' starting positions • Write out a trampoline routine 	<p>http://www.bbc.co.uk/education/subjects/znyb4wx</p> <p>http://www.aqa.org.uk/subjects/dance/gcse/dance-8236</p> <p>http://www.brianmac.co.uk/index.htm</p> <p>http://www.thetimes.co.uk/tto/sport/</p> <p>http://uk.reuters.com/news/sports</p> <p>https://qualifications.pearson.com/content/dam/pdf/GCSE/Physical%20Education/2016/Specification%20and%20sample%20assessments/9781446933794-gcse016-l2-pe-ppac.pdf</p> <p>http://www.nhs.uk/Livewell/fitness/Pages/physical-activity-guidelines-for-young-people.aspx</p> <p>http://www.mentalhealth.org.uk/help-information/mental-health-a-z/e/exercise-mental-health/</p> <p>http://www.danceuk.org/healthier-dancer-programme/</p>
ASSESSMENTS - after each activity		
Unit Of Work	Key knowledge	Key words
<p>Athletics</p> <p>Basketball</p>	<ul style="list-style-type: none"> • Planning, performance and evaluation of work • Principles of the game i.e. the 	<i>Please refer to specific topics/sports above</i>

Cricket Dance Fitness Football Netball Rounders Trampoline	scoring system and roles of specific players <ul style="list-style-type: none"> • The principles of dance and dance styles • Reviewing and evaluating a performance / workshop • Self and peer assessing • Importance of fitness and aspects of body conditioning • Taking responsibility for their health and fitness • Applying rules • Applying and demonstrating principles of the game i.e. roles of specific players. • Applying and demonstrating principles of the game i.e. roles of specific players. • Using a range of strokes and personal survival skills • Students research and observe aspects of technique and use the information to become more technically proficient • Independently participating in a game 	
Useful texts and websites	Home learning	Further stretch
Edexcel for GCSE (9-1) PE Third Edition Essential Guide to Dance, Third Edition AQA GCSE Dance: Student's Book http://www.brianmac.co.uk/index.htm	<ol style="list-style-type: none"> 1. Understanding and explaining the Roles of a team 2. Understanding and explaining the Rules of the game 3. Explaining 5 reasons why we warm up and cool down 4. Explaining the features of Afro-Caribbean dance and Authentic Jazz Dance 5. Explaining the difference between choreographic devices and body actions 6. Research piece on dance Pioneer 7. Draw a netball pitch with the players' starting positions 8. Write out a trampoline routine 	http://www.bbc.co.uk/education/subjects/znyb4wx http://www.aqa.org.uk/subjects/dance/gcse/dance-8236 https://qualifications.pearson.com/content/dam/pdf/GCSE/Physical%20Education/2016/Specification%20and%20sample%20assessments/9781446933794-gcse016-l2-pe-ppac.pdf

Subject leader:
Mr Chris Morgan

Key skills being taught across the year:

Continue to learn how to play music on instruments and understand the listening, analysis, theory equivalent to that level of playing.

Delivery of music in Yr8 consists of one single period of music per week:

- 1x 50min Session - Instrumental Work and short Theory Starters

Unit of work	Key knowledge	Key words
Solo Performance	<ul style="list-style-type: none"> • How to read and write staff notation • How to learn by ear • How to play an instrument using the correct technique • How to perform • How to rehearse and get better • How to work collaboratively using different group roles and collaborative learning techniques • How to think and talk about music using theoretical knowledge as a starting point • How to correctly notate rhythms that are being played 	<ul style="list-style-type: none"> • Notation • Kodaly • Stave • Rhythmic Dictation • Rests • Note Values • Scale
Useful texts and websites https://listercommunitymusic.com/ - has links to all of the music being used at KS3 and links to practice videos that students can watch	Home learning Students are expected to practice their instrument four times a week for 15 minutes at home. Students are expected to log into the school website to access emails and class videos on Google Classroom in order to reflect and give feedback on performing work.	Further stretch <ul style="list-style-type: none"> • Differentiated pieces & resources allow for stretch to all students • Group leader / collaborative learning opportunities • Every student has the opportunity to access free instrumental tuition at Lister • There is an abundance of ensembles that run at the school that students can join • Performance opportunities

Progress Review - End of Autumn 1

Students perform a piece on their instruments and take a short music theory test to demonstrate progress

Unit of work	Key knowledge	Key words
Ensemble Performance	<ul style="list-style-type: none"> • Playing a piece with more than 1 part as part of a small group • Instrumental technique • Reading staff notation • Assessing own and others playing 	<ul style="list-style-type: none"> • Triads • Intervals • Melodic Dictation

	<ul style="list-style-type: none"> Discussing music using relevant vocab Learning how to rehearse & practice Playing by ear 	
Useful texts and websites https://listercommunitymusic.com/ - has links to all of the music being used at KS3 and links to practice videos that students can watch	Home learning Students are expected to practice their instrument four times a week for 15 minutes at home. Students are expected to log into the school website to access emails and class videos on Google Classroom in order to reflect and give feedback on performing work.	Further stretch <ul style="list-style-type: none"> Differentiated pieces & resources allow for stretch to all students Group leader / collaborative learning opportunities Every student has the opportunity to access free instrumental tuition at Lister There is an abundance of ensembles that run at the school that students can join Performance opportunities
Assessment - End of Autumn 2 (Data Collection Cycle One) At the end of the unit students perform an ensemble piece on their instrument and take a formal written test.		
Unit of work	Key knowledge	Key words
Solo and Ensemble Performance	<ul style="list-style-type: none"> How to read and write staff notation How to learn by ear How to play an instrument using the correct technique Playing a piece with more than 1 part as part of a small group How to perform How to rehearse and get better How to work collaboratively using different group roles and collaborative learning techniques Assessing own and others playing Discussing music using relevant vocab 	<ul style="list-style-type: none"> Key Signature Scales Intervals Arpeggio
Useful texts and websites https://listercommunitymusic.com/ - has links to all of the music being used at KS3 and links to practice videos that students can watch	Home learning Students are expected to practice their instrument four times a week for 15 minutes at home. Students are expected to log into the school website to access emails and class videos on Google Classroom in order to reflect and give feedback on performing work.	Further stretch <ul style="list-style-type: none"> Differentiated pieces & resources allow for stretch to all students Group leader / collaborative learning opportunities Every student has the opportunity to access free instrumental tuition at Lister There is an abundance of ensembles that run at the school that students can join Performance opportunities
End of Unit Assessment - End of Spring 2 At the end of the unit students perform both a solo piece and ensemble piece. There is also a formal written test.		

Unit of work	Key knowledge	Key words
Bronze Arts Award	<ul style="list-style-type: none"> • Playing an instrumental piece • Instrumental technique • Reading staff notation • Researching an arts influence and presenting the research • Sharing musical skills with others • Being an audience and writing a review 	<ul style="list-style-type: none"> • Portfolio • Key Signature • Scales • Intervals • Arpeggio
Useful texts and websites https://listercommunitymusic.com/ - has links to all of the music being used at KS3 and links to practice videos that students can watch	Home learning Students are expected to practice their instrument four times a week for 15 minutes at home. Students are expected to log into the school website to access emails and class videos on Google Classroom in order to reflect and give feedback on performing work.	Further stretch <ul style="list-style-type: none"> • Differentiated pieces & resources allow for stretch to all students • Group leader / collaborative learning opportunities • Every student has the opportunity to access free instrumental tuition at Lister • There is an abundance of ensembles that run at the school that students can join • Performance opportunities
Assessment - End of Summer 2 (Data Collection Cycle Two) At the end of the unit students will have completed all aspects of the Bronze Arts Award. This is an national Level 1 qualification that will be externally moderated. Alongside this, there will be a final listening and theory paper to test knowledge acquired over the year.		



Computing - Year 9

Subject leader: Ms Shalee Begum		
Key skills being taught across the year:		
Unit of work	Key knowledge	Key words
Unit 1:	Computer systems Hardware Software Data Representation Communications Networks Ethical, legal & cultural impacts	Computer systems Hardware devices Software Proprietary Custom Off the shelf Data Representation (Binary, images, sound waves) Communications Networks Topologies, client server Ethical, legal & cultural impacts
Useful texts and websites http://www.teach-ict.com/gcse_computing.html https://wiki.python.org/moin/BeginnersGuide/Programmers https://www.tutorialspoint.com/python/ OCR text book Revision guide exam style questions Pocket posters	Home learning Working through the PowerPoint tasks every week Pocket posters HW worksheets	Further stretch Revision powerpoint W:\ICTMs Begum\Year 10
ASSESSMENT 1		
Unit of work	Key knowledge	Key words
Microbits	Variables Statements Functions Iteration selection	Syntax, semantics, order, sort, search, selection.
Useful texts and websites http://www.teach-ict.com/gcse_computing.html	Home learning Working through the PowerPoint tasks every week	Further Stretch Revision powerpoint W:\ICTMs Begum\Year 10

https://wiki.python.org/moin/BeginnersGuide/Programmers https://www.tutorialspoint.com/python/ OCR text book Revision guide exam style questions Pocket posters	Pocket posters HW worksheets	
ASSESSMENT 2		
Unit of work	Key knowledge	Key words
Unit 1 exam	Elements of a computer CPU Binary calculation	Computer systems Hardware, software, input output devices, binary conversion, binary addition
Useful texts and websites http://www.teach-ict.com/gcse_computing.html https://wiki.python.org/moin/BeginnersGuide/Programmers https://www.tutorialspoint.com/python/ OCR text book Revision guide exam style questions Pocket posters	Home learning Working through the PowerPoint tasks every week Pocket posters HW worksheets	Further stretch Revision PowerPoint W:\ICTMs Begum\Year 10
ASSESSMENT 3		
Unit of work	Key knowledge	Key words
Unit 1 exam	Storage devices Convergence	Backup, memory, ROM, RAM, Data Representation (Binary, images, sound waves) Portability, size, memory.
Useful texts and websites http://www.teach-ict.com/gcse_computing.html https://wiki.python.org/moin/BeginnersGuide/Programmers https://www.tutorialspoint.com/python/ OCR text book Revision guide exam style	Home learning Working through the PowerPoint tasks every week Pocket posters HW worksheets	Further stretch Revision PowerPoint W:\ICTMs Begum\Year 10

questions Pocket posters		
ASSESSMENT 4 Unit 1 EOY exam		

The EBacc Subjects

Geography - Year 9

Subject leader:
Mr Gary Caswell

Key skills being taught across the year:

Locational knowledge, Place knowledge, Human and Physical processes, Interpretation, Presenting Data, Map Skills (Graphicacy).

Unit of work	Key knowledge	Key words
<p>Urban issues and challenges</p> <p>Urban change in the UK</p> <p>Urban sustainability</p>	<p>Living in an increasingly urban world. The emergence of megacities. Rio de Janeiro case study (social, economic and environmental challenges) Managing the growth of squatter settlements. Planning for Rio's urban poor.</p> <p>Population distribution Bristol case study (Social, economic and environmental challenges and opportunities) Regeneration schemes</p> <p>Planning for urban sustainability Sustainable urban living Sustainable traffic management</p>	<p>Students will be given access to the entire unit / textbook, including keywords, on Kerboodle. Passwords will be given out at the start of Year 9.</p>
<p>Useful texts and websites Kerboodle.com GCSE Bitesize Seneca Learning Cool Geography</p>	<p>Home learning Students will be given fortnightly past paper exam questions and or research to complete. Students also have a booklet for each unit from which homework is set. Work is also sometimes set on Google classroom</p>	<p>Further stretch Kerboodle Skills-pod animation and worksheets</p>
<p>ASSESSMENT 1 End of unit tests / assessments (Once each half term)</p>		
Unit of work	Key knowledge	Key words
<p>The living world Ecosystems</p>	<p>Small scale and global ecosystems. How change affects ecosystems.</p>	<p>Entire unit / textbook, including keywords, is available on Kerboodle.</p>

Tropical rainforests	Characteristics Causes and impacts of deforestation. Management of rainforests	
Hot deserts	Characteristics Opportunities and challenges for development in hot deserts. Causes and management of desertification	
Useful texts and websites Kerbooble.com GCSE Bitesize	Home learning Students will be given fortnightly past paper exam questions and or research to complete	Further stretch Kerbooodle Skills-pod animation and worksheets
ASSESSMENT 2 End of unit tests / assessments (Once each half term)		
Unit of work	Key knowledge	Key words
UK landscapes: Coastal landscapes River landscapes	UK's relief and landscapes Wave types Weathering and erosion processes. Depositional landforms Managing coasts - hard and soft engineering. Lyme Regis case study River valley changes and characteristics Fluvial processes and landforms Factors increasing the risk of flooding Flood management	Entire unit / textbook, including keywords, is available on Kerbooodle.
Useful texts and websites Kerbooble.com GCSE Bitesize	Home learning Students will be given fortnightly past paper exam questions and or research to complete	Further stretch Kerbooodle Skills-pod animation and worksheets
ASSESSMENT 3 End of unit tests / assessments (Once each half term)		
Unit of work	Key knowledge	Key words
Revision for end of year exam	All work to date	Entire unit / textbook, including keywords, is available on

		Kerboodle.
Useful texts and websites Kerbooble.com GCSE Bitesize	Home learning Students will be given fortnightly past paper exam questions and or research to complete	Further stretch Kerboodle Skills-pod animation and worksheets
ASSESSMENT 4 End of Year Exam (1hr 30 min)		

Geography - Year 10

Subject leader:

Mr Gary Caswell

Key skills being taught across the year:

Locational knowledge, Place knowledge, Human and Physical processes, Interpretation, Presenting Data, Map Skills (Graphicacy).

Unit of work	Key knowledge	Key words
Challenge of natural hazards: Tectonic hazards	Distribution of earthquakes and volcanoes Physical processes at plate margins. Effects and response to earthquakes. Living with and reducing the risk of tectonic hazards.	Entire unit / textbook, including keywords, is available on Kerboodle. Students were given passwords in Year 9
Weather hazards	Global atmospheric circulation. Tropical storms - formation, effects and reducing the effects. Weather hazards in UK Extreme weather in UK	
Climate change	Evidence for climate change. Natural and human causes. Managing the impact of climate change.	
Useful texts and websites Kerboodle.com GCSE Bitesize	Home learning Students will be given fortnightly past paper exam questions and or research to complete.	Further stretch Kerboodle Skills-pod animation and worksheets

ASSESSMENT 1

End of unit tests / assessments (Once each half term)

Unit of work	Key knowledge	Key words
Changing economic world: The development gap	Measuring development. Demographic Transition Model. Changing population structures. Uneven development Reducing the development gap.	Entire unit / textbook, including keywords, is available on Kerboodle.
Nigeria: a Newly-Emerging Economy	Exploring Nigeria and the wider world. Balancing a changing industrial	

	structure. Impact of TNC's. Impact of international aid. Managing environmental issues. Quality of life in Nigeria.	
Useful texts and websites Kerbooble.com GCSE Bitesize	Home learning Students will be given fortnightly past paper exam questions and or research to complete	Further stretch Kerbooodle Skills-pod animation and worksheets
ASSESSMENT 2 End of unit tests / assessments (Once each half term)		
Unit of work	Key knowledge	Key words
The changing UK economy	Changes in UK economy. A post industrial economy. UK science and business parks. Environmental impacts of industry. Changing rural landscapes. Changing transport infrastructure. The north-south divide. UK in the wider world.	Entire unit / textbook, including keywords, is available on Kerbooodle
Useful texts and websites Kerbooble.com GCSE Bitesize	Home learning Students will be given fortnightly past paper exam questions and or research to complete	Further stretch Kerbooodle Skills-pod animation and worksheets
ASSESSMENT 3 End of unit tests / assessments (Once each half term)		
Unit of work	Key knowledge	Key words
Revision for end of year exam	All work covered - including Yr.9	Entire unit / textbook, including keywords, is available on Kerbooodle.
Useful texts and websites Kerbooble.com GCSE Bitesize	Home learning Students will be given fortnightly past paper exam questions and or research to complete	Further stretch Kerbooodle Skills-pod animation and worksheets
ASSESSMENT 4 End of Year Exam Paper 1 and Paper 2 (1hr 30 min each)		

Geography - Year 11

Subject teachers:

Mr Gary Caswell

Key skills being taught across the year:

Locational knowledge, Place knowledge, Human and Physical processes, Interpretation, Presenting Data, Map Skills (Graphicacy).

