URSULINE HIGH SCHOOL

CURRICULUM GUIDE
YEAR 11

2021/2022

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Introduction

It has been a challenging year for all of our students and staff and we are delighted to be welcoming you back to Ursuline High School.

For the first term at least, all work will be conducted using blended learning with a combination of exercise books and the MS Teams platform, which incorporates Class NoteBook and Assignments. Please ensure that your daughter has her tablet charged and in her bag each morning.

I would like to take this opportunity to welcome you to the beginning of a new academic year and the start of Year 11. Mrs Donohue is your daughter's Head of Year and she is responsible for the overall academic and social welfare of your daughter.

Year 11 is one of the most important years in your daughter's education. Your daughter will probably find the year very challenging but equally rewarding. This year requires your daughter to be organised, well prepared, and committed to both school and the subjects she studies. It is not a long year as your daughter will start taking her GCSE examinations in May 2022. It is a short time for subject teachers and Ms Gilmore to prepare your daughter for her GCSEs and Post-16 education.

We understand that this time can be very stressful, but also exciting. If you or your daughter are concerned or worried about any aspect of the coming year, please contact your daughter's tutor or Head of Year.

I would like to wish you well for the year ahead and thank you in advance for your continued support.

The Key Stage 4 team looks forward to working with you over the next academic year of your daughter's education.

Yours Sincerely,

Mr O Nichols
Assistant Head Teacher / Teaching & Learning

YEAR 11 TUTOR TEAM

Below you will find information about your daughters tutor and their contact details. Should you wish to contact us by phone (020 8255 2688) you will be more likely to speak to us directly at the following times 10:30 – 10:50am, 12:40 – 1:25pm or after 3:15pm.

Form	**Teacher**	**Email address**
Head of Year	Mrs Donohue	rachel.donohue@ursulinehigh.merton.sch.uk
KS4 Pastoral Support Assistant	Ms. S. Brown	sylvia.brown@ursulinehigh.merton.sch.uk Direct Number: 020 3908 3179
Attendance Officer	Mrs Young	bernadette.young@ursulinehigh.merton.sch.uk

Form Group	Tutor
11 Angela	Emma Nichols & Jenny Harriott
11 Bernadette	John Lester
11 Catherine	Lucy Collier
11 Francis	Nancy Owusu-Frimpong
11 Margaret	Melanie Guillet Siad
11 Teresa	Ellen Byrne
11 Ursula	Suly Odhiambo

Model of School Day

School Timings

Year 11

8:25 am	**Briefing**
8:35 – 8:45 am	**Registration / Assembly**
8:45 – 9:35 am	**Lesson 1**
9:40 – 10:30 am	**Lesson 2**
10:30 – 10:50 am	**Break**
10:55 – 11:45 am	**Lesson 3**
11:50 – 12:40 am	**Lesson 4**
12:40 – 1:20 pm	**Lunch**
1:25 2:15 pm	**Lesson 5**
2:20 – 3:10 pm	**Lesson 6**

End of School

3:15 – 4:05 pm	**Extra Curricular Lesson 7**

Friday:

8:25 am	**Briefing**
8:35 – 8:45 am	**Registration / Assembly**
8:45 – 9:35 am	**Lesson 1**
9:40 – 10:30 am	**Lesson 2**
10:30 – 10:50 am	**Break**
10:55 – 11:45 am	**Lesson 3**
11:50 – 12:40 am	**Lesson 4**
12:45 – 1:35 pm	**Lesson 5**

End of School

1:35 – 2:20 pm	**Lunch Available**
2:00 – 3:00 pm	**Extra Curricular Activities**

School Policies

The use of Planners at KS4

All students at KS4 are issued with a **FREE** planner. The planner contains a lot of very important information about the school; it is also an extremely effective way for you to communicate with the school. May I take this opportunity to remind you to check your daughter's planner and sign it weekly to show you have done so. When inspecting your daughter's planner, please ensure that all homework has been set and completed. The planner is school property and we expect your daughter to treat it with respect and use it correctly. Any planner that is lost, has graffiti or is misused in anyway will need to be replaced. This year we have photocopied spare planners and your daughter will be expected to bear the cost of the replacement planner (£4.00)

Attendance & Punctuality at KS4

Attending school regularly and on time is crucial. School starts at 8.35am (prompt). Your daughter's attendance is monitored weekly. If your daughter is absent from school please ring either the attendance officer Mrs Young (0208 3908 3144) or the Pastoral Support Assistant Ms. Andrews (0208 3908 3179) to report the absence. It is our expectation that your daughter maintains attendance above 90%. The school has a target of 96% and you will be pleased to hear that we exceeded our attendance target last year. The success of your daughter at KS4 will depend upon many factors, good and regular attendance is a key factor, whilst your daughter is absent, and she will be missing important work, work that can be sometimes very difficult to catch up. If at the end of the Year it is felt that your daughter has missed too much work to complete and successfully pass a two-year GCSE course, there may be a possibility that she will have to re-sit the year to make up the work.

Use of the Medical Room

If your daughter is unwell during the school day, she must have a signed note from her subject teacher, and she must report to the main school office where she will be seen. If she is too unwell to return to class then contact with home will be made and arrangements for you to collect your daughter confirmed.

Important information re. Permission for Leave in Term Time

The Government has changed the law from September 2013.
Leave of absence may now only be taken for **Exceptional reasons**

- Educational event
- Family event

Parents must request leave for exceptional circumstances as far in advance as possible.
The request should be made in writing using the appropriate leave of absence form, Educational event or Family event form (Available from the school office or on the school web site from September)

This must include the reason why you feel that it is necessary to take a leave of absence. This may include any extenuating or compassionate reasons, including evidence of circumstances such as medical certificate or letter from employers.

On receipt of an application for leave on the appropriate form together with any supporting documentation, consideration will be given to the circumstance. A letter outlining the decision of the school will be sent to you within 7 days.

Homework at KS4

Your daughter is expected to spend one hour for each piece of homework set every evening. This reflects the increasing difficulty of the GCSE exams and how rigorous the examinations have become. The Learning Resource Centre (LRC) is opened every day until 4pm, we encourage your daughter to make use of this quiet, well-resourced study environment. If you have any concerns about the homework set, please contact either your daughter's tutor or Head of Year.

Best types of homework tasks involve:

- Prep work
- Re-drafting & making corrections
- Rote learning
- Applying knowledge through exercises
- Essay & extended writing
- Independent work (e.g. Mymaths); rehearsals & practice (particularly for the Arts)

Procedures in the setting and monitoring of homework

- Homework will be set in accordance with the homework timetable.
- In Year 11, students are expected to spend one hour per homework task.
- Students should make a note of all homework set and due in date in their diaries.
- The diaries will be signed each week both by Parents and Form Tutors.
- Detailed descriptions should be written where necessary.
- Subject teachers will acknowledge all work produced and reward in line with the rewards and
- sanctions policy. All homework will be marked within two weeks.

Homework Timetable

YEAR 11

YEAR 11 Population A				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
English RE Maths Science for; Fr – Physics Hd - Physics	Option C English – 1, 3, 2b Science for; Hd – Chemistry Jo – Physics Wu - Physics	Option A Option C English – 2a Science for; Fr – Chemistry Jo – Biology Wu - Biology	Option B Option A Maths English – 1, 2b, 3 RE – set 2, 4 Science for; Hd - Biology	Option B Maths RE set 1, 3 English – 2a Science for; Fr – Biology Jo – Chemistry Wu - Chemistry

YEAR 11 Population B				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Option A Maths English Science for; Co – Physics El – Physics Go – Biology	Option C RE – 3 English – 2a, 2b, 1 Science for; Go – Physics El – Chemistry	Option A Option C RE – 1, 2 Science for; Co – Biology El – Biology	Option B Option A Maths RE – 3 Science for;	Option B Maths RE 1, 2 Science for; Co – Chemistry Go – Chemistry

Digital Learning

1:1 Devices and Microsoft Teams

Students at the Ursuline are able to participate in our forward thinking 1:1 device scheme that provides an engaging way for students to learn. Through the use of their own school tablet device and the Microsoft Teams VLE, students can take advantage of a wide range of learning opportunities both in school and at home.

Laptops and Tablets at School

Parents and carers make monthly donations into the Governors' Fund. This fund enables the school to lease a tablet to students in Year 11. Students can use the tablet at home as well as at school.

A bank of tablets are also available for students during the school day. These tablets may be borrowed from the "Laptop Doctor" for a single lesson at a time and they must be returned by the same student. Students who participate to the tablet initiative may not borrow any machine from the Laptop Doctor, unless theirs is in repair. Students should respect the fact that these are limited in number and available to support the initiative. It is important that students use their own machine if they are lucky enough to have one. Tablets are a fantastic resource, and while they are insured against accidental loss or damage; students should take care of them at all times, especially as they are school property. Please note insurance will only cover the cost of one repair; any further damage has to be paid for by the student.

It is not expected that students will use their tablets all the time every lesson. Rather, they are a resource in our toolkit of learning that should be used for short periods during lessons. It is expected that students will charge their tablet each evening and take care not to waste the battery life on trivial things in between lessons. This is first and foremost a learning facility. Tablets should come into school each day in the school bag for protection. Safe use instructions are provided along with instructions and a training session when the tablets are distributed, along with our internet safety policy.