Unit of work	Key knowledge	Key words
Finish river landscapes	River valley changes and characteristics Fluvial processes and landforms Factors increasing the risk of flooding Flood management	Entire unit / textbook, including keywords, is available on Kerboodle. Students were given passwords in Year 10
Urban issues and challenges	Living in an increasingly urban world. The emergence of megacities. Rio de Janeiro case study (social, economic and environmental challenges) Managing the growth of squatter settlements. Planning for Rio's urban poor.	
Urban change in the UK	Population distribution Bristol case study (Social, economic and environmental challenges and opportunities) Regeneration schemes	
Urban sustainability	Planning for urban sustainability Sustainable urban living Sustainable traffic management	
Controlled assessment (FIELDWORK)	Human and a physical investigation. Human fieldwork - Queen Elizabeth Olympic Park Physical fieldwork - Thames River Study	
Useful texts and websites Kerboodle.com GCSE Bitesize	Home learning Students will be given fortnightly past paper exam questions and or research to complete	Further stretch Kerboodle Skills-pod animation and worksheets

ASSESSMENT 1

End of unit tests / assessments (Once each half term)

Unit of work	Key knowledge	Key words
<p>Changing economic world: The development gap</p> <p>Nigeria: a Newly-Emerging Economy</p> <p>The changing UK economy</p>	<p>Measuring development. Demographic Transition Model. Changing population structures. Uneven development Reducing the development gap.</p> <p>Exploring Nigeria and the wider world. Balancing a changing industrial structure. Impact of TNC's. Impact of international aid. Managing environmental issues. Quality of life in Nigeria</p> <p>Changes in UK economy. A post industrial economy. UK science and business parks. Environmental impacts of industry. Changing rural landscapes. Changing transport infrastructure. The north-south divide. UK in the wider world.</p>	<p>Entire unit / textbook, including keywords, is available on Kerboodle</p>
<p>Useful texts and websites Kerbooble.com GCSE Bitesize</p>	<p>Home learning Students will be given fortnightly past paper exam questions and or research to complete</p>	<p>Further stretch Kerboodle Skills-pod animation and worksheets</p>
<p>ASSESSMENT 2 Mock exams - to cover all work completed.</p>		
Unit of work	Key knowledge	Key words
<p>Resource management</p> <p>Energy management</p> <p>Pre-release material investigation.</p>	<p>Global distribution of resources. Provision of food, water and energy in UK.</p> <p>Global energy supply and demand Impacts of energy security. Strategies to increase energy supply. Gas - a non-renewable resource.. Sustainable energy use. Micro-hydro scheme.</p>	<p>Entire unit / textbook, including keywords, is available on Kerboodle.</p>

Useful texts and websites Kerbooble.com GCSE Bitesize	Home learning Students will be given fortnightly past paper exam questions and or research to complete	Further stretch Kerbooodle Skills-pod animation and worksheets
ASSESSMENT 3 .		
Unit of work	Key knowledge	Key words
		Entire unit / textbook, including keywords, is available on Kerbooodle.
Useful texts and websites Kerbooble.com GCSE Bitesize	Home learning Students will be given fortnightly past paper exam questions and or research to complete	Further stretch Kerbooodle Skills-pod animation and worksheets
ASSESSMENT 4 End of Year Exam (1hr 30 min)		

History - Year 9

Subject leader: Mr James Livesey		
Key skills being taught across the year: Causation, Consequence, Change, Continuity, Similarly, Difference, Significance.		
Unit of work:	Key knowledge	Key words
The Great War and the Fall of Empire	Why did Britain have such a large empire? What were the causes of World War One? What were the outcomes of the War? What happened during World War 2 ? How was India involved in the war?	Industrial Revolution Middle and Upper Classes Working Classes Empire Imperial Colonies Triple Alliance Balkans Great Power Self determination
Useful texts and websites HW Booklet (Provided to students at the beginning of each Unit of Work) http://www.bbc.co.uk/education/subjects/zk26n39 (KS3 History) http://www.bbc.co.uk/schools/gcse/bitesize/history/ (KS4 History)	Home learning HW Booklet Knowledge Organiser	Further stretch Library Reference Material
ASSESSMENT 1 Multiple choice quiz, extended essay, source analysis		
Unit of work	Key knowledge	Key words
Elizabethan England; Early Life	What were the challenges to Elizabeth's Legitimacy? What was the problems with Mary Queen of Scots? What were the religious and internal divisions in England?	Courtiers Extraordinary Taxation Militia Divine Right Patron Crown Succession Queen Regent Clergy Diocese Royal Supremacy Recusants

		Martyr Heretics Trade Embargo Abdicate Anointed Excommunicate
Useful texts and websites HW Booklet (Provided to students at the beginning of each Unit of Work) http://www.bbc.co.uk/education/subjects/zk26n39 (KS3 History) http://www.bbc.co.uk/schools/gcse/bitesize/history/ (KS4 History)	Home learning HW Booklet Knowledge Organiser	Further stretch Library Reference Material
ASSESSMENT 2 Multiple choice quiz, extended essay, source analysis.		
Unit of work	Key knowledge	Key words
Elizabeth and Challenges abroad	Who were the main sources of challenge for Elizabeth? What happened during the revolt of the Northern Earls ? What happened during the main plots to overthrow Elizabeth? Why did Phillip launch the Spanish Armada? Why did the Spanish Armada fail?	Treason, Depose Roberto Ridolfi Francis Throckmorton Tactics Papal bull Galleons
Useful texts and websites HW Booklet (Provided to students at the beginning of each Unit of Work) http://www.bbc.co.uk/education/subjects/zk26n39 (KS3 History) http://www.bbc.co.uk/schools/gcse/bitesize/history/ (KS4 History)	Home learning HW Booklet Knowledge Organiser	Further stretch Library Reference Material
ASSESSMENT 3 Multiple choice quiz, extended essay, source analysis		
Unit of work	Key knowledge	Key words
Elizabethan England; Elizabethan	What was education like in	Petty School

<p>Society</p>	<p>Elizabethan England?</p> <p>What kind of leisure activities did people engage in during Elizabeth's reign?</p> <p>Why did Elizabethans explore?</p> <p>Who was Walter Raleigh and why did he fail?</p>	<p>Dame School Enclosure Pastoral Farming Fencing, Bear Baiting Cock fighting Mercator Map Circumnavigate Colonise</p>
<p>Useful texts and websites Homework Booklet (Provided to students at the beginning of each Unit of Work) http://www.bbc.co.uk/schools/gcse/bitesize/history/ (KS4 History)</p>	<p>Home learning Homework Booklet (Provided to students at the beginning of each Unit of Work) Knowledge Organiser (Provided to students at the beginning of each Unit of Work)</p>	<p>Further stretch Library reference book list</p>
<p>ASSESSMENT 4 Describe question, source analysis (including following up historical sources)</p>		

<p align="center">Subject leader: Mr James Livesey</p>		
<p align="center">Key skills being taught across the year: Change, continuity, causation, consequence, similarity, difference and significance.</p>		
Unit of work	Key knowledge	Key words
Medicine Through Time	<p>How has medicine changed through time?</p> <p>What factors affected change and continuity within medicine through time?</p>	<p>Anaesthetics Bacteria Chloroform DNA Epidemic Four Humours Germ Theory Herbal Remedy Inoculation Penicillin Radiotherapy Sulphonamide Transfusion Vaccination</p>
<p>Useful texts and websites Homework Booklet (Provided to students at the beginning of each Unit of Work)</p> <p>http://www.bbc.co.uk/schools/gcse/bitesize/history/ (KS4 History)</p>	<p>Home learning Homework Booklet (Provided to students at the beginning of each Unit of Work)</p> <p>Knowledge Organiser (Provided to students at the beginning of each Unit of Work)</p>	<p>Further stretch Library reference book list</p>
<p>ASSESSMENT 1 Describe Questions and Extended Essays</p>		
Unit of work	Key knowledge	Key words
Historical Enquiry; Medicine in World War One	How did World War One impact on the development of medicine?	<p>Amputation Battalion Excision Evacuation Gangrene Infection Medical Officer Staphylococci bacteria Triage</p>

Useful texts and websites Homework Booklet (Provided to students at the beginning of each Unit of Work) http://www.bbc.co.uk/schools/gcse/bitesize/history/ (KS4 History)	Home learning Homework Booklet (Provided to students at the beginning of each Unit of Work) Knowledge Organiser (Provided to students at the beginning of each Unit of Work)	Further stretch Library reference book list
ASSESSMENT 2 Describe question, source analysis (including following up historical sources).		
Unit of work	Key knowledge	Key words
Cold War	What is ideology? Why was there tension between the USSR and the USA post Potsdam? What did the USSR and USA do to escalate tensions? Why did the USSR want with Berlin? Who were the key figures involved in the Cold War?	Arms Race Novikov Telegram Long Telegram Atomic Bomb Truman Doctrine Marshall Plan MAD Cuban Missile Crisis Hungarian Uprising Prague Spring NATO COMICON COMINFORM Warsaw Pact Perestroika Glasnost Detente
Useful texts and websites Homework Booklet (Provided to students at the beginning of each Unit of Work) http://www.bbc.co.uk/schools/gcse/bitesize/history/ (KS4 History)	Home learning Homework Booklet (Provided to students at the beginning of each Unit of Work) Knowledge Organiser (Provided to students at the beginning of each Unit of Work)	Further stretch Library reference book list

ASSESSMENT 3

Describe question, source analysis (including following up historical sources).

Unit of work	Key knowledge	Key words
Nazi Germany	<p>How did the Weimar Republic fall?</p> <p>How did Hitler come to power?</p> <p>How did the Nazi party reorganise itself and society?</p> <p>Why were the Nazi party so effective?</p>	<p>Weimar</p> <p>Spartacist</p> <p>Putsch</p> <p>Kapp Putsch</p> <p>Proportional Representation</p> <p>Orator</p> <p>Trial</p> <p>Gauleiter</p> <p>Waffen</p>
<p>Useful texts and websites</p> <p>Homework Booklet (Provided to students at the beginning of each Unit of Work)</p> <p>http://www.bbc.co.uk/schools/gcse/bitesize/history/ (KS4 History)</p>	<p>Home learning</p> <p>Homework Booklet (Provided to students at the beginning of each Unit of Work)</p> <p>Knowledge Organiser (Provided to students at the beginning of each Unit of Work)</p>	<p>Further stretch</p> <p>Library reference book list</p>

ASSESSMENT 4

Describe question, source analysis (including following up historical sources)

Subject: Spanish		Subject leader Mr. B Dos Santos
Key skills being taught across the year: Reading/Writing/Speaking/Listening		
Half Term 1	Key knowledge	Key words
Family and Relationships	<ul style="list-style-type: none"> To be able to express family relationships Give complex explanations and opinions about relationships. Pupils use present tense, preterite and imperfect tenses, irregular verbs, comparatives, reflexive verbs, adverbs of frequency. 	<p>My parents annoy me when... Mis padres me vuelven loco/a cuando...</p> <p>They ground me Ellos me castigan</p> <p>They tell me what to do Ellos me dicen que hacer</p> <p>They treat me like a child Ellos me tratan como un niño/ una niña</p> <p>They force me to do my homework Ellos me obligan a hacer mis deberes</p> <p>They force me to go to school Ellos me obligan a ir a la escuela</p> <p>They don't allow me to do what I want Ellos no me dejan hacer lo que quiero</p> <p>They don't allow me to go out Ellos no me dejan salir</p>
Half Term 2	Key knowledge	Key words
Home, Town and Neighbourhood	<ul style="list-style-type: none"> To be able to talk about household chores Places in town, what you can do there. Present and future tenses to discuss types of houses, describing house and region. Using conditional to 	

	describe the ideal house.	
Home Learning Issued Throughout Year	Home Learning <ul style="list-style-type: none"> • Listening activities on Kerboodle for homework • Reading, speaking & Writing activities on Google Classroom • Revision activities on SENECA learning • Memrise website to revise vocabulary 	Further stretch Year 10/11 extension activities and past paper style questions.
ASSESSMENT 1 23rd January Reading and Writing based on GCSE style questions.		
Half Term 3	Key knowledge	Key words
My School and Studies	<ul style="list-style-type: none"> • To be able to talk about the school subject and stress opinion about it. • Students should start being able to say more complex opinions, such as making comparisons, extended justifications. • Pupils will also practice using more past tenses and formal register. 	What is your favourite subject? ¿Cuál es tu asignatura favorita? Me gusta... porque es más ... que ... I like ... because it is more ... than ... Pienso que... es menos ... que ... I think... is less ... than... I have ... on Mondays... Tengo el español los... At... A la(s)... Around... Por la(s)...
Half Term 4	Key knowledge	Key words
Music, Cinema and TV	<ul style="list-style-type: none"> • To be able to identify different types of film and talk about what they are about and short descriptions. • Students should also be able to describe pictures and what they are about (film). 	¿Qué se trata la película? What is the film about? Trata de / Es sobre... It is about... un grupo de amigos= a group of friends un niño y un gigante= a child and a giant

	<ul style="list-style-type: none"> Pupils will focus on using a variety of past tenses in context, using time phrases and frequency words. Also consolidation of irregular present tense verbs. Pupils have the opportunity to further explore historical and cultural aspects of Spanish speaking countries through media. 	<p>un policía y un contador= a policeman and an accountant</p> <p>un bebé y un muchacho= a baby and a boy</p> <p>una pareja en un barco= a couple in a ship</p> <p>un caballo y un soldado= a horse and a soldier</p> <p>robot policía= a pólice robot</p> <p>una familia muy pobre= a very poor family</p>
Home Learning Issued Throughout Year	<p>Home Learning</p> <ul style="list-style-type: none"> Listening activities on Kerboodle for homework Reading, speaking & Writing activities on Google Classroom Revision activities on SENECA learning Memrise website to revise vocabulary 	<p>Further stretch</p> <p>Year 10/11 extension activities and past paper style questions.</p>
Half Term 5	Key knowledge	Key words
Free time activities - Hobbies and Eating Out.	<ul style="list-style-type: none"> To be able to express activities using a variety of tenses (past, present, future and conditional) Use complex vocabulary related to types of music, and food stuffs. Pupils will also deepen their knowledge of Spanish musicians, and traditional food. 	
Half Term 6	Key knowledge	Key words
Customs and Festivals in Spain/France	<ul style="list-style-type: none"> Students will be able to talk about daily routines in other 	

	<p>countries and compare them to their own.</p> <ul style="list-style-type: none"> • There will be a focus on famous festivals and traditions in Spanish speaking countries • Pupils will continue to revise and practice tenses, with a focus on using reflexive verbs and irregular verbs. 	
Useful texts and websites Youtube and kerboodle.	<p>Home Learning</p> <ul style="list-style-type: none"> • Listening activities on Kerboodle for homework • Reading, speaking & Writing activities on Google Classroom • Revision activities on SENECA learning • Memrise website to revise vocabulary 	<p>Further stretch</p> <p>Other students will start looking at different tenses.</p>
<p><u>ASSESSMENT 2</u></p> <p>2nd July</p> <p>End of year assessment testing pupils on all topics and skills learnt throughout the year. GCSE style assessments, using past paper questions.</p>		

Subject: Spanish and French.		Subject leader Mr B Dos Santos
Key skills being taught across the year: Reading/Writing/Speaking/Listening		
Unit of work: Family & relationships/ my town	Key knowledge	Key words
Topic 1 - Life at school Topic 2 - Holidays	<p>Grammar</p> <p>French is in bold.</p> <ul style="list-style-type: none"> <i>tener, ser</i> and <i>estar</i> present tense <i>etre/ avoir present tense</i> possessive adjectives adjective agreement and position rules reflexive verbs: <i>casarse/enfadarse/ll evarse bien con</i> <i>se lever/ s'habiller</i> comparatives <i>más que/menos que</i>; adverbs of frequency <i>de temps en temps</i> regular verbs in present tense; direct object pronouns interrogative words such as <i>quién, cómo, cuántos, qué, cuándo</i> <i>Quand. Commnet. Pourquoi?</i> irregular verbs <i>ir/hacer</i> <p><i>hay</i>; prepositions</p> <ul style="list-style-type: none"> <i>Aller, boire</i> imperfect tense introduction 	<p>Topic 1</p> <ul style="list-style-type: none"> All school subjects Facilities in school Activity vocab e.g. Salir/ Sortir – to go out Ir al cine/ aller au cinéma - to go to the cinema Bailar en la discoteca/ <p>Topic 2</p> <p>Irregular verbs: <i>ser/ir</i> in imperfect and preterite tenses Aller/avoir/être.</p> <p>Topic 2</p> <p>Las afueras/ la banlieue – the outskirts</p> <p>Las montañas/la montagne – the mountains</p> <p>El centro/ le centre – the centre</p> <p>El campo / la campagne– the countryside</p> <p>El barrio/ le quartier – the neighbourhood</p> <p>El pueblo/ la ville – the town</p> <p>El piso/l'appartement – the flat</p> <p>La granja/ la ferme – the farm</p> <p>El chalé/ le chalet – the chalet</p> <p>La casa/ la maison – the house</p> <p>El Salon/ le salon – living</p>

		room La Cocina/ la cuisine - kitchen El Cuarto de baño/ La salle de bain - bathroom El Dormitorio/ la chambre - bedroom Ruidoso/ bruyant - noisy Tranquilo/ calme - quiet Animado/ animé (e) - lively Desanimado – not lively
Useful texts and websites BBC bitesize, duolingo.com, memrise, kerboodle. Quizlet.	Home learning – <ul style="list-style-type: none"> • Listening activities on Kerboodle for homework • Reading, speaking & Writing activities on Google Classroom • Révison activities from CGP revision guides & workbook • Revision activities on SENECA learning • Memrise website to revise vocabulary 	Further stretch Students can Access the memrise AQA GCSE vocab app for further practise of pronunciation, listening and Reading skills for this topic. Completing tasks from Higher papers.
ASSESSMENT 1: 3 Skills: Reading, Listening and Writing, using past paper questions from Higher and Foundation GCSE level.		
Unit of work: School and leisure	Key knowledge	Key words
Topic 1 – Post 16 Education Topic 2 -Healthy and Unhealthy Living	<ul style="list-style-type: none"> • use of <i>tú</i> and <i>usted</i> in informal/formal exchanges • consolidation of present tense including irregular verbs <i>salir, querer, preferir, ver, dar</i> 	All school subjects Facilities in school Activity vocab e.g. Salir/ Sortir – to go out Ir al cine/ aller au cinéma - to go to the cinema Bailar en la discoteca/ dancer en boîte – to dance in the disco Disfrutar con amigos/ s’amuser avec les

	<ul style="list-style-type: none"> conditional tense introduced eg. weekend plans 	<p>amis(es) – to enjoy with friends Charlar / discuter– to chat Ver las series en Netflix – to watch series on Netflix/ regarder des series sur Netflix Enviar fotos por snapchat / Envoyer des photos sur Snapchat– to send pictures on snapchat</p> <p>Desde mi punto de vista – from my point of view Opino que/ de mon point de vue – In my opinion A mi modo de ver/ Depuis ma perspective – from my perspective</p> <p>Me gustaría/ je voudrais + verb Le/les/os/nos gustaría / elle/il/ on voudrait/ nous voudrions +verb (expressing the desires of others)</p>
BBC bitesize, duolingo.com, memrise, kerboodle, Quizlet.	<p>Home Learning</p> <ul style="list-style-type: none"> Listening activities on Kerboodle for homework Reading, speaking & Writing activities on Google Classroom Révison activities from CGP revision guides & workbook Revision activities on SENECA learning Memrise website to revise vocabulary 	<p>Further stretch</p> <p>Students can Access the memrise AQA GCSE vocab app for further practise of pronunciation, listening and Reading skills for this topic.</p> <p>Completing tasks from Higher papers.</p>
<p>ASSESSMENT 2</p> <p>3 Skills: Reading, Listening and Writing, using past paper questions from Higher and Foundation GCSE level.</p>		
Unit of work: Spanish festivals and culture	Key knowledge	Key words

<p>Topic 1 – Social Media and Technology</p> <p>Topic 2 – Marriage</p>	<p>French is in bold.</p> <ul style="list-style-type: none"> • preterite of regular verbs and irregulars <i>ser/ir/hacer/ aller/être/avoir</i> • reflexive verbs in preterite • preterite and imperfect tenses together • describing a past event/festival • actions and opinions 	<p>Key festival vocab</p> <p>Tomatina – throwing tomatoes festival</p> <p>La fête de la musique- music festival</p> <p>La fête de la BD- comics strip festival</p> <p>Le festival de Cannes</p> <p>Le carnaval de Nice- nice carnaval.</p> <p>Navidad/ Noël - christmas</p> <p>Nochevieja/ la soirée du nouvel an – New Year's Eve</p> <p>Los reyes magos – festival of the wise men</p> <p>Día de los muertos – day of the dead</p> <p>Key food vocab</p> <p>Arroz con leche – rice pudding</p> <p>Natillas - flan</p> <p>Gazpacho – cold tomato soup</p> <p>Tortilla – spanish omelette</p> <p>Churros - doughnuts</p> <p>Tapas – Little snacks</p> <p>Cocido – stewed dish</p> <p>Sangría – fermented drink</p> <p>Cerveza – beer</p> <p>Les crêpes- pancakes</p> <p>Les escargots- the snails</p> <p>Les bûches de Noël- Christmas slug</p> <p>Les huitres- oysters</p>
<p>BBC bitesize, duolingo.com, memrise, kerboodle, quizlet.</p>	<p>Home learning</p> <ul style="list-style-type: none"> • Listening activities on Kerboodle for homework • Reading, speaking & Writing activities on Google Classroom • Révision activities from CGP revision guides & workbook • Revision activities on SENECA learning • Memrise website to revise vocabulary 	<p>Further stretch</p> <p>Students can Access the memrise AQA GCSE vocab app for further practise of pronunciation, listening and Reading skills for this topic. Completing tasks from Higher papers.</p>
<p>Unit of work Health and</p>	<p>Key knowledge</p>	<p>Key words</p>

holidays		
<p>Topic 1 – Holidays</p> <p>Topic 2 - Health</p>	<p>French is in bold. Grammar</p> <ul style="list-style-type: none"> consolidation of preterite and imperfect tenses sequencing words, expressions and phrases <i>antes de/después de haber etc/mientras/desde hace/acabar de</i> developing greater complexity in spoken and written accounts of past events or experiences Avant/ hier/ cependant/ mais/ aussi weather expressions with <i>hacer/ avoir</i> <p>possessive pronouns <i>mío</i> etc</p> <ul style="list-style-type: none"> recap on <i>deber/tener que</i> + infinitive/<i>hay que</i> + infinitive and introduce conditional forms – affirmative and negative <i>es mejor/sería mejor</i> negative <i>nunca</i> previous health habits using imperfect tense reflexive constructions such as <i>se puede, se necesita</i> 	<p>Irregular verbs: ser/ir in imperfect and preterite tenses Aller/avoir/être.</p> <p>Vicio/hábito/ mauvaises habitudes – bad habit Fumar/ fumer – to smoke Tomar drogas/ prendre de la drogue – to take drugs Beber alcohol / boire de l'alcool– to drink alcohol El abuso doméstico/les violences domestiques – domestic abuse La violencia contra mujeres/ les violences contre les femmes – violence against women Hacer ejercicio/ Faire du sport – to do exercise</p> <p>Body parts (recap) Es bueno para/es malo para C'est bien pour/ c'est mauvais pour – it is good for/bad for Recapping countries Hotel - hotel El Camping/ le camping – camping Alquiler / louer– to rent El Balcón/ le balcon - balcony El Cama doble/ le lit double – doublé bed Reservacion/ réservation - reservation Pension/ en pension complète – full board Pension media / en demie pension– half board</p> <p>Activities in the preterite tense using the following verbs Quedarse/ rester – to stay Nadar / nager to swim Jugar / jouer– to play Ir/ aller – to go</p>
BBC bitesize, duolingo.com, memrise, kerboodle.	<p>Home learning</p> <ul style="list-style-type: none"> Listening activities 	Further stretch

<p>Youtube (storybox.com – Access to texts in the target language) Quizlet</p>	<p>on Kerboodle for homework</p> <ul style="list-style-type: none"> • Reading, speaking & Writing activities on Google Classroom • Révision activities from CGP revision guides & workbook • Revision activities on SENECA learning • Memrise website to revise vocabulary 	<p>Students can Access the memrise AQA GCSE vocab app for further practise of pronunciation, listening and Reading skills for this topic. Completing tasks from Higher papers.</p>
<p>ASSESSMENT 3</p> <p>All the four skills: Reading, Listening, Writing and Speaking, using past paper questions at Higher and Foundation GCSE level.</p>		

Subject: French, Spanish		Subject leader Mr B Dos Santos
Key skills being taught across the year: Listening, reading, writing and speaking.		
Unit of work	Key knowledge	Key words
Local, national, international and global areas of interest: -The environment - helping the planet social issues: -Charity /voluntary work	<ul style="list-style-type: none"> Modal verbs linked to behaviours (do/should do/ could do etc) Past tense for effects of behaviours on environment. -’si’ sentences revised for outlining consequences of actions Pluperfect tense perspective 	French Le déboisement = deforestation Les sans-abri= the homeless La disparition des especes= species dying out Destruction de la couche d’ozone= the destruction of the ozone layer La guerre= the war Il faut lutter contre la faim= We must fight against hunger. Il faut faire des campagnes de sensibilisation= We must carry out campaigns to raise awareness Il ne faut pas ignorer les gens= We must not ignore people Il y a un incendie= there is a fire Il y a des inondations= There is flooding. Le réchauffement climatique=global warming Spanish Estar en paro= to be unemployed Los voluntarios= volunteers El trabajo voluntario= voluntary work La ONG= charitable organisation La destrucción de la capa del ozono= destruction of the ozone layer El efecto invernadero= the green house effect La guerra = war La deforestación= deforestation La lluvia ácida= acid rain
Useful texts and websites <ul style="list-style-type: none"> https://www.bbc.com/bitesize https://www.duolingo.com/ 	Home learning <ul style="list-style-type: none"> Listening activities on Kerboodle for homework Reading, speaking & 	Further stretch <ul style="list-style-type: none"> The more able students must be using at least 4 tenses in writing and speaking.

go.com/ <ul style="list-style-type: none"> • https://www.kerboodle.com/users/login • https://quizlet.com/atest • https://www.memrise.com/home/ • https://lyricstraining.com/ • https://www.senecalearning.com/ 	<p>Writing activities on Google Classroom</p> <ul style="list-style-type: none"> • Révision activities from CGP revision guides & workbook • Revision activities on SENECA learning • Memrise website to revise vocabulary • Revision & memorising speaking themes 	<ul style="list-style-type: none"> • They complete the challenge tasks for the higher achievers. • Any native speaker will complete A level work.
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Assessment 1

4th December: Reading, listening and writing test using past GCSE papers for the PPE.

Unit of work	Key knowledge	Key words
<p>Current and future study and employment:</p> <ul style="list-style-type: none"> -Career choices and ambitions - Jobs - work experience <p>Identity and culture:</p> <ul style="list-style-type: none"> -technology in everyday life - social media -Mobile technology 	<ul style="list-style-type: none"> • Enhanced statements of possibility including “permettre de “. • Revision of past tenses to recount how social media have been used/ or life before technology. 	<p>French:</p> <p>Je voudrais etre = I would like to be</p> <p>Employé de bureau = office worker</p> <p>Dans quel secteur voudrais-tu travailler?= in which are would you like to work?</p> <p>Ca m'intéresserait de travailler dans = I would be interested in working in</p> <p>Le secteur qui m'attire = the sector/ career path that attracts me is</p> <p>Le plus important est de= The most important thing is.</p> <p>Avant de continuer mes études= Before continuing my studies.</p> <p>Après avoir terminé mes examens= After having finished my exams</p> <p>-grace á/ sans/ avec= because of</p> <p>-enhanced statements of possibility including “permettre de = to allow</p> <p>- “il est possible que + subjunctive=</p> <p>Spanish:</p> <p>Me gustaría ser= I would like to be</p> <p>Empleado de oficina= office worker</p>

		<p>Qué sector trabajaría usted? = in which are would you like to work? Me interesaría trabajar en/estaría interesado en trabajar en = I would be interested in working in El sector que me atrae = the sector/ career path that attracts me is el camino de sector / carrera que me atrae es= the sector/ career path that attracts me is El más importante es /Lo más importante para mí es la más= The most important thing for me is. Antes de continuar mis estudios = Before I continue my studies. Después de haber terminado mis exámenes = After having finished my exams</p> <p>-A través de / con / sin "darse el lujo de permitir = because of -enhanced statements of possibility including "permitir" = to allow - "es posible que + subjunctive =</p>
Useful texts and websites <ul style="list-style-type: none"> • https://www.bbc.com/bitesize • https://www.duolingo.com/ • https://www.kerboodle.com/users/login • https://quizlet.com/latest • https://www.memrise.com/home/ • https://lyricstraining.com/ • https://www.senecalearning.com/ 	Home learning <ul style="list-style-type: none"> • Listening activities on Kerboodle for homework • Reading, speaking & Writing activities on Google Classroom • Révision activities from CGP revision guides & workbook • Revision activities on SENECA learning • Revision & memorising speaking themes 	Further stretch <ul style="list-style-type: none"> • The more able students must be using at least 4 tenses in writing and speaking. • They complete the challenge tasks for the higher achievers. • Any native speaker will complete A level work.
Assessment 2 6th February: Speaking, Listening. Reading and Writing about all the topics covered since year 7. Past GCSE paper will be used.		
Unit of work		Key words
Local, national	- Use of conditional	French:

<p>international, Global areas of interest:</p> <ul style="list-style-type: none"> - Global issues/ poverty/ homelessness 	<p>structures (if I was ... I would)</p> <ul style="list-style-type: none"> - Á la place de With conditional completions - Il faut+ infinitive and Il faut que + subjunctive - On doit= one must 	<p>S'inquiéter de = to be worried about Les SDF/Les sans-abri= homeless people Le chômage= unemployment La pauvreté= poverty Le racisme= racism La violence= violence La bande= the gang agresser= to attack voler= to steal J'ai été agressé(e)= I was attacked On me harcèle= people harass/bully me L'inegalite sociale= social inequality Le probleme principale est = the main problem is</p> <p>Spanish: Los 'sin techo'= the homeless El drogadicto= drug addict preocuparse= to be worried about El vandalismo= vandalism Los jovenes violentes= violent youths El racismo= racism El paro= unemployment maltratar= to treat.... Badly Los extranjeros= foreigners Los pobres= poor people</p>
<p>Useful texts and websites</p> <ul style="list-style-type: none"> • https://www.bbc.com/bitesize • https://www.duolingo.com/ • https://www.kerboodle.com/users/login • https://quizlet.com/atest • https://www.memrise.com/home/ • https://lyricstraining.com/ • https://www.senecalearning.com/ 	<p>Home learning</p> <ul style="list-style-type: none"> • Listening activities on Kerboodle for homework • Reading, speaking & Writing activities on Google Classroom • Révision activities from CGP revision guides & workbook • Revision activities on SENECA learning • Revision & memorising speaking themes 	<p>Further stretch</p> <ul style="list-style-type: none"> • They will complete all the task for Higher. • Any native speaker will complete A level work.

Unit of work	Key knowledge	Key words
Revising for the final exam: <ul style="list-style-type: none"> - Practising all the three skills in class - Translation skills - Looking at tips for writing, listening and writing - Past paper revision 	<ul style="list-style-type: none"> • Revising at the 5 tenses • Revising how to understand the gist of text • Practising pronunciation • Working on the AQA questions 	<p>See all the words above and from the AQA vocabulary booklet.</p>
Useful texts and websites <ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize • https://www.duolingo.com/ • https://www.kerboodle.com/users/login • https://quizlet.com/atest • https://www.memrise.com/home/ • https://lyricstraining.com/ • https://www.senecalearning.com/ 	Home learning <ul style="list-style-type: none"> • Listening activities on Kerboodle for homework • Reading, speaking & Writing activities on Google Classroom • Révision activities from CGP revision guides & workbook • Revision activities on SENECA learning • Revision & memorising speaking themes 	Further stretch <ul style="list-style-type: none"> • The more able students must be using at least 4 tenses in writing and speaking. • They complete the challenge tasks for the higher achievers. • Any native speaker will complete A level work.
<p>The final GCSE exams will take place in May-June for French and Spanish. Students will sit Listening, Reading and Writing papers as well as a Speaking exam. GCSE dates to be published.</p> <p>Final GCSE speaking exams will be assigned during March - May time.</p>		

Mandarin - Year 10

Subject leader:

Ms Patricia Bongout

Key skills being taught across the year:

Unit of work	Key knowledge	Key words
Job application	past , present and future tenses to	Occupations and future plans

	use to talk about jobs and future plans	
Useful texts and websites BBC bitesize,jinbu 2 GCSE Chinese revision guide	Home learning	Further stretch
ASSESSMENT 1 .		
Unit of work	Key knowledge	Key words
Useful texts and websites BBC bitesize, Zut.co.uk, youtube, France 24, M6, kerboodle.	Home learning	Further stretch
ASSESSMENT 2 .		
Unit of work	Key knowledge	Key words
Useful texts and websites BBC bitesize, Zut.co.uk, youtube, France 24, M6, kerboodle.	Home learning	Further stretch
ASSESSMENT 3		
Unit of work	Key knowledge	Key words
Useful texts and websites BBC bitesize, Zut.co.uk, youtube, France 24, M6, kerboodle.	Home learning	Further stretch
ASSESSMENT 4 .		

Subject leader:
Mr Dos Santos

Key skills being taught across the year:
Speaking and listening.

Unit of work	Key knowledge	Key words
My hobbies	<ol style="list-style-type: none"> 1. What hobbies do you have and why you like them. 2. What activities do you do regularly with your friends or family. 3. What hobbies do you want to have in the future and why? 	<p>我有很多爱好(I have many hobbies...) 我的爱好很多, 比如..(I have many hobbies, such as...) 我不喜欢...因为...(I don't like...because) 我以前...(I used to...) 我常常...(I often...) 我偶尔...(I occasionally...) 我想学...因为...(I want to learn...because...)</p>
Useful texts and websites BBC bitesize, Jinbu textbook and GCSE Chinese edexcel book.	Home learning	Further stretch
ASSESSMENT 1 My hobbies-speaking (presentation and follow up questions).		
Unit of work	Key knowledge	Key words
Media	<ol style="list-style-type: none"> 1. Understanding basic information about media 2. Giving opinion about the media and programme 3. Giving opinion about films and music 4. Talking about famous people 	<p>媒体：杂志，广播，报纸，网站。media: magazine, radio, newspaper, website 电视节目：新闻，动画片，电视剧，赛车，赛马。tv programme, news, cartoon, tv opera, car racing, horse racing. 互联网：网友，网上。internet, e-pal, online. 音乐，电影，名人，影迷，导演。music, film, celebrity, fan, and director</p>
Useful texts and websites BBC bitesize, Jinbu and GCSE textbook.	Home learning	Further stretch
ASSESSMENT 2 Listening. Reading.		

Unit of work	Key knowledge	Key words
Holidays	<p>To use present tense to talk about weather, transport and booking hotels.</p> <p>To use past tense to talk about holiday experience.</p> <p>To use future tense to talk about travel plans in the future.</p>	<p>明天的天气怎么样？How's the weather tomorrow?</p> <p>如果天气好，我就...if the weather is nice, I will...</p> <p>晴天，下雨，有风，多云...sunny, rainy, windy, cloudy...</p> <p>你怎么去...？How do you go...?</p> <p>我坐...去...。I take...to...</p> <p>坐地铁，坐公共汽车，坐飞机，坐火车，骑自行车...take underground, take bus, take airplane, take train, ride bicycle...</p> <p>去年暑假我去了...last summer holiday I went...</p> <p>我打算去...I plan to go...</p> <p>我想订飞机票...I want to book flights...</p>
Useful texts and websites BBC bitesize, jinbu and GCSE Chinese book.	Home learning	Further stretch
ASSESSMENT 3 My town -speaking(open interaction) not completed yet		
Unit of work	Key knowledge	Key words
Food and drink	<p>Talking about the food you like or dislike.</p> <p>Giving opinions to food.</p> <p>Ordering food.</p> <p>Talking about healthy diet.</p> <p>Talking about festive food and cultural background.</p>	<p>我喜欢吃/喝...I like to eat/drink...</p> <p>我爱吃/喝...I love to eat/drink</p> <p>我不喜欢吃/喝...I don't like to eat/drink</p> <p>我讨厌吃/喝...I hate to eat/drink</p> <p>好吃，对身体好，健康 tasty, good for health, healthy</p> <p>包饺子，春节。wrapping dumplings. Spring festival</p> <p>点菜，餐厅，快餐店。order food, restaurant, fast food restaurant</p>
Useful texts and websites BBC bitesize, jinbu, GCSE Chinese revision guide	Home learning	Further stretch
ASSESSMENT 4 Listening. Reading.		

Optional Subjects

Art - Years 9, 10 & 11

Students will complete 2 units of coursework including one Textiles unit to cover the new changes to the Exam Specification. (60%)

The final project is their GCSE Exam project (40%)

Assessment is ongoing throughout the 3 years of Upper School – each assessment object and the components of that assessment objective are recorded on G4S.

<p>Subject leader: Ms Rachel Jones</p>		
<p>Key skills being taught across the year:</p> <p>AO1 Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, techniques and processes</p> <p>AO3 Record ideas, observations and insights relevant to intentions as work progresses</p> <p>A04 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual languages</p> <p>Specific skills covered in the course: Drawing from observation and in other contexts, collecting and using secondary source material, digital photography and editing, analysis and research of artist/designers/crafts people and products, painting skills, collaging, textiles process – stencilling, printing, batik and embroidery, printmaking</p>		
Unit of work	Key knowledge	Key words
Kandinsky	<p>AO1 Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, techniques and processes</p> <p>AO3 Record ideas, observations and insights relevant to intentions as work progresses</p> <p>A04 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual languages</p>	<p>Analysis vocabulary Abstract Colour theory Visual elements Composition Foreground Background Focal Point</p>

	Home learning <ul style="list-style-type: none"> • Collect images and present a mind map on Kandinsky • Students will be expected to research in depth the abstract works of Kandinsky • Redraft their written analysis of Kandinsky • To annotate their completed work in their portfolios • To complete any practical work unfinished from lessons 	Further stretch Exemplar materials of A* work both practical and written; given A* sketchbook requirement list; students given more complex images to transcribe and research
Unit of Work	Key knowledge	Key words
Spirals	A01 Develop ideas through investigations, demonstrating critical understanding of sources A02 Refine work by exploring ideas, selecting and experimenting with appropriate media, techniques and processes A03 Record ideas, observations and insights relevant to intentions as work progresses A04 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual languages	Analysis vocabulary Stencilling Printing Registration Colour theory Composition Foreground Background Focal Point
	Home learning <ul style="list-style-type: none"> • Collect images and present a mind map on Spirals • Students will be expected to research in depth the Edward Weston and Andy Goldsworthy; textiles techniques used in the project – stencilling, printing, batik and embroidery • Redraft their written analysis of Weston and Goldsworthy • To collect a range of images of spirals in nature, take photos or collect objects related to the project • To annotate their completed work in their portfolios • To complete any practical work unfinished from lessons 	Further stretch Exemplar materials of A* work both practical and written; given A* sketchbook requirement list; students given more complex images to transcribe and research

ASSESSMENT 3		
Unit of work	Key knowledge	Key words
GCSE Exam	<p>AO1 Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, techniques and processes</p> <p>AO3 Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual languages</p>	<p>Analysis vocabulary</p> <p>Abstract</p> <p>Colour theory</p> <p>Visual elements</p> <p>Composition</p> <p>Foreground</p> <p>Background</p> <p>Focal Point</p> <p>Any technical vocabulary of techniques/methods used</p>
<p>Useful texts and websites</p> <p>BBC Bitesize Art and Design</p> <p>https://www.bbc.co.uk/education/subjects/z6hs34j</p> <p>www.tate.org.uk/TateModern</p>	<p>Home learning</p> <ul style="list-style-type: none"> • Collect images and present a mind map on exam theme • Redraft their written analysis of chosen artist from the exam theme • To collect a range of images of related to your exam theme, take photos or collect objects related to the project • To annotate their completed work in their portfolios • To complete any practical work unfinished from lessons 	<p>Further stretch</p> <p>Exemplar materials of A* work both practical and written; given A* sketchbook requirement list; students given more complex images to transcribe and research</p>
ASSESSMENT 4		



Art Textiles - Year 9, 10 & 11

Students in Year 9 begin their GCSE course however the Colour & Pattern project does not count towards their GCSE and is used to develop all the skills, knowledge and understanding to gain good/outstanding achievement in Year 10 and 11.

Students in Year 10 and 11 complete 2 projects as their coursework (60%) and a final project is the GCSE exam project (40%)

Assessment is ongoing throughout the 3 years of Upper School – each assessment object and the components of that assessment objective are recorded on G4S.

<p style="text-align: center;">Subject leader: Ms Rachel Jones</p>		
<p style="text-align: center;">Key skills being taught across the year:</p> <p>AO1 Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials and techniques and processes</p> <p>AO3 Record ideas, observations and insights relevant to intention as work progresses</p> <p>AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual elements</p>		
Unit of work	Key knowledge	Key words
Colour & Pattern	<p>AO1 Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials and techniques and processes</p> <p>AO3 Record ideas, observations and insights relevant to intention as work progresses</p> <p>AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual elements</p>	<p>Analysis and research keywords, tool, equipment and process vocabulary, annotation, evaluation</p> <p>abstract</p> <p>Geometric</p> <p>Op Art</p> <p>Orphsim</p>
	<p>Home learning</p> <ul style="list-style-type: none"> • Redrafting analysis on Sonia Delaunay and Victor Vasarely • Research in depth on Delaunay and Vasarely • Collect secondary source material • Research in depth on stencilling, lino printing, hand printed fabrics • To annotate their completed work in their portfolios • To complete any practical work unfinished from lessons 	<p>Further stretch</p> <p>Exemplar materials of A* work both practical and written; demonstrations of all techniques used; outstanding achievement booklet</p>
Unit of Work	Key knowledge	Key words
Grids	<p>AO1 Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media,</p>	<p>Analysis and research keywords, tool, equipment and process</p>

	materials and techniques and processes AO3 Record ideas, observations and insights relevant to intention as work progresses AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual elements	vocabulary, annotation, evaluation
	Home learning <ul style="list-style-type: none"> Collecting images for and presenting a mind map on Grids Collection of secondary source material Taking of digital photos of relevant objects at home relevant to the project Redrafting analysis on Piet Mondrian and Agnes Martin Research in depth on Piet Mondrian and Agnes Martin Research on textile techniques – stencilling, printing, embroidery To annotate their completed work in their portfolios To complete any practical work unfinished from lessons 	Further stretch Exemplar materials of A* work both practical and written; demonstrations of all techniques used; outstanding achievement booklet
Unit of Work	Key knowledge	Key words
Japan	AO1 Develop ideas through investigations, demonstrating critical understanding of sources AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials and techniques and processes AO3 Record ideas, observations and insights relevant to intention as work progresses AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual elements	Analysis and research keywords, tool, equipment and process vocabulary, annotation, evaluation kimono, shibori, katagami, sashiko, stencil, test, colour way, motif, collage, analysis, aesthetics, customer, cost, materials
	Home learning <ul style="list-style-type: none"> Collecting images for and presenting a mind map on Japan Collection of secondary source material on Japanese natural forms Redrafting product analysis on a kimono Research in depth on katagami, shibori, sashiko, kimono To annotate their completed work in their portfolios To complete any practical work unfinished from lessons 	Further stretch Exemplar materials of A* work both practical and written; demonstrations of all techniques used; outstanding achievement booklet
ASSESSMENT 3		

Unit of work	Key knowledge	Key words
GCSE Exam	AO1 Develop ideas through investigations, demonstrating critical understanding of sources AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials and techniques and processes AO3 Record ideas, observations and insights relevant to intention as work progresses AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual elements	Analysis and research keywords, tool, equipment and process vocabulary, annotation, evaluation
Useful texts and websites BBC Bitesize Art and Design https://www.bbc.co.uk/education/subjects/z6hs34j www.tate.org.uk/Tate_Modern www.vam.ac.uk/Museum/Exhibitions www.craftscouncil.org.uk/	Home learning <ul style="list-style-type: none"> • Collecting images for and presenting a mind map on Exam theme • Collection of secondary source material on chosen theme • Taking of digital photos of relevant objects at home relevant to the project • Redrafting analysis on chosen artists/designers • Research in depth on chosen artists/designers • Research on textile techniques used • To annotate their completed work in their portfolios • To complete any practical work unfinished from lessons 	Further stretch Exemplar materials of A* work both practical and written; demonstrations of all techniques used; outstanding achievement booklet
ASSESSMENT 4 .		

Business - Year 9

Subject leader: Ms Shalee Begum		
Key skills being taught across the year: Emphasises on enterprise and entrepreneurial skills. Case studies relate to small businesses.		
Unit of work	Key knowledge	Key words
Unit 1	1.1 Enterprise and entrepreneurship 1.2 Spotting an opportunity 1.3 Putting a business idea into practice 1.4 Making the start-up effective 1.5 Understanding external influences	Branding, Early Adopter, Lean, Mission statement, Pipeline, Market fit, Stealth Startup, Silo mentality, Crowdfunding, Angel, Drill down, Influencer, Low hanging fruit, Networking, traction, freemium. Outsource, Having your finger on the pulse, Niche Filling, Bootstrap,
Useful texts and websites https://www.businessexcellence.org.uk/index.php/home/activities/gcse-activities/edexcel-gcse-activities http://www.bbc.co.uk/education/subjects/zpsvr82 revision guide (edexcel)	Home learning Key concepts shared (yellow HW books) and worksheets provided.	Further stretch Use the revision of All units booklet provided. W:\ICT\Ms Begum\Business A* grade questions in revision workbook. Case studies
ASSESSMENT 1 .		
Unit of work	Key knowledge	Key words
Year 9: 1.1 -1.3	spotting a business opportunity Showing enterprise Putting a business idea into practice	Branding, Early Adopter, Lean, Mission statement, Pipeline, Market fit, Stealth Start-up, Silo mentality, Crowdfunding, Angel, Drill down, Influencer, Low hanging fruit, Networking, traction, freemium.
Useful texts and websites https://www.businessexcellence.org.uk/index.php/home/activities/gcse-activities/edexcel-gcse-activities http://www.bbc.co.uk/education/subjects/zpsvr82 revision guide (edexcel)	Home learning Key concepts shared (yellow HW books) and worksheets provided.	Further stretch Use the revision of All units booklet provided. W:\ICT\Ms Begum\Business A* grade questions in revision workbook. Case studies

ASSESSMENT 2		
Unit of work	Key knowledge	Key words
1.4-1.5	Making the start-up effective The economic context External influences	Branding, Early Adopter, Lean, Mission statement, Pipeline, Market fit, Stealth Start-up, Silo mentality, Crowdfunding, Angel, Drill down, Influencer, Low hanging fruit, Networking, traction, freemium. Outsource, Having your finger on the pulse, Niche Filling, Bootstrap,
Useful texts and websites https://www.businessed.co.uk/index.php/home/activities/gcse-activities/edexcel-gcse-activities http://www.bbc.co.uk/education/subjects/zpsvr82 revision guide (edexcel)	Home learning Key concepts shared (yellow HW books) and worksheets provided.	Further stretch Use the revision of All units booklet provided. W:\ICTMs Begum\Business A* grade questions in revision workbook. Case studies
ASSESSMENT 3		
Unit of work	Key knowledge	Key words
Unit 1	spotting a business opportunity Showing enterprise Putting a business idea into practice Making the start-up effective The external influence	Branding, Early Adopter, Lean, Mission statement, Pipeline, Market fit, Stealth Startup, Silo mentality, Crowdfunding, Angel, Drill down, Influencer, Low hanging fruit, Networking, traction, freemium. Outsource, Having your finger on the pulse, Niche Filling, Bootstrap.
Useful texts and websites https://www.businessed.co.uk/index.php/home/activities/gcse-activities/edexcel-gcse-activities http://www.bbc.co.uk/education/subjects/zpsvr82 revision guide (edexcel)	Home learning Key concepts shared (yellow HW books) and worksheets provided.	Further stretch Use the revision of All units booklet provided. W:\ICTMs Begum\Business A* grade questions in revision workbook. Case studies
ASSESSMENT 4		
Unit 1 (Weighted at 50%).		

Business - Year 10

<p style="text-align: center;">Subject leader: Ms Shalee Begum</p>		
<p style="text-align: center;">Key skills being taught across the year: Emphasises small businesses and business start-ups Case studies relate to small businesses Calculating sums of money involved.</p>		
Unit of work	Key knowledge	Key words
Unit 1	1.6 spotting a business opportunity 1.7 Showing enterprise 1.8 Putting a business idea into practice 1.9 Making the start-up effective 1.10 The economic context	Market mapping, adding value, creative thinking, innovation, calculated risk, objectives, cash flows, business plans, liability, marketing mix, legislation, tax, Customer service, recruitment, demand and supply, interest and exchange rates, business cycle, stakeholders.
Useful texts and websites https://www.businessed.co.uk/index.php/home/activities/gcse-activities/edexcel-gcse-activities http://www.bbc.co.uk/education/subjects/zpsvr82 revision guide (edexcel)	Home learning Key concepts shared (yellow HW books) and worksheets provided.	Further stretch Use the revision of All units booklet provided. W:\ICT\Ms Begum\Business A* grade questions in revision workbook. Case studies
ASSESSMENT 1 .		
Unit of work	Key knowledge	Key words
Year 10: 1.1 -1.3	spotting a business opportunity Showing enterprise Putting a business idea into practice	Market mapping, adding value, creative thinking, innovation, calculated risk, objectives, cash flows, business plans, liability, marketing mix, legislation, tax, Customer service, recruitment, demand and supply, interest and exchange rates, business cycle, stakeholders.
Useful texts and websites https://www.businessed.co.uk/index.php/home/activities/gcse-activities/edexcel-gcse-activities http://www.bbc.co.uk/education/subjects/zpsvr82	Home learning Key concepts shared (yellow HW books) and worksheets provided.	Further stretch Use the revision of All units booklet provided. W:\ICT\Ms Begum\Business A* grade questions in revision workbook.

revision guide (edexcel)		Case studies
ASSESSMENT 2		
Unit of work	Key knowledge	Key words
1.4-1.5	Making the start-up effective The economic context	Market mapping, adding value, creative thinking, innovation, calculated risk, objectives, cash flows, business plans, liability, marketing mix, legislation, tax, Customer service, recruitment, demand and supply, interest and exchange rates, business cycle, stakeholders.
Useful texts and websites https://www.businessed.co.uk/index.php/home/activities/gcse-activities/edexcel-gcse-activities http://www.bbc.co.uk/education/subjects/zpsvr82 revision guide (edexcel)	Home learning Key concepts shared (yellow HW books) and worksheets provided.	Further stretch Use the revision of All units booklet provided. W:\ICT\Ms Begum\Business A* grade questions in revision workbook. Case studies
ASSESSMENT 3		
Unit of work	Key knowledge	Key words
Unit 1	spotting a business opportunity Showing enterprise Putting a business idea into practice Making the start-up effective The economic context	Market mapping, adding value, creative thinking, innovation, calculated risk, objectives, cash flows, business plans, liability, marketing mix, legislation, tax, Customer service, recruitment, demand and supply, interest and exchange rates, business cycle, stakeholders.
Useful texts and websites https://www.businessed.co.uk/index.php/home/activities/gcse-activities/edexcel-gcse-activities http://www.bbc.co.uk/education/subjects/zpsvr82 revision guide (edexcel)	Home learning Key concepts shared (yellow HW books) and worksheets provided.	Further stretch Use the revision of All units booklet provided. W:\ICT\Ms Begum\Business A* grade questions in revision workbook. Case studies
ASSESSMENT 4		



Subject leader: Ms Shalee Begum		
Key skills being taught across the year: Examine how a large business develops Practical methods to build a business Interactions between departments and businesses and real world Success and failure of growing businesses Analysing large businesses Evaluating impact on consumers and economy Comparing Business models		
Unit of work	Key knowledge	Key words
Unit 2	2.1 Marketing 2.2 Meeting customer needs 2.3 Effective financial management 2.4 Effective people management 2.5 The wider world affecting business	Supplier Customer Customer needs Business opportunity Thinking outside the box Outsource Franchise Having your finger on the pulse Question everything Connect the dots Niche filling Bootstrap Investor
Useful texts and websites https://www.businessed.co.uk/index.php/home/activities/gcse-activities/edexcel-gcse-activities http://www.bbc.co.uk/education/subjects/zpsvr82 revision guide (edexcel)	Home learning Key concepts shared (yellow HW books) and worksheets provided.	Further stretch Use the revision of All units booklet provided. W:\ICT\Ms Begum\Business A* grade questions in revision workbook. Case studies
ASSESSMENT 1 .		
Unit of work	Key knowledge	Key words
Unit 1 and 2.1 from previous year weighted at (50% &20%)	Growing the business	Supplier Customer Customer needs Business opportunity Thinking outside the box Outsource Franchise Having your finger on the pulse

		Question everything Connect the dots Niche filling Bootstrap Investor
Useful texts and websites	Home learning Key concepts shared (yellow HW books) and worksheets provided.	Further stretch Use the revision of All units booklet provided. W:\ICT\Ms Begum\Business A* grade questions in revision workbook. Case studies
ASSESSMENT 2		
Unit of work	Key knowledge	Key words
Unit 2.1 and 2.2	2.1 Marketing 2.2 operations	Supplier Customer Customer needs Business opportunity Thinking outside the box Outsource Franchise Having your finger on the pulse Question everything Connect the dots Niche filling Bootstrap Investor
Useful texts and websites https://www.businessed.co.uk/index.php/home/activities/gcse-activities/edexcel-gcse-activities http://www.bbc.co.uk/education/subjects/zpsvr82 revision guide (edexcel)	Home learning Key concepts shared (yellow HW books) and worksheets provided.	Further stretch Use the revision of All units booklet provided. W:\ICT\Ms Begum\Business A* grade questions in revision workbook. Case studies
ASSESSMENT 3 (Unit 1 and Unit 2 and Unit 3)		
Unit of work	Key knowledge	Key words
Unit 2: Whole unit	2.1 Marketing 2.2 marketing decisions 2.3 operations t	Supplier Customer Customer needs

	2.4 financial management 2.5 Human resources	Business opportunity Thinking outside the box Outsource Franchise Having your finger on the pulse Question everything Connect the dots Niche filling Bootstrap Investor
Useful texts and websites https://www.businessed.co.uk/index.php/home/activities/gcse-activities/edexcel-gcse-activities http://www.bbc.co.uk/education/subjects/zpsvr82 revision guide (edexcel)	Home learning Key concepts shared (yellow HW books) and worksheets provided.	Further stretch Use the revision of All units booklet provided. W:\ICT\Ms Begum\Business A* grade questions in revision workbook. Case studies
ASSESSMENT 4 Unit 1 and Unit 2 and Unit 3		

BTech Health and Social Care: Year 9, 10 & 11

For Upper School this encompasses all 3 years - 9,10,11. Students will complete 3 components:.

Component 1: Human lifespan development(internally assessed)

Component 2: Health and Social Care Services and Values (internally assessed)

Component 3: Health and wellbeing (externally assessed)Assessment is ongoing throughout the 3 years of Upper School – each assessment object and the components of that assessment objective are recorded on G4S.

Subject teacher:

Ms Jassi Johal

Key skills being taught across the year:

Component 1: Human Lifespan Development

To understand the areas of growth and development through different life stages ranging from physical and emotional development in infancy through to adulthood.

To understand the different social and cultural factors and life events which impacts a person's lifespan.

To understand how people adapt and deal with change

To analyse the different types of support offered to people in need

Component 2: Health and Social Care Services and Values

To understand the various services offered to children and adults with specific needs

To understand the various barriers people face

To understand safeguarding and anti-discriminatory practice

To analyse how people work together

Component 3: Health and Wellbeing

To understand the definition of health and well being

To analyse the impact of diet, exercise, personal hygiene, stress and social interactions

To understand various environmental conditions and financial resources

To interpret lifestyle data

To analyse the impact of life events

The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care is for learners who wish to acquire knowledge, understanding and technical skills through vocational contexts as part of their Key Stage 4 learning.

The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs.

Specific skills covered in the course:

Care homes, Early Years Centres, Local authorities, Health and safety professionals, Sports venues, Hospitals

Unit of work	Key knowledge	Key words
Component 1: Human Lifespan Development	Learning Aims: To understand human growth and development across life stages To investigate how individuals deal with life events	Growth, social development, emotional development, physical development, adolescence, infancy, adulthood, economic factors, physical factors, lifestyle, isolation, relationships, adapting, change, support.support.

	Home learning Edexcel Sample Papers Exam questions on service providers. Research and report how people change over time.	Further stretch Case studies on www.redundancyexpert.co.uk and www.womeninprison.org.uk
Unit of work	Key knowledge	Key words
Component 2: Health and social care services and values	To understand the different types of social and care services and barriers to accessing them To demonstrate care values and review own practice	Physical, sensory, geographical, intellectual and language barriers, respect, safeguarding, anti-discriminatory, compassion, communication, respect.
	Home learning Review the health and social care services in Newham	Further stretch Research the health and social care services in other areas in England
EXTERNAL ASSESSMENT: A task worth 60 marks will be completed under supervised conditions. The supervised assessment period is a maximum of three hours and must be arranged in the period timetabled by Pearson. Assessment availability is twice a year: February and May/June.		
Unit of work	Key knowledge	Key words
Component 3: Health and wellbeing	Learners will study the factors that affect health and wellbeing , learning about physiological and lifestyle indicators and how to design a health and wellbeing improvement plan. This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2. Learners will be given a case study and will assess an individual's health and wellbeing, drawing on their understanding of life events from Component 1. They will design a health and wellbeing improvement plan that draws on their knowledge of services and care values from Component 2. Assessment objectives are:	Genetic inheritance, substance use, personal hygiene, social interactions, environmental conditions, health indicators, lifestyle data, stress, exercise, diet, support, emotional/psychological obstacles, blood pressure, body mass index.

	AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing AO2 Interpret health indicators AO3 Design a person-centred health and wellbeing improvement plan AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans	
Useful texts and websites BTEC Tech Award Health and Social Care Pearson Textbook	Home learning Use of textbook and other class materials provided	Further stretch Research factors that can affect a person's physical health, intellectual, emotional or social wellbeing.

Computing - Year 9&11

Subject leader: Ms Shalee Begum		
Key skills being taught across the year:		
Unit of work	Key knowledge	Key words
Unit 1:	Computer systems Hardware Software Data Representation Communications Networks Ethical, legal & cultural impacts	Computer systems Hardware devices Software Proprietary Custom Off the shelf Data Representation (Binary, images, sound waves) Communications Networks Topologies, client server Ethical, legal & cultural impacts
Unit 2:	Algorithms Iteration Boolean logic Data types and structures Searching and sorting algorithms Inputs and outputs Problem solving Hex Binary representation Programming languages System security	Algorithms Pseudo code Flowchart Syntax and semantics Iteration Selection Boolean logic Circuits/gates Data types and structures Searching and sorting Bubble Linear Merge insertion Inputs and outputs Problem solving Hex/Denary Binary representation Programming languages System security
Useful texts and websites http://www.teach-ict.com/gcse_computing.html https://wiki.python.org/moin/BeginnersGuide/Programmers https://www.tutorialspoint.com/python/	Home learning Working through the PowerPoint tasks every week Pocket posters HW worksheets	Further stretch Revision powerpoint W:\ICTMs Begum\Year 10

OCR text book Revision guide exam style questions Pocket posters		
ASSESSMENT 1 .		
Unit of work	Key knowledge	Key words
Unit 1 exam	Computer systems Hardware Software Data Representation Communications Networks Ethical, legal & cultural impacts	Computer systems Hardware devices Software Proprietary Custom Off the shelf Data Representation (Binary, images, sound waves) Communications Networks Topologies, client server Ethical, legal & cultural impacts
Useful texts and websites http://www.teach-ict.com/gcse_computing.html https://wiki.python.org/moin/BeginnersGuide/Programmers https://www.tutorialspoint.com/python/ OCR textbook Revision guide exam style questions Pocket posters	Home learning Working through the PowerPoint tasks every week Pocket posters HW worksheets	Further stretch Revision powerpoint W:\ICTMs Begum\Year 10
ASSESSMENT 2 .		
Unit of work	Key knowledge	Key words
Unit 2	Algorithms Iteration Boolean logic Data types and structures Searching and sorting	Algorithms Pseudo code Flowchart Syntax and semantics Iteration Selection Boolean logic Circuits/gates Data types and structures

Useful texts and websites http://www.teach-ict.com/gcse_computing.html https://wiki.python.org/moin/BeginnersGuide/Programmers https://www.tutorialspoint.com/python/ OCR text book Revision guide exam style questions Pocket posters	Home learning Working through the PowerPoint tasks every week Pocket posters HW worksheets	Further stretch Revision powerpoint W:\ICTMs Begum\Year 10
ASSESSMENT 3 .		
Unit of work	Key knowledge	Key words
Unit 2: (Part 1)	Inputs and outputs Problem solving Hex Binary representation Programming languages System security	Searching and sorting Bubble Linear Merge insertion Inputs and outputs Problem solving Hex/Denary Binary representation Programming languages System security
Useful texts and websites http://www.teach-ict.com/gcse_computing.html https://wiki.python.org/moin/BeginnersGuide/Programmers https://www.tutorialspoint.com/python/ OCR text book Revision guide exam style questions Pocket posters	Home learning Working through the PowerPoint tasks every week Pocket posters HW worksheets	Further stretch Revision PowerPoint W:\ICTMs Begum\Year 10
ASSESSMENT 4 Unit 1 and Unit 2 exam.		

Computing - Year 10

Subject leader: Ms Shalee Begum		
Key skills being taught across the year: Creating a computer management system Problem solving Testing		
Unit of work	Key knowledge	Key words
Unit 3 (CA)	Brief Success criteria Algorithms Flow charts	Flow, decision, process, input/output
Useful texts and websites http://www.teach-ict.com/gcse_computing.html https://wiki.python.org/moin/BeginnersGuide/Programmers https://www.tutorialspoint.com/python/ OCR text book Revision guide exam style questions Pocket posters	Home learning Working through the PowerPoint tasks every week Pocket posters HW worksheets	Further stretch Revision powerpoint W:\ICT\Ms Begum\Year 10
ASSESSMENT 1 .		
Unit of work	Key knowledge	Key words
Unit 3 CA	Programming Troubleshooting Testing	Syntax and semantic errors Normal testing Boundary testing Erroneous testing
Useful texts and websites http://www.teach-ict.com/gcse_computing.html https://wiki.python.org/moin/BeginnersGuide/Programmers https://www.tutorialspoint.com/python/ OCR text book Revision guide exam style questions Pocket posters	Home learning Working through the PowerPoint tasks every week Pocket posters HW worksheets	Further stretch Revision powerpoint W:\ICT\Ms Begum\Year 10

ASSESSMENT 2 .		
Unit of work	Key knowledge	Key words
Unit 3 CA	Development Evaluation	Progress, success criteria, methods, functions.
Useful texts and websites http://www.teach-ict.com/gcse_computing.html https://wiki.python.org/moin/BeginnersGuide/Programmers https://www.tutorialspoint.com/python/ OCR textbook Revision guide exam style questions Pocket posters	Home learning Working through the PowerPoint tasks every week Pocket posters HW worksheets	Further stretch Revision powerpoint W:\ICT\Ms Begum\Year 10
ASSESSMENT 3 .		
Unit of work	Key knowledge	Key words
Useful texts and websites http://www.teach-ict.com/gcse_computing.html https://wiki.python.org/moin/BeginnersGuide/Programmers https://www.tutorialspoint.com/python/ OCR text book Revision guide exam style questions Pocket posters	Home learning Working through the PowerPoint tasks every week Pocket posters HW worksheets	Further stretch Revision powerpoint W:\ICT\Ms Begum\Year 10
ASSESSMENT 4 .		

Design Technology - Year 9

Subject: Design Technology		Subject leader: Rachel Jones
Key skills being taught across the years 9, 10 ,11 <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles 		
Unit of work Yr 9 Material Properties and Working Properties (Skills based project) Autumn Term	Key knowledge	Key words
<ul style="list-style-type: none"> • Students will learn practical skills in using machine and hand tools • Understand properties of a range of materials • Develop understanding of how to apply their knowledge and understanding of materials in exam style questions 	<ul style="list-style-type: none"> • demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice • develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values • use imagination, experimentation and combine ideas when designing • develop the skills to critique and refine their own ideas whilst designing and making • communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing • develop decision making skills, including the planning and organisation of time and resources when managing their own project work • develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes • be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses • consider the costs, commercial viability and marketing of products • demonstrate safe working practices in design and technology • use key design and technology terminology including those related to: designing, innovation and communication; materials and 	Automation Client Commercial process Commercial product Conceptual stages Continuous improvement Co operative Crowd funding Ecological Ethics Fabricate Finite Functionality Fusibility Iterative design Lean Manufacturing Life Cycle Assessment Market pull Mechanical device Nesting Physical Properties Planned obsolescence Primary Source Product Prototype Schematic diagram Social Footprint Social Responsibility Stock form Technology Push Tolerance User User Centred Design Working properties

	technologies; making, manufacture and production; critiquing, values and ethics.	
	Home learning Students will complete tests of theory explored in the project	Further stretch Single lessons will focus on theory for the GCSE exam and the maths content
Assessment 1 (internal) Unit tests		
Unit 2 NEA Spring Term	Key knowledge	Key words
11 weeks Students will complete a practice NEA led by the teacher Focus on: Work of others Design Strategies Communication of design ideas INvestigation of primary and secondary data Environmental, Economic and Social Challenge Prototype Development	As above	As Above
	Home learning Students will be completing their portfolio Taking Unit tests	Further stretch As above
Assessment 2 AC1 School deadline - Exam Internal deadline NEA		
Unit 3 NEA 2 Summer Term	Key knowledge	Key words
11 weeks Students complete second NEA - independent work Focus on: Analysis and Evaluation Tolerances Material management Specialist tools and equipment Specialist techniques and processes	As Above Home learning As Above	As Above Further stretch As Above

Design Technology - Year 10

Subject: Design Technology		Subject leader: Rachel Jones
Key skills being taught across the years 9, 10 ,11 <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles 		
Unit of work Yr 10 Autumn Term	Key knowledge	Key words
New and Emerging Technologies and Energy Generation and storage (4 weeks) Systems approach to designing, Mechanical Devices, Developments in new materials (3 weeks) Materials and working properties (3 weeks) NEA 1(4 weeks) Teacher Lead - to complete AO1 (identify and investigate design possibilities and producing a design brief) AO2 (generating ideas and developing ideas)	<ul style="list-style-type: none"> • demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice • develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values • use imagination, experimentation and combine ideas when designing • develop the skills to critique and refine their own ideas whilst designing and making • communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing • develop decision making skills, including the planning and organisation of time and resources when managing their own project work • develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes • be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses • consider the costs, commercial viability and marketing of products • demonstrate safe working practices in design and technology • use key design and technology terminology including those related to: designing, innovation and communication; materials and technologies; making, 	Automation Client Commercial process Commercial product Conceptual stages Continuous improvement Co operative Crowd funding Ecological Ethics Fabricate Finite Functionality Fusibility Iterative design Lean Manufacturing Life Cycle Assessment Market pull Mechanical device Nesting Physical Properties Planned obsolescence Primary Source Product Prototype Schematic diagram Social Footprint Social Responsibility Stock form Technology Push Tolerance User User Centred Design Working properties

	manufacture and production; critiquing, values and ethics.	
	Home learning Students will complete tests of theory explored in the project	Further stretch Single lessons will focus on theory for the GCSE exam and the maths content
Assessment 1 (internal) Unit tests School Deadline		
Unit 2 NEA Spring Term	Key knowledge	Key words
6 weeks Students will complete a practice NEA led by the teacher Focus on: Realising intentions and analysing/evaluating PPE exam on topics cover in course so far NEA 2 6 weeks	As above	As Above
	Home learning Students will be completing their portfolio Taking Unit tests	Further stretch As above
Assessment 2 AC2 School deadline - Exam Internal deadline NEA 1 and unit tests		
Unit 3 NEA 2 Summer Term	Key knowledge	Key words
11 weeks Students complete second NEA - independent work Focus on: Analysis and Evaluation Tolerances Material management Specialist tools and equipment Specialist techniques and processes	As Above	As Above

	Home learning As Above	Further stretch As Above
ASSESSMENT 3 AC3 School Deadline NEA 2		
Unit of work NEA 2	Key knowledge	Key words
Completion of NEA Focus on Specialist tools and techniques Scales of production Forces and Stress Release of GCSE NEA titles	As above	As above
Useful texts and websites	Home learning As above Holiday homework for GCSE NEA	Further stretch As above

Design Technology - Year 11

Subject: Design Technology		Subject leader: Rachel Jones
Key skills being taught across the years 9, 10 ,11 <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles 		
Unit of work Yr 11 Autumn Term	Key knowledge	Key words
GCSE NEA Students to complete AO1 identifying and investigating design possibilities and production of design brief AO2 Generating ideas and developing design ideas	• demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice • develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values • use imagination, experimentation and combine ideas when designing • develop the skills to critique and refine their own ideas whilst designing and making • communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences	Automation Client Commercial process Commercial product Conceptual stages Continuous improvement Co operative Crowd funding Ecological Ethics Fabricate Finite Functionality Fusibility Iterative design Lean Manufacturing Life Cycle Assessment

	<p>at key points in their designing • develop decision making skills, including the planning and organisation of time and resources when managing their own project work • develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes • be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses • consider the costs, commercial viability and marketing of products • demonstrate safe working practices in design and technology • use key design and technology terminology including those related to: designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics.</p>	<p>Market pull Mechanical device Nesting Physical Properties Planned obsolescence Primary Source Product Prototype Schematic diagram Social Footprint Social Responsibility Stock form Technology Push Tolerance User User Centred Design Working properties</p>
	<p>Home learning Students will complete tests of theory explored in the project Exam practice</p>	<p>Further stretch Single lessons will focus on theory for the GCSE exam and the maths content</p>
<p>Assessment 1 AC1 School Deadline - PPE result</p>		
<p>Unit 2 GSCE NEA Spring Term</p>	<p>Key knowledge</p>	<p>Key words</p>
<p>6 weeks Students will complete GCSE NEA</p> <p>Focus on: Realising intentions and analysing/evaluating</p> <p>Revision for GCSE exam</p>	<p>As above</p>	<p>As Above</p>
	<p>Home learning</p>	<p>Further stretch</p>

	Students will be completing their portfolio Taking Unit tests	As above
Assessment 2 AC2 School deadline - Coursework mark so far and unit tests Coursework deadline - 15/2/19		
Unit 3 Exam Revision Summer Term	Key knowledge	Key words
	As Above	As Above
	Home learning As Above	Further stretch As Above
ASSESSMENT 3 AC3 School Deadline - NEA marks		
Unit of work Exam Revision	Key knowledge	Key words
Exam Revision	As above	As above
Useful texts and websites	Home learning As above	Further stretch As above

<p>Subject leader: Ms Shalee Begum</p>		
<p>Key skills being taught across the year: Searching and selecting Presentation Spreadsheet Model (Numeracy) Evaluation (Literacy)</p>		
Unit of work	Key knowledge	Key words
Unit 1 project lifecycle	Phases Interaction and iteration	SMART, PERT, Project lifecycle
<p>Useful texts and websites CAB- https://qualifications.pearson.com/en/qualifications/edexcel-gcses/ict-2010.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments&filterQuery=category:Pearson-UK:Unit%2FUnit-2</p>	<p>Home learning Reading the brief for the task, Identifying success criteria</p>	<p>Further stretch Test buddy feedback Development of criticism Activity reviews</p>
<p>ASSESSMENT 1 .</p>		
Unit of work	Key knowledge	Key words
Unit 1CA project lifecycle	Inputs and outputs Project considerations	Datatypes, data logs, data methods, systems, sensors, reports, statistics, barcode, QR,
<p>Useful texts and websites CAB- https://qualifications.pearson.com/en/qualifications/edexcel-gcses/ict-2010.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments&filterQuery=category:Pearson-UK:Unit%2FUnit-2</p>	<p>Home learning Reading the brief for the task, Identifying success criteria</p>	<p>Further stretch Test buddy feedback Development of criticism Activity reviews</p>
<p>ASSESSMENT 2 .</p>		
Unit of work	Key knowledge	Key words
Unit 1CA project lifecycle	Planning tools	Contingency, open sources, off

	Software types	the shelf, custom, critical path and PERT
Useful texts and websites CAB- https://qualifications.pearson.com/en/qualifications/edexcel-gcses/ict-2010.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments&filterQuery=category:Pearson-UK:Unit%2FUnit-2	Home learning Reading the brief for the task, Identifying success criteria	Further stretch Test buddy feedback Development of criticism Activity reviews
ASSESSMENT 3 .		
Unit of work	Key knowledge	Key words
Unit 1 project lifecycle	Planning tools Software types	Contingency, open sources, off the shelf, custom.
Useful texts and websites CAB- https://qualifications.pearson.com/en/qualifications/edexcel-gcses/ict-2010.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments&filterQuery=category:Pearson-UK:Unit%2FUnit-2	Home learning Reading the brief for the task, Identifying success criteria	Further stretch Test buddy feedback Development of criticism Activity reviews
ASSESSMENT 4 Whole of unit 1		

Subject leader:
Ms Shalee Begum

Key skills being taught across the year:

- think creatively, logically and critically
- select, use and integrate ICT tools and techniques to meet needs
- find, select and evaluate information for its relevance, value, accuracy and plausibility
- manipulate and process data and other information, sequence instructions, model situations and explore ideas
- communicate data and information in a form fit for purpose and audience
 - adopt safe, secure and responsible practice when using ICT
- develop appropriate and effective ICT-based solutions in a range of contexts
 - evaluate their own and others' use of ICT.

Unit of work	Key knowledge	Key words
Unit 2	2.1 analysis of requirements	Application, interaction, law enforcement, education. Health fitness, e-commerce.
Useful texts and websites https://qualifications.pearson.com/en/qualifications/edexcel-gcses/ict-2010.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments&filterQuery=category:Pearson-UK:Unit%2FUnit-2 http://www.teach-ict.com/gcse_new.html Revision Guide	Home learning Revision guide Exam style questions	Further stretch Revision workbook

ASSESSMENT 1

Unit of work	Key knowledge	Key words
Unit 2	2.2 mitigating risks 2.3 creating documentation	Threats, malware, bugs, ransomware, rootkit, spyware, trojan horse, worms, baiting, quid pro quo, piggybacking, tailgating, shoulder surfing.
Useful texts and websites https://qualifications.pearson.com/en/qualifications/edexcel-gcses/ict-2010.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments&filterQuery=category:Pearson-UK:Unit%2FUnit-2	Home learning Revision guide	Further stretch Revision workbook

n.com/en/qualifications/edexcel-gcses/ict-2010.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments&filterQuery=category:Pearson-UK:Unit%2FUnit-2 http://www.teach-ict.com/gcse_new.html Revision Guide	Exam style questions	
ASSESSMENT 2		
Unit of work	Key knowledge	Key words
Unit 2	2.4 iterative testing	CRUD, errors, lookups, referencing, arithmetic functions, boolean operators, joining, splitting, validations, flowcharts, Querying.
Useful texts and websites https://qualifications.pearson.com/en/qualifications/edexcel-gcses/ict-2010.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments&filterQuery=category:Pearson-UK:Unit%2FUnit-2 http://www.teach-ict.com/gcse_new.html Revision Guide	Home learning Revision guide Exam style questions	Further stretch Revision workbook
ASSESSMENT 3		
Unit of work	Key knowledge	Key words
Unit 2	Unit 2 whole unit	
Useful texts and websites https://qualifications.pearson.com/en/qualifications/edexcel-gcses/ict-2010.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments&filterQuery=category:Pearson-UK:Unit%2FUnit-2	Home learning Revision guide Exam style questions	Further stretch Revision workbook

http://www.teach-ict.com/gcse_new.html

Revision Guide

ASSESSMENT 4

Subject leader:
Ms Vanessa Naraine

Key skills being taught across the year:

This year acts as a foundation for the two year GCSE course, giving students the chance to develop their skills and knowledge through undertaking mock units of work that mirror those completed in year 10 and 11.

Students will develop skills and knowledge in practical theatre creation from the point of view of a performer, director and designer. They will apply their knowledge and skills when making, performing and responding to the drama and therefore develop as creative, reflective, and independent students who make informed choices in process and performance. They will learn to recognise and overcome challenges that face performers, directors and designers.

Drama skills: devising from stimulus, performance, analysis and evaluation of own work, script analysis, performance from script, analysis and evaluation of live theatre.

Transferable skills: analysis, evaluation, public speaking, teamwork, discipline, critical thinking, creative thinking, collaboration, empathy, discussion.

Assessment Objectives:

A01: Create and develop ideas to communicate meaning for theatrical performance.

A02: Apply theatrical skills to realise artistic intention in live performance

A03: Demonstrate knowledge and understanding of how Drama and Theatre is developed and performed.

A04: Analyse and evaluate their own work and the work of others.

Unit of work	Key knowledge	Key words
<p>Devising from Stimulus (Component 1- A01, A02, A04)</p> <p>Students begin the year by undertaking a series of practical lessons that help to develop their devising skills, giving them the chance to act as a director and a performer and learning how to create theatre that communicates meaning to its audience.</p> <p>Students then work in groups to devise their own piece of theatre from scratch, using a stimulus as their starting point to create an engaging and invigorating piece of theatre that communicates meaning to their audience. They then write an accompanying portfolio in order to document the process.</p>	<ul style="list-style-type: none"> - Characteristics of dramatic work including genre, structure, character, form, style and language. - How meaning is communicated and interpreted on stage through: performance conventions; use of space and spatial relationships on stage; relationships between performers and audience. - Research in chosen theme. 	<p>Devising Stimulus Character Genre Structure Form Style Language Audience Physical skills Vocal skills</p>

Drama - Year 10

Subject leader:

Ms Vanessa Naraine

Key skills being taught across the year:

This year builds on the knowledge and skills learnt in year 9. Students will study a play in depth and understand how it is brought to life for the stage, with a specific focus on creating atmosphere and symbolism. Students will study a script and transfer their knowledge of performance and design to complete a theatre review. Students will also learn about specific theatre practitioners and how these practitioners inform the practical creation of theatre. Students will then undertake Component 1 - Devising from Stimulus which comprises 40% of their GCSE.

Drama skills taught: creation of atmosphere, symbolism, lighting, set, costume, sound, bringing a script to life, vocal skills, physical skills, analysis and evaluation of live theatre, using practitioners to inform performances, analysis and evaluation of own work.

Transferable skills gained: analysis, evaluation, public speaking, teamwork, discipline, critical thinking, creative thinking, collaboration, empathy, discussion.

Unit of work	Key knowledge	Key words
<p><i>Woman in Black (Component 3 - A03, A04)</i></p> <p>Students will study the play The Woman in Black from the point of view of a performer, designer and director and work to understand how this ghost story is brought to life, creating atmosphere for the audience and using symbolism. Students will apply their knowledge of the play to practically create their own ghost story, thinking about how the play creates tension and uses multi-rolling to tell the story as well as how costume, lighting and sound-effects are utilized.</p>	<ul style="list-style-type: none"> - Characteristics of dramatic work including genre, structure, character, form, style and language. - How meaning is communicated and interpreted on stage through: performance conventions; use of space and spatial relationships on stage; relationships between performers - Social, historical and political context of performance. 	<p>Genre Structure Character Form Style Language Atmosphere Symbolism Performer Director Designer Lighting Set Costume Sound Physical Skills Vocal Skills</p>
<p>Useful texts and websites</p> <p>The Woman in Black http://www.bbc.co.uk/education/sujjects/zbckjxs Edexcel GCSE (9-1) Drama Student Book Edexcel GCSE Drama Study Guide http://thewomaninblack.com/</p>	<p>Home learning</p> <ul style="list-style-type: none"> - Students should ensure they have read the play more than once. - Revision of key words related to performance skills, design and direction. - Consolidation of knowledge from the lesson. 	<p>Further stretch</p> <ul style="list-style-type: none"> - Students should take advantage of the extra-curricular clubs offered. They are encouraged to use their knowledge of creating atmosphere to devise their own ghost stories.

ASSESSMENT 1 - (30%) - Written exam (45 marks)		
Unit of work	Key knowledge	Key words
<i>Live Theatre Analysis and Evaluation (Component 3 - A03, A04)</i> Students will study the text of a current production before seeing it. They will practically explore the themes and style of the play through role play, improvisation and use of the text. Students will also discover the social and historical context of the performance in order to support their analysis within the written exam. They will use their knowledge of the text to analyse and evaluate a live theatre performance.	<ul style="list-style-type: none"> - How meaning is created and communicated through set, costume, lighting, and sound design and performance skills. - Social, historical and political context of text. - Text. 	Genre Structure Character Form Style Language Atmosphere Symbolism Performer Director Designer Lighting Set Costume Sound Physical Skills Vocal Skills
Useful texts and websites http://www.bbc.co.uk/education/subjects/zbckjxs Edexcel GCSE (9-1) Drama Student Book Edexcel GCSE Drama Study Guide	Home learning <ul style="list-style-type: none"> - Students should ensure they have read the script of the performance more than once. - Revision of key words related to performance skills, design and direction 	Further stretch <ul style="list-style-type: none"> - Students should aim to watch as much live theatre as possible and take advantage of the many trips that are run through the department. This will help to develop their experience of live theatre and therefore further their knowledge and understanding. - Research into social, historical, cultural and moral conditions of the performance.
ASSESSMENT 2 (10%) - Live theatre analysis and evaluation (15 marks)		
Unit of work	Key knowledge	Key words
<i>Theatre Practitioners and Style (Component 1 - A01, A02, A04)</i> Students will learn about key theatre practitioners and their beliefs related to how theatre	<ul style="list-style-type: none"> - Brechtian Theatre practises. - Theatre in Education conventions. - Naturalistic theatre and Stanislavski. 	Brecht Stanislavski Political Theatre Naturalism Physical movement Devising

<p>should be performed and why. They will explore exercises that practitioners have created that work to help uncover characters, scripts and storylines. Students will learn about specific styles of theatre and the purpose of these styles and then devise their own piece of theatre using their knowledge of style and the practitioners they have learnt about.</p>	<ul style="list-style-type: none"> - Physical Theatre. 	<p>Theatre Performance Style Form</p>
<p>Useful texts and websites http://www.bbc.co.uk/education/subjects/zbckjxs Edexcel GCSE (9-1) Drama Student Book Edexcel GCSE Drama Study Guide</p>	<p>Home learning</p> <ul style="list-style-type: none"> - Research of performances in the style of different theatre practitioners. - Rehearsal of devised performances. 	<p>Further stretch</p> <ul style="list-style-type: none"> - Research into social, historical and political contexts of practitioners. - Students will benefit greatly from being involved in the extra-curricular clubs that are run in school and in the local area.
<p>ASSESSMENT 3 (10%)</p> <ul style="list-style-type: none"> - Devised performance in style of practitioner. (15 marks) 		
Unit of work	Key knowledge	Key words
<p>Devising from Stimulus</p> <p>This unit forms 40% of the students' GCSE. Students will be given a stimulus and work in groups to produce a piece of original theatre. Students will explore the stimulus using a number of different theatre techniques that explore character and storylines and apply these to realise their artistic intention. They will write a portfolio to accompany the practical process of creating the performance which documents their journey from viewing the stimulus and creating their aims to the final performance.</p>	<ul style="list-style-type: none"> - Characteristics of dramatic work including genre, structure, character, form, style and language. - How meaning is communicated and interpreted on stage through: performance conventions; use of space and spatial relationships on stage; relationships between performers and audience. - Research in chosen theme. 	<p>Devising Stimulus Character Genre Structure Form Style Language Audience Physical skills Vocal skills</p>
<p>Useful texts and websites http://www.bbc.co.uk/education/subjects/zbckjxs Edexcel GCSE (9-1) Drama Student Book Edexcel GCSE Drama Study Guide</p>	<p>Home learning</p> <ul style="list-style-type: none"> - Students should take time to research their chosen theme and topic and use this to inform their creation of theatre. - Students should spend 	<p>Further stretch</p> <ul style="list-style-type: none"> - Students should aim to watch as much live theatre as possible and take advantage of the many trips that are run through the department. This will

	<p>time rehearsing their devised pieces and learning lines.</p> <ul style="list-style-type: none"> - Students should use their books to reflect on the devising process and use this to inform their written portfolio. 	<p>help to develop their experience of live theatre and therefore further their knowledge and understanding.</p> <ul style="list-style-type: none"> - Students will benefit greatly from being involved in the extra-curricular clubs that are run in school and in the local area. - Students can use the knowledge of practitioners, developed in the previous unit to inform their choices in creating their devised pieces.
<p>ASSESSMENT 4 (40% of actual GCSE)</p> <ul style="list-style-type: none"> - Practical performance of devised piece (15 marks) - Portfolio (45 marks) 		

Subject leader:

Ms Vanessa Naraine

Key skills being taught across the year:

This final year of study allows students to further build on their skills and knowledge that they have developed in year 9 and 10. Students will study a play in depth and understand how it is brought to life for the stage by the performers, director and designers, referencing the social and historical context it was first created in. Students will also practically explore a play and perform two extracts from the text for a visiting examiner allowing them to apply both their physical and vocal skills. Students will visit the theatre to see a performance of *The Woman in Black* in preparation for answering a question in the written exam, giving them the opportunity to see a renowned and professional piece of theatre.

Drama skills taught: use of: lighting, set, costume and sound, bringing a script to life, vocal skills, physical skills, analysis and evaluation of live theatre, using practitioners to inform performances, analysis and evaluation of own work, script analysis, performance from a script.

Transferable skills gained: analysis, evaluation, public speaking, teamwork, discipline, critical thinking, creative thinking, collaboration, empathy, discussion.

Unit of work	Key knowledge	Key words
<p><i>Dr. Korczak's Example (Component 3 - A03)</i></p> <p>Students will practically explore this modern play script and discuss how it is brought to life for the stage and how meaning is communicated to the audience. The play is set during World War Two and so students will gain an insight into the historical references of the play, practically exploring the period through Drama. They will also consider how the play has been staged in the past as a Theatre in Education piece and develop their own ideas as to how they might perform, direct, and design it.</p>	<ul style="list-style-type: none"> - Understand practices used in twenty-first century theatre making, including the role of the performer, director and designer. - Understand production elements and theatrical conventions. - Understand how meaning might be interpreted to an audience. - Understand social, historical and cultural contexts of the text. 	<p>Performance skills Vocal skills Physical skills Character Theme Performance conventions Genre Structure Style Language Stage directions Lighting Set Sound Costume Designer Analysis Evaluation</p>
<p>Useful texts and websites http://www.bbc.co.uk/education/subjects/zbckjxs Edexcel GCSE (9-1) Drama Student Book Edexcel GCSE Drama Study Guide https://www.unicorntheatre.com/files/Unicorn%20Theatre.%20Dr%20K%20Resource%20Pack.pdf</p>	<p>Home learning</p> <ul style="list-style-type: none"> - Students should have read the text at least 3 times and have a solid overview of what happens and where. - Revision of whole text. - Revision of key words. 	<p>Further stretch</p> <ul style="list-style-type: none"> - Research into social, historical and political context of the play. - Learning of key lines from the script. - Creation of a 'box set' to realise artistic design intentions.

https://www.royalexchange.co.uk/81-dr-korczak/file		
ASSESSMENT 1 - (30 %) - Written exam. Students will respond to 5 questions about an unseen extract as a performer, director and designer		
Unit of work	Key knowledge	Key words
<i>Woman in Black</i> (Component 3 - A04) Students will watch a performance of The Woman in Black and prepare notes on the set, sound, lighting, costume and performance. They will then learn to think critically about what they have seen and consider what the director's artistic intentions were and how the play affected the audience, allowing them to prepare for analysis and evaluation questions within the exam.	<ul style="list-style-type: none"> - Theatrical choices made by theatre makers to create impact. - How meaning of a text can be interpreted to an audience. - How to analyse and evaluate. - Knowledge of The Woman in Black play. - Social, historical and cultural conditions of original performance. 	Lighting Set Sound Costume Designer Analysis Evaluation
Useful texts and websites http://www.bbc.co.uk/education/subjects/zbckjxs Edexcel GCSE (9-1) Drama Student Book Edexcel GCSE Drama Study Guide	Home learning <ul style="list-style-type: none"> - Revision of key words. - Revision of knowledge of play 	Further stretch <ul style="list-style-type: none"> - Students should aim to watch as much live theatre as possible and take advantage of the many trips that are run through the department. This will help to develop their experience of live theatre and therefore further their knowledge and understanding. - Learning of quotations from the performance.
ASSESSMENT 2 (10%) - Live theatre evaluation and analysis (15 marks)		

Unit of work	Key knowledge	Key words
<p>Performance from text (Component 2 - A02)</p> <p>Students will explore a whole text and bring to life two extracts for performance to a visiting examiner. These texts will be chosen to suit the individual student and allow them to develop their experience of working with text, applying various techniques that help to further understand the character, the context and the subtext and therefore perform the text in a convincing and engaging way.</p>	<ul style="list-style-type: none"> - Knowledge of text including original performance conditions and social, historical and political contexts. - Characterisation research. - Performance skills, including vocal and physical skills. 	<p>Performance Voice Movement Characterisation Script Lines</p>
<p>Useful texts and websites http://www.bbc.co.uk/education/subjects/zbckjxs</p> <p>Edexcel GCSE (9-1) Drama Student Book</p> <p>Edexcel GCSE Drama Study Guide</p>	<p>Home learning</p> <ul style="list-style-type: none"> - Learning of lines - Rehearsal of extracts 	<p>Further stretch</p> <ul style="list-style-type: none"> - Further character research and characterisation exercises, using skills already taught to develop character. - Research of original performance conditions and social and historical context.
<p>ASSESSMENT 3 (20% of actual GCSE)</p> <ul style="list-style-type: none"> - Performance of two extracts to a visiting examiner (48 marks - 24 per extract) 		
Unit of work	Key knowledge	Key words
<p>Theatre Makers in Practice Revision (Component 3 - A03, A04)</p> <p>Students will revise their knowledge of Dr. Korczak's example and The Woman in Black in order to prepare for a written exam. They will consolidate all of the GCSE knowledge learnt to develop imaginative and engaging mock answers to questions and practice their written exam skills.</p>	<ul style="list-style-type: none"> - Understand practices used in twenty-first century theatre making, including the role of the performer, director and designer. - Understand production elements and theatrical conventions. - Understand how meaning might be interpreted to an audience. - Understand social, historical and cultural contexts of the text. - Theatrical choices made by theatre makers to create impact. - How meaning of a text can be interpreted to an audience. 	<p>Lighting Set Sound Costume Designer Analysis Evaluation</p>

<p>Useful texts and websites</p> <p>Dr Korczak's Example - David Greig</p> <p>The Woman in Black - adapted by Stephen Mallatratt</p> <p>Edexcel GCSE (9-1) Drama Student Book</p> <p>Edexcel GCSE Drama Study Guide</p>	<p>Home learning</p> <ul style="list-style-type: none"> - Practice exam questions. - Revision of play. - Revision of key words. 	<p>Further stretch</p> <ul style="list-style-type: none"> - Further understanding and embedding of social, historical and political contexts. - Practical rehearsal of set text in order to embed use of physical and vocal skills.
<p>ASSESSMENT 4 (40% of actual GCSE)</p> <ul style="list-style-type: none"> - Written exam - Students will respond to 3 questions about an unseen extract as a performer, director and designer. (45 marks) - Written exam - Students will respond to two questions about the live performance of The Woman in Black that they have seen. (15 marks) 		



Media - Year 10 & 11

Subject leader:
Mr Ian McNicol

Key skills being taught across the year:
Analysis, Criticism and Production.

Unit of work	Key knowledge	Key words
Media One	Media language Media representations Media industries Media audiences	Signifier Denotation Connotation, Cinematography, Mise en Scene, Genre, Stereotype, Intertextuality, Y&R 4C, Demographics, Gratifications, Editor, Producer, Circulation
Useful texts and websites http://www.illuminatepublishing.com/index.php?main_page=product_info&cPath=11&products_id=143	Home learning Students are expected to undertake research into a wide range of media products and organisations	Further stretch https://media.edusites.co.uk/ http://www.bbc.co.uk/education/subjects/ztnygk7 http://www.cmstudies.org/?page=resources_teaching

ASSESSMENT 1

Written exam: 1 hour 30 minutes, 84 marks, 35% of GCSE. A range of questions relating to an unseen source and Close Study Products. An extended response question (20 marks).

Unit of work	Key knowledge	Key words
Media Two	Media language Media representations Media industries Media audiences	Signifier Denotation Connotation, Cinematography, Mise en Scene, Genre, Stereotype, Intertextuality, Y&R 4C, Demographics, Gratifications, Editor, Producer, Circulation
Useful texts and websites http://www.illuminatepublishing.com/index.php?main_page=product_info&cPath=11&products_id=143	Home learning Students are expected to undertake research into a wide range of media products and organisations	Further stretch https://media.edusites.co.uk/ http://www.bbc.co.uk/education/subjects/ztnygk7 http://www.cmstudies.org/?page=resources_teaching

ASSESSMENT 2

Written exam: 1 hour 30 minutes, 84 marks, 35% of GCSE. Short, medium and extended response questions assessing depth of knowledge and understanding of the course.

Unit of work	Key knowledge	Key words
Creating a Media Product	Media language Media representations Media industries Media audiences	Signifier Denotation Connotation, Cinematography, Mise en Scene, Genre, Stereotype, Intertextuality, Y&R 4C, Demographics, Gratifications, Editor, Producer, Circulation
Useful texts and websites http://www.illuminatepublishing.com/index.php?main_page=product_info&cPath=11&products_id=143	Home learning Students are expected to undertake research into a wide range of media products and organisations	Further stretch https://media.edusites.co.uk/ http://www.bbc.co.uk/education/subjects/ztnygk7 http://www.cmstudies.org/?page=resources_teaching

ASSESSMENT 3

A statement of intent. A media product for an intended audience. From a choice of one of five annually changing briefs set by AQA. 72 marks. 30% of GCSE.





Subject leader:

Mr Chris Morgan

Key skills being taught across both years:

Instrumental performance both as a soloist and a member of an ensemble, composition and the listening and appraising of eight set works.

Unit of work	Key knowledge	Key words
Performance (30%)	<ul style="list-style-type: none"> • How to read and write staff notation • How to learn by ear • How to play an instrument using the correct technique • How to perform • How to rehearse and get better • How to work collaboratively using different group roles and collaborative learning techniques • How to think and talk about music using theoretical knowledge as a starting point 	<ul style="list-style-type: none"> • Notation • Stave • Rests • Expression • Scale • Ensemble
Composition (30%)	<ul style="list-style-type: none"> • How to compose a chord sequence and vary the texture • How to record musical ideas using staff notation • How to develop stylish and idiomatic melodic writing for a variety of instruments • How to use appropriate musical software in order to record and notate their music. • Writing music to a written brief 	<ul style="list-style-type: none"> • Form–Ternary /Rondo/ Binary • Cadences • Chords • Melody • Modulation • Idiomatic • Theme and Variation • Subject and Countersubject

<p>Listening and Appraising (40%)</p>	<ul style="list-style-type: none"> Four areas of study with two set works each: <p><i>Instrumental Music 1700–1820</i></p> <ul style="list-style-type: none"> J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor ‘Pathétique’ <p><i>Vocal Music</i></p> <ul style="list-style-type: none"> H Purcell: Music for a While Queen: Killer Queen (from the album ‘Sheer Heart Attack’) <p><i>Music for Stage and Screen</i></p> <ul style="list-style-type: none"> S Schwartz: Defying Gravity (from the album of the cast recording of Wicked) J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope) <p><i>Fusions</i></p> <ul style="list-style-type: none"> Afro Celt Sound System: Release (from the album ‘Volume 2: Release’) Esperanza Spalding: Samba Em Preludio (from the album ‘Esperanza’) 	<ul style="list-style-type: none"> Fugue Fusion Baroque Idiomatic Ground Bass Figured Bass Ostinato Riff Relative Minor Tonic, Subdominant and Dominant Structure and Form
<p>Useful texts and websites https://listercommunitymusic.com/ - has links to all of the music being used at KS4</p>	<p>Home learning Students are expected to practice their instrument five times a week for 30 minutes at home. Students are expected to log into the school website to access emails and class videos on Google Classroom in order to reflect and give feedback on performing work as well as accessing revision materials.</p>	<p>Further stretch</p> <ul style="list-style-type: none"> Every student on the GCSE music course will receive free instrumental tuition at Lister There is an abundance of ensembles that run at the school that students can join Performance opportunities
<p>ASSESSMENT</p> <p>Coursework:</p> <ol style="list-style-type: none"> Performance - A recording of both a solo and an ensemble performance. This needs to be a combined total of 4 minutes of music. Composition – Two pieces of music. The first is a free choice while the second is written to a given brief released during the September of the second year. <p>Exam:</p> <ol style="list-style-type: none"> Appraising – A written exam in the summer of Yr11 lasting 1h45m. The exam tests the understanding of the 8 set works and of wider listening around these styles. 		

Photography - Overview

Subject leader:

Ms Rachel Jones

Key skills being taught across the year:

AO1: Develop ideas through investigations, demonstrating critical understanding of sources

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, techniques and processes

AO3: Record ideas, observations and insights relevant to intentions as work progresses

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual languages

Specific skills covered in the course:

Collage and photomontage, digital photography and editing, using drawing to plan composition, photography analysis, photography evaluation.

Unit of work	Key knowledge	Key words
Contrasts	<p>AO1 - brainstorming the theme of CONTRASTS, researching relevant photographers and analysing photographs</p> <p>AO2 - taking own photographs and experimenting with digital and non digital editing techniques</p> <p>AO3 - making notes and using drawings to plan photoshoots and evaluate them</p> <p>AO4 - reviewing and developing ideas to produce high quality photographic outcomes</p>	<p>Contrast</p> <p>Aperture</p> <p>Depth of Field</p> <p>Still Life</p> <p>Portrait</p> <p>Mood</p> <p>Subject Matter</p> <p>Composition</p> <p>Edit</p>
<p>Useful texts and websites</p> <p>Google Classroom used to share resources</p> <p>https://digital-photography-school.com/</p> <p>http://masters-of-photography.com/</p> <p>www.amateurphotographer.co.uk</p>	<p>Home learning</p> <p>Research photographer who explores contrast</p> <p>Take own photographs showing contrast</p> <p>Specific photo analysis</p> <p>Research 2nd photographer who explores contrast</p> <p>Take own photographs showing contrast</p> <p>Specific photo analysis</p> <p>Planning final photoshoot</p>	<p>Further stretch</p> <p>Take more photos independently exploring different themes within contrast; more complex images to analyse; more sophisticated editing techniques eg. using layers on Paintshop.</p>
Unit of work	Key knowledge	Key words
Distortions	<p>AO1 - brainstorming the theme of DISTORTION, researching</p>	<p>Distortion</p> <p>Aperture</p>

	<p>relevant photographers and analysing photographs</p> <p>AO2 - taking own photographs and experimenting with digital and non digital editing techniques</p> <p>AO3 - making notes and using drawings to plan photoshoots and evaluate them</p> <p>AO4 - reviewing and developing ideas to produce high quality photographic outcomes</p>	<p>Depth of Field</p> <p>Shutter Speed</p> <p>Mood</p> <p>Atmosphere</p> <p>Experimentation</p> <p>Subject Matter</p> <p>Composition</p> <p>Edit</p>
<p>Useful texts and websites</p> <p>Google Classroom used to share resources</p> <p>https://digital-photography-school.com/</p> <p>http://masters-of-photography.com/</p> <p>/www.amateurphotographer.co.uk</p>	<p>Home learning</p> <p>Research photographer who explores distortion</p> <p>Take own photographs showing distortion</p> <p>Specific photo analysis</p> <p>Research 2nd photographer who explores distortion</p> <p>Take own photographs showing distortion</p> <p>Specific photo analysis</p> <p>Planning final photoshoot</p>	<p>Further stretch</p> <p>Take more photos independently exploring different themes within contrast; more complex images to analyse; more sophisticated editing techniques e.g. using layers on Paintshop.</p>

Sociology - Years 9, 10 & 11

Subject leader:
Ms Leah Foroozan

Key skills being taught across the year:

Evaluation, analysis, explanation, critical thinking, knowledge recollection, social research skills such as interviewing, questionnaires and observations, extended writing skills.

Unit of work	Key knowledge	Key words
The Sociological Approach	<p>How we are socialised</p> <p>Different agents of social control</p> <p>Feral children</p> <p>The impact of nature and nurture</p> <p>The founding fathers of Sociology and their contributions: Karl Marx, Max Weber, Emile Durkheim</p>	<p>Norms, values, agents of social control, socialisation, culture, identity, communism, Capitalism, functionalism, conflict, consensus, social structures, social processes, social issues, nature, nurture, norms, values.</p>
<p>Useful texts and websites</p> <p>AQA website for past papers http://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/assessment-resources</p> <p>AQA Approved Hodder Education Sociology GCSE 9-1 textbook: https://www.hoddereducation.co.uk/Sociology</p>	<p>Home learning</p> <p>Homeworks set every 2 weeks</p> <p>'Knowledge Organiser' provided to students at the beginning of each unit of work</p>	<p>Further stretch</p> <p>Reading around the topics: <i>Savage Girls and Wild Boys: A History of Feral Children</i>- Michael Newton <i>The Girl with No Name</i> - Mariana Chapman & Vanessa James <i>The Feral Child</i> - Che Golden <i>She's Not There: A life in Two Genders</i> - Jennifer Finney Boylan</p>

ASSESSMENT 1

1 mid unit and 1 end of unit assessment consisting of 15 multiple choice questions, 1 3 mark question, 1 4 mark question and 1 12 mark essay question.

Unit of work	Key knowledge	Key words
Sociological Research Methods	<p>Research methods sociologists use including the use of interviews, questionnaires, participant observation, sampling, official statistics and ethical problems that may occur</p>	<p>Pilot study, random systematic and stratified sampling, overt and covert research, quantitative and qualitative data, primary and secondary data</p>
<p>Useful texts and websites</p> <p>AQA website for past papers http://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/assessment-resources</p>	<p>Home learning</p> <p>Homeworks set every 2 weeks</p> <p>'Knowledge Organiser' provided to</p>	<p>Further stretch</p> <p>Reading around the topics: <i>Sociology in Pictures: Research</i></p>

ciology/gcse/sociology-8192/assessment-resources AQA Approved Hodder Education Sociology GCSE 9-1 textbook: https://www.hoddereducation.co.uk/Sociology	students at the beginning of each unit of work	<i>Methods-</i> Michael Haralambos and Matt Timson <i>Introduction to Social Research: Quantitative and Qualitative Approaches</i> - Keith F. Punch
ASSESSMENT 2 1 mid unit and 1 end of unit assessment consisting of 15 multiple choice questions, 1 3 mark question, 1 4 mark question and 1 12 mark essay question.		
Unit of work	Key knowledge	Key words
The Sociology of Families	Different types of families, how families have changed over time, ethnicity and families, social class and families, Marxist and feminist views on families, marriage, divorce, domestic violence, and changing relationships	Symmetrical families, conjugal roles, nuclear families, communes, monogamy, polygyny, dual burden, triple shift.
Useful texts and websites AQA website for past papers http://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/assessment-resources AQA Approved Hodder Education Sociology GCSE 9-1 textbook: https://www.hoddereducation.co.uk/Sociology	Home learning Homeworks set every 2 weeks ‘Knowledge Organiser’ provided to students at the beginning of each unit of work	Further stretch Reading around the topics: <i>The Way We Never Were</i> - Stephanie Coontz <i>Who’s in a family</i> - Robert Skutch <i>Diversity in family life: Gender, Relationships and Social Change</i> - Elisabetta Ruspini <i>Tiny Prisoners: Two Siblings Trapped in a World of Abuse</i> - Maggie Hartley
ASSESSMENT 3 1 mid unit and 1 end of unit assessment consisting of 15 multiple choice questions, 1 3 mark question, 1 4 mark question and 1 12 mark essay question.		
Unit of work	Key knowledge	Key words
The Sociology of Education	The function of education, education and Capitalism, school diversity, homeschooling, educational achievement, social class and achievement, ethnicity and achievement, gender and subject choice, educational policies.	National curriculum, comprehensive school, private school, public school, state school, SATs, hidden curriculum, pupil premium, mixed ability, setting, subculture.
Useful texts and websites AQA website for past papers	Home learning Homeworks set every 2 weeks	Further stretch Reading around the topics:

http://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/assessment-resources AQA Approved Hodder Education Sociology GCSE 9-1 textbook: https://www.hoddereducation.co.uk/Sociology	‘Knowledge Organiser’ provided to students at the beginning of each unit of work	<i>I Am Malala: The Girl Who Stood up for Education and was Shot by the Taliban</i> - Malala Yousafzai and Christina Lamb <i>Climbing the Stairs</i> - Padma Venkatraman
ASSESSMENT 4 1 mid unit and 1 end of unit assessment consisting of 15 multiple choice questions, 13 mark question, 14 mark question and 1 12 mark essay question		

Unit of work	Key knowledge	Key words
Crime and Deviance	The social construction of crime, gender and crime, ethnicity and crime, social class and crime, Marxist and functionalist views on crime, the prison system, media representations of crime, crime data, the prison system	Victim survey, recorded crime, dark figure of crime, official crime statistics, white collar crime, anomie, deviance, probation, chivalry thesis, social control, youth crime, prison system, deviancy amplification
Useful texts and websites AQA website for past papers http://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/assessment-resources AQA Approved Hodder Education Sociology GCSE 9-1 textbook: https://www.hoddereducation.co.uk/Sociology	Home learning Homeworks set every 2 weeks ‘Knowledge Organiser’ provided to students at the beginning of each unit of work	Further stretch Reading around the topics: <i>And Still I Rise: A Mother’s Search for Justice</i> - Doreen Lawrence <i>Straight Outta Crongton</i> - Alex Wheatle <i>Shutter Island</i> - Dennis Lehane <i>Inside: One Man’s Experience of Prison</i> - John Hoskinson
ASSESSMENT 5 1 mid unit and 1 end of unit assessment consisting of 15 multiple choice questions, 1 3 mark question, 1 4 mark question and 1 12 mark essay question.		
Unit of work	Key knowledge	Key words
Social Stratification	Slavery, the caste system, inequalities in income, upper middle and lower classes, class conflict, crisis of capitalism, Marxism, Weber and class, poverty, working class attitudes, life chances, the welfare state	Social construct, class conflict, Marxism, petty bourgeoisie, totalitarianism, trade union, urban, achieved status, ascribed status, elite, hierarchy, monarchy, inequality, right-wing, left-wing, private sector, public sector, New Right.
Useful texts and websites AQA website for past papers	Home learning Homeworks set every 2 weeks	Further stretch Reading around the topic:

http://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/assessment-resources AQA Approved Hodder Education Sociology GCSE 9-1 textbook: https://www.hoddereducation.co.uk/Sociology	‘Knowledge Organiser’ provided to students at the beginning of each unit of work	<i>The Promise of the Sky; a novelette set in rural India</i> - Jyoti Guptara <i>Mahatma Gandhi (Activist)</i> - Terry Barber <i>Communism for Kids</i> - Bini Adamczak
ASSESSMENT 6 1 mid unit and 1 end of unit assessment consisting of 15 multiple choice questions, 13 mark question, 14 mark question and 1 12 mark essay question.		

Key staff:
Rebecca McGlashon

<p>Key skills</p>	<p>Cognitive skills</p> <ul style="list-style-type: none"> • Non-routine problem solving – expert thinking, metacognition, creativity • Systems thinking – decision making and reasoning • Critical thinking – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills. • ICT literacy – access, manage, integrate, evaluate, construct and communicate <p>Interpersonal skills</p> <ul style="list-style-type: none"> • Communication – active listening, oral communication, written communication, assertive communication and nonverbal communication. • Relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation. • Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation. <p>Intrapersonal skills</p> <ul style="list-style-type: none"> • Adaptability – ability and willingness to cope with uncertainty, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments. • Self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.
<p>Course outline:</p> <p>Theory – 60% written paper</p> <p>Practical – 40% (30% practical performance, 10% Personal Exercise Programme)</p>	<p>The Physical Education GCSE consists of two externally examined papers and two non-examined assessment components.</p> <p>Components 1 and 2 are assessed in May/June in any single year. Components 3 and 4 may be assessed at any point during the course. Moderation takes place in the same year as the written examinations, so in the second year of the course.</p> <p>Component 1: Fitness and Body Systems (Component code: 1PE0/01) Written examination: 1 hour and 45 minutes 36% of the qualification (90 marks) Content overview</p> <ul style="list-style-type: none"> • Topic 1: Applied anatomy and physiology • Topic 2: Movement analysis • Topic 3: Physical training • Topic 4: Use of data <p>Assessment overview The assessment consists of multiple-choice, short-answer, and extended writing questions. Students must answer all questions. Calculators can be used in the examination.</p> <p>Component 2: Health and Performance (Component code: 1PE0/02) Written examination: 1 hour and 15 minutes 24% of the qualification (70 marks) Content overview</p> <ul style="list-style-type: none"> • Topic 1: Health, fitness and well-being • Topic 2: Sport psychology • Topic 3: Socio-cultural influences • Topic 4: Use of data <p>Assessment overview</p>

	<p>The assessment consists of multiple-choice, short-answer, and extended writing questions. Students must answer all questions. Calculators can be used in the examination.</p> <p>Component 3: Practical Performance (Component code: 1PE0/03) Non-examined assessment: internally marked and externally moderated 30% of the qualification (105 marks, 35 marks per activity)</p> <p>Content overview</p> <ul style="list-style-type: none"> • Skills during individual and team activities • General performance skills <p>Assessment overview: The assessment consists of three physical activities from a set list.</p> <ol style="list-style-type: none"> A team activity An individual activity Free choice – either team / individual <p>Students will be assessed against set assessment criteria found in the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physical Education practical performance assessment criteria document on their website.</p> <p>Each activity can last up to 12 hours. These will be assessed by the teacher and moderated by Pearson.</p> <p>Component 4: Personal Exercise Programme (PEP) (Component code: 1PE0/04) Non-examined assessment: internally marked and externally moderated 10% of the qualification 20 marks</p> <p>Content overview</p> <ul style="list-style-type: none"> • Aim and planning analysis • Carrying out and monitoring the PEP • Evaluation of the PEP <p>Assessment overview: The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance. These will be assessed by the teacher and moderated by Pearson.</p>
Aims and objectives	<p>The aims and objectives of this qualification are to enable students to:</p> <ul style="list-style-type: none"> • 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.
Useful materials and websites	<p>Edexcel.org http://www.brianmac.co.uk/index.htm</p>

Subject leader:
Ms Heather Coke

Key skills being taught across the year:

- Developing physical skills and techniques in various dance styles that demonstrate knowledge and understanding of choreographic processes and performing skills
- Compositional / choreographic skills to create a solo and group dances including selecting movement material and aural setting, to communicate choreographic intention
- Performance skills developed in a range of performance projects within the class but also in the local and wider community that reflect choreographic intention through physical, technical and expressive skills
- Theoretical knowledge and understanding of the factors that underpin dancing safely in a safe environment and thus improve performance
- Appreciation of dance to make analytical. Interpretive and evaluative judgements through their own practise and through the 6 dances that are in the AQA Dance Anthology:
 - 1) A Linha Curva
 - 2) Artificial Things
 - 3) Emancipation of Expressionism
 - 4) Infra
 - 5) Shadows
 - 6) Within Her Eyes

Unit of work Component 1a): Performance (30%)	Key knowledge	Key words
<p>A one minute solo using set phrases A three and a half minute solo / group dance. The phrases are called: Breathe Flux Shift Scoop</p> <p>A duet / trio performance that includes some elements of the Set Phrases (5 minutes in length-maximum) Performances at school and in the local and wider community</p>	<p>Performing set phrases accurately. Physical skills Technical skills Expressive skills Mental skills Safe working practices and healthy eating</p> <p>Choreographic processes</p> <p>Communication of choreographic intent</p>	<p>Various actions e.g. travel, turn, elevation, gesture, floor work, balance. Plus words specific to the particular dance style</p> <p>Communication of choreographic intent</p>
<p>Useful texts and websites www.aqa.org.uk www.pineapple.uk.com www.hardleydance.wikispaces.com</p>	<p>Home learning Strength training - push ups, sit ups Attend classes outside of school</p>	<p>Further stretch http://www.mentalhealth.org.uk/ To assist in the teaching of clubs</p>

www.nhs.uk/Livewell/fitness/page/s/physical-activity-guidelines-for-young-people.aspx	Autobiographies of Carlos Acosta, Misty Copeland, Alvin Ailey, Darcy Bussell etc	
ASSESSMENT The practical activities are studied over a period of time and are internally marked by the Centre and moderated by AQA.		
Unit of work Component 1b): Choreography (30%)	Key knowledge	Key words
A solo / group dance The stimuli are decided by AQA and are given to the centre a few months in advance of the exam in the second year of the course.	Choreographic processes Using stimuli to choreograph an original and creative response	Devices, structures, action, dynamic. Spatial, relationship, aural setting, communication of choreographic intent
Useful texts and websites www.aqa.org.uk/8236 AQA GCSE Dance Student's Book by Maggie Clunie, Liz Dale, Lyn Paine	Home learning Watching GCSE exemplar pieces Rehearsing Flexibility training	Further stretch Attend extra-curricular clubs At least 60 minutes of physical activity every day e.g. dancing, aerobics, cycling, running
ASSESSMENT The practical activities are studied over a period of time and are internally marked by the Centre and moderated by AQA.		
Unit of work Component 2: Dance Appreciation (40%)	Key knowledge	Key words
<ul style="list-style-type: none"> The studying and critical appreciation of 6 professional dance works from the AQA GCSE Dance Anthology <ol style="list-style-type: none"> 1. A Linha Curva by Itzik Galili 2. Artificial Things by Lucy Bennett 3. Emancipation of Expressionism by Kenrick Sandy 4. Infra by Wayne Macgregor 5. Shadows by Christopher Bruce 6. Within Her Eyes by James Cousins <ul style="list-style-type: none"> Knowledge and understanding of 	The contribution of the <u>Features</u> of: - Production - Performance environments - Choreographic approaches - Choreographic content - Choreographic intent	Related to the features listed in Key Knowledge

choreographic skills <ul style="list-style-type: none"> • Knowledge and understanding of performing skills 		
Useful texts and websites www.aqa.org.uk/8236 www.Arts-pool.co.uk	Home learning Watch the 6 works, YouTube	Further stretch Attend extra-curricular clubs.
ASSESSMENT (40%) Written exam of 90 minutes duration consisting of short answer questions, multiple-choice questions and an essay type question comparing the 6 works from the anthology. This is taken at the end of the two-year course.		

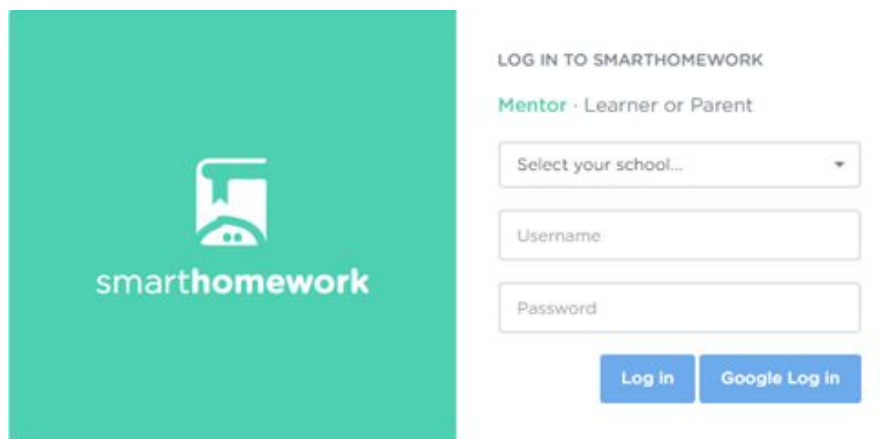


Home Learning at Lister

- Research has shown that Home Learning is highly valuable in improving the progress made by students. Click on this link to learn more: [The Value of Homework](#)
- Home Learning contributes to our core values of Aiming for Excellence and Taking Responsibility. It also supports two of the key elements of a Lister Lesson: Autonomy and Challenge.
- Home Learning tasks should be clearly related to the current class work and should reinforce and develop the learning that took place in the class.
- Home Learning will be set with the following regularity:

Lower School and Upper School Core Subjects English, Maths & Science	Weekly
Lower School Non-Core Subjects (Taught more than once a week)	Every 2 weeks
Lower School Non-Core Subjects (Taught once a week)	Every 4 weeks
Upper School Non-Core Subjects (Languages, Humanities & Options)	Every 2 weeks

- All home learning set should be posted on [smart homework](#) (click on the logo on the school website to gain direct access)



- Home learning should also be recorded clearly in planners with the due date noted. Parents and tutors will check planners in order to support this.
- Students are expected to spend approximately 30 mins per subject in Lower School and 1 hour for Core and 30 mins for Non Core subjects in Upper School.

<u>Delivery</u> Year 9: Humanities lessons, SLD workshops, house assemblies, and tutor time “thought for the week” activities Year 10 & 11: SLD workshops, house assemblies, and tutor time “thought for the week” activities		Subject Leader: Sophie Talbot
Core Themes: Health and Well-being, Relationships, Living in the Wider World		
Year	Key topics covered	Link to core themes
9	1. Relationships: healthy vs unhealthy including intimacy, friendships and family 2. Choice, consent and coercion and the law and grooming 3. Safe internet use/sexting 4. STIs 5. Contraception 6. Pornography 7. Body image and social media 8. LGBTQ+	Managing risks, informed choices, healthy relationships and parenthood, negative relationships, consent, advice and support
10	1. Understanding cancer together including knowing the signs 2. Relationships: healthy vs unhealthy including intimacy, friendships and family, LGBTQ+ 3. Choice, consent and coercion and the law and grooming 4. Safe internet use/sexting 5. Financial literacy including banking and accounts, needs vs wants (budgeting), savings and goals	Maintaining well-being, managing risks, healthy relationships and parenthood, negative relationships, consent, advice and support, informed choices, rights and responsibilities
11	1. Managing and supporting others with stress, depression, and anxiety 2. Financial Literacy including payslips, tax, national insurance, minimum wage and government spending	Managing emotions, rights and responsibilities

Lister is privileged to host Newham's specialist Resourced Provision for Deaf Students. The provision consists of specialist Teachers of the Deaf, Educational Communicators (Ed Comm) and a Deaf Support Support Assistant (DSSA) who all work closely with mainstream staff to support the needs of the Deaf students within the school.. Students that are supported as part of the Resourced Provision receive a broad and balanced curriculum, which matches their individual needs. We work closely with external agencies that include, but are not limited to: Speech and Language Therapy, Audiologists, sensory services and occupational therapy to ensure that our support is tailored to support each student's specific needs. Deaf students are fully integrated into the life of the school to ensure they are all able to contribute to the cultural and social activities of the school.

At Lister we use a Total Communication (TC) approach to language. This means we will use the language system that a student requires in order to communicate with them. For some students this will be oral English and others British Sign Language (BSL). However, there are a large number of students who use a mix of both languages to aid their communication.

We give tips and hints throughout the year about how to effectively communicate with Deaf peers but here are some to get you started.



Inclusion Curriculum

Subject	Information
English	<p>Students are taught in small groups in a literacy rich environment that provides opportunities for them to develop their reading, writing and speaking and listening skills, with the aim that they will develop a level of functional literacy that enables them to recognise, understand and be instructed by commonly found text in the environment.</p> <p>Teaching will be individualised to each student's learning needs and will cover core skills of:</p> <p>Reading</p> <ul style="list-style-type: none"> · Phonemic awareness · comprehension <p>Writing</p> <ul style="list-style-type: none"> · spelling · handwriting · sentence construction <p>Speaking and Listening</p> <ul style="list-style-type: none"> · building vocabulary · articulating/expressing ideas · structuring ideas into spoken sentences. <p>Students in Year 10 and 11 will have the opportunity to complete AQA unit Awards in skills developed or sit an Entry Level English Exam depending on their level of need and progress made.</p>
Maths	<p>The learning environment (indoors and out) is full of mathematical opportunities and has exciting things for students to explore, sort, compare, count, calculate and describe.</p> <p>Students develop the skills, confidence and competence with numbers and measures. They cultivate an understanding of the number system, a range of computational skills and the ability to solve number problems in a variety of contexts. Mathematics also demands practical understanding of measurement and graphs, diagrams, charts and tables.</p> <p>We use number games and counting songs, and role-play, including visits in the local community to get used to maths in real world scenarios. We explore shape and space through block play and making models, and explore measure and capacity through cooking, sand and water play. Reasoning is about learning how to think systematically. Students are taught how to form opinions, investigate and represent their findings as well as explain and justify their findings. It promotes a deeper understanding and ultimately an enjoyment of maths.</p> <p>Students who grasp concepts rapidly are challenged with rich and sophisticated problems before any acceleration through new content. We are encouraging all children to approach maths as deep, reasoned thinkers. Those who are not sufficiently fluent with basic skills are given opportunities to consolidate their understanding before moving on.</p>
Science	<p>Available for lower and upper school. Students will be able to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, identify and describe the basic structure of a variety of common flowering plants, including trees, observe and describe how seeds and bulbs grow into mature plants, find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>

	<p>Students will be able to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals, identify and name a variety of common animals that are carnivores, herbivores and omnivores, describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) amounts of different types of food, and hygiene; identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Other topics include everyday materials; students will be able to distinguish between an object and the material from which it is made, identify and name a variety of everyday materials including wood, plastic, glass, metal, water, and rock, describe the simple physical properties, compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Students will experience science through a variety of projects, practical activities, sensory and real life situations.</p>
Humanities	<p>Humanities provides opportunities for students to gain knowledge and skills of the different subjects: Geography, History and Religious Education. These are linked within humanities and also to core curriculum area.</p> <p>In geography students develop curiosity in, and understanding of, themselves, other people and places, and the relationship between them.</p> <p>In history students learn about the recent past, the more distant past of other people, their way of living and their role in their community.</p> <p>In RE students are encouraged to explore spiritual, moral, social and cultural development of individuals and of groups and communities.</p>
Life Skills	<p>Available in lower school only. In Life Skills our aim is to develop basic skills and understanding that our learners of all abilities will use throughout life.</p> <p>The students will be given opportunities to engage in learning which is relevant to them and will be provided with opportunities to develop a range of life skills and techniques, personal skills and attributes.</p> <p>The main topic areas will be covered are;</p> <ul style="list-style-type: none"> • Healthy Living • Feelings and Emotions • People Who Help Us • Personal Safety • Cooking Skills
Food Technology	<p>Available to upper school students, food technology lessons provide opportunities for students to develop their knowledge and cooking skills, and understand how to use them effectively.</p> <p>Students are entered for ASDAN Food Wise short course. They learn about different aspects of food and cooking:</p> <ul style="list-style-type: none"> • Healthy Eating • Basic Food Safety • Food preparation and presentation • Cooking on a Budget • Entertaining • The Food Industry

	<ul style="list-style-type: none"> • Practical cooking skills <p>The short course accredits up to 60 hours of food-related studies and activities. For every 10 hours, one credit is awarded.</p>
Enrichment	<p>Available to lower school pupils only. Students have opportunities for additional PE, playing games and going on trips.</p> <p>During this time, through a variety of individual and group activities, students develop their balance, coordination, turn taking skills as well as social skills. Students also develop their understanding and knowledge of health and fitness.</p>
Mainstream Lessons	<p>All students have the opportunity to attend Music, Art, Drama and PE in mainstream with an LSA for support. They have their lessons differentiated or adapted to meet their needs.</p> <p>Depending on their development in these lessons they may have the opportunity to study for a GCSE in Art.</p>

The School Day, Tutoring and the House System

Lister's school day runs as follows:

8.30am: Tutor period

8.50am: Period 1

9.40am: Period 2

10.30am: Break

10.50am: Period 3

11.40am: Period 4

12.30pm: Lunch

13.20pm: Period 5

14.10pm: Period 6

On Wednesday, there is a flexible period 6. Every fortnight there is a study skills period for all students. Every other week Year 7s have singing, and other year groups leave early. Updates to this information are shown on the website.

Tutoring and the House System

Lister operates a "House" and vertical tutoring system, which we believe benefits your child in many ways. Your child is part of a tutor group which consists of children of all ages. The tutor groups are smaller than those in many schools and your child spends more time with their tutor who takes a very particular interest in your child's educational progress. They are a strong link between home and school in supporting your child to achieve. Siblings are allocated to the same House but not to the same tutor group.

Each of the houses is closely aligned with a curriculum area:

Galileo House	Science Faculty
Da Vinci House	Creative Arts and Modern Foreign Languages
King House	Humanities
Hawking House	Maths and Computing
Shelley House	English, Media and Drama

All students spend 20 minutes at the beginning of the day with their Tutor and the other students in their tutor groups. The following are some of the activities that students can expect to cover during their tutor times each morning:

- House assemblies.
- Silent reading or paired reading
- 'Thought for the Week' where a current issue is discussed and debated prompting students to think critically about the world around them and the social, moral, spiritual and cultural implications of different issues.
- Reviewing issues and supporting students in terms of their learning, progress and behaviour at school.

Throughout the year students also spend time with their tutor time during their independent study period which takes fortnightly on a Wednesday afternoon.



Further information

Lister's school day runs as follows:

8.30am: Tutor period
8.50am: Period 1
9.40am: Period 2
10.30am: Break
10.50am: Period 3
11.40am: Lower School lunch; period 4 for Upper School
12.30pm: Upper School lunch; period 4 for Lower School
13.20pm: Period 5
14.10pm: Period 6

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- Reviewing issues and supporting students in terms of their learning, progress and behaviour at school.

The House leadership team will be the main point of contact for you regarding your child and their time at Lister. Each member of the House leadership team has a particular role which is set out below:

Role	House and Name		Contact Details
<u>Head of House:</u> Will be focusing on your child's achievement, developing their leadership ability and organising enrichment events for the House e.g. Inter-house debating competitions and Super Learning days.	Galileo	Sarah Sarwar	sarah.sarwar@lister.newham.sch.uk
	Da Vinci	Imran Ahmed	imran.ahmed@lister.newham.sch.uk
	King	Jassi Johal	jassi.johal@lister.newham.sch.uk
	Hawking	Sarah Black	sarah.black@lister.newham.sch.uk
	Shelley	Sara Voisey	sara.voisey@lister.newham.sch.uk
<u>Pastoral Manager:</u> Manages student behaviour and will be the first point of contact if you have concerns regarding issues like bullying or incidents that need to be followed up.	Galileo	Sodiq Suleman	sodiq.suleman@lister.newham.sch.uk
	Da Vinci	Mohammed Bolaji	Mohammed.bolaji@lister.newham.sch.uk
	King	Albab Chowdhury	Albab.chowdhury@lister.newham.sch.uk
	Hawking	Luke Illsey	luke.illsey@lister.newham.sch.uk
	Shelley	Segun Haughton	Segun.haughton@lister.newham.sch.uk
<u>House Support Officer:</u> First point of contact with attendance issues and student welfare. Can pass on messages to any member of staff for you.	Galileo	Sharron Jackson	Sharron.jackson@lister.newham.sch.uk
	Da Vinci	Tracey Warner	tracey.warner@lister.newham.sch.uk
	King	Tracey Bush	Tracey.bush@lister.newham.sch.uk
	Hawking	Anaam Mirza	anaam.mirza@lister.newham.sch.uk
	Shelley	Dawn Samuda	Dawn.samuda@lister.newham.sch.uk

House Direct Telephone Numbers

Galileo	020 8586 6094
Da Vinci	020 8586 6093
King	020 8586 6095
Hawking	020 8586 6097
Shelley	020 8586 6096

Reading

At Lister all students are expected to read for at least twenty minutes' a day in their own time. In addition students are given time to read during two tutor times and during fortnightly DEAR (Drop Everything And Read) lessons. Research shows that of activities undertaken outside the classroom reading for pleasure has the most benefit for students' academic performance.

Lister has a very well stocked library, managed by two professional librarians. The library is open every day during term time from 7.30am to 5.00pm. The library catalogue is available at

In year nine all students take part in the Accelerated Reader programme. This involves testing reading ages' three times per academic year and setting targets for the amount and level of difficulty of reading for students, based on their reading age. Students complete quizzes to show that they have finished and understood the books they have read. All staff at Lister are involved in monitoring and encouraging students' reading. Parents can check on students' progress on Accelerated Reader at

<https://ukhosted32.renlearn.co.uk/1894193/HomeConnect/>

Librarian: Sue Connell susan.connell@lister.newham.sch.uk

Deputy Librarian: Hannah Welton hannah.welton@lister.newham.sch.uk