Microsoft Teams: The Virtual Learning Environment

Microsoft Teams is an excellent resource that students can use both in school and at home. This safe web environment provides students with a wide range of learning opportunities:

1. Flipped learning: prepare for a lesson before hand by reading set material, watching a video, listening to a podcast etc.
2. Find resources for the lesson on MS Teams both in school and at home for reference
3. Revise what has been done in the lesson before doing homework
4. Complete quizzes to assess learning and get personalised feedback
5. Upload work for the teacher and receive feedback on MS Teams
6. Use links with the internet that have been chosen and checked by the teacher
7. Check what homework has been assigned and the deadlines
8. Take part in monitored discussions with your peers and the teacher to get help or to discuss ideas

All work completed on the school network or uploaded to Microsoft Teams should be considered "best work", just like writing in an exercise book. Sanctions will apply if for example, students use slang or inappropriate language/material. The forums and discussion groups are for assessed work, not personal chat. More serious infringements like bringing inappropriate images into school on the tablet or using

resources in a disrespectful way will be referred directly to the Assistant Head teacher responsible for ICT and the school behaviour procedures will be followed. Please see the rewards and sanctions page of the student planner for details.

The school has an "E-safety" policy which may be viewed on our website. Parents are asked to read and discuss the use of ICT and e-safety through the "E-Safety Agreement and Acceptable Use of ICT and Social Media" in students' planners and must countersign the agreement.

We hope all students will enjoy using their 1:1 device and that it will add positive value to their progress.

Assessment Recording and Reporting

Regular assessment regarding your daughter's academic progress and achievement are vital to your daughter's success at the Ursuline High School.

We encourage all parents to attend Parents Evening, Academic Review Days and to contact the school outside of these times if there is a concern/information they wish to address or share with the school.

You will receive one interim report and one full report. There will be one parents evening where you will meet your daughter's subject teachers and an Academic Review Days where you will meet your daughter's form tutor and Head of Year.

Academic Review Day

October 2021
First Interim report distributed

Parents Evening

January 2022
Full Report distributed

GCSE Mock Examinations

From 29th November, your daughter will sit a mock examination in each of her chosen GCSE subjects. These examinations are really important as the grades are often used to enrol students onto Post 16 - A Level courses for September 2022. These examinations may also determine what tier paper your daughter will be entered for in her real GCSEs in May 2022. It is imperative that your daughter performs well; the grades she receives will be reported back to you on her full report in January 2022.

Use of Textbooks

Your daughter will be issued with appropriate resources for all her subjects including textbooks.
Textbooks are very costly and the school views them as an investment in your daughter's education.
The treatment of textbooks is very important and we would like you to discuss this with your daughter. Textbooks should be treated with the greatest care and returned when requested in the condition they were received in. Your daughter will be expected to reimburse the full cost of any textbook that has been damaged or lost whilst in your daughter's care. A new book will be purchased with the money and your daughter may keep the damaged book.

Personal Social & Health Education and Citizenship

Students will be taught PSHCE through lessons off timetable. PSHEC education aims to give students the knowledge, skills and understanding to play an effective role in society at local, national and international levels and to make informed decisions about their education, career choices, health and well-being. It aims to develop self-esteem and raise aspirations so that all students can achieve their personal and academic potential. It helps them to become thoughtful and responsible citizens who are aware of their duties and rights.

Student Services-removing barriers to learning

At the Ursuline High School we recognise that sometimes our students experience difficulties that affect their performance in school. To help in the removal of these barriers a number of services are available to students including:

- Counselling from the Youth Awareness Programme, the Ursuline Sisters and the Catholic Children's Society
- Mentoring from KMEBP
- Assessment and support from the Social Inclusion Manager
- Health advice and monitoring from the School Nurse
- Peer mentoring from year 12 students
- An anti-bullying drop in
- Restorative Justice meetings for students in conflict
- Information and guidance for continuing education and careers
- ESCAPE parenting courses for parents - Spring Term
- Intervention groups for targeted students in Year 10 and 11

If we are unable to fully meet a student's needs within school she may also be referred to agencies such as the Educational Psychologist, Children and Adolescent Mental Health, Social Services, Young Carers and the Educational Welfare Officer.

Since September 2012, we have employed a Parents' Champion & Student Advocate who is vital in facilitating liaison between school and home for disadvantaged students.

Referrals for extra support are coordinated by the Mrs Alexander.

SECTION 2: THE CURRICULUM

Art | **Contact: Mr Williams** | **3 lessons per week**

Examination Board: Pearson | **Specification: 1AD0 – 01/02** | **Qualification: GCSE Art & Design**

Why do we teach Art?

Ancient cave paintings
Chad

To Communicate

'Autoportrait'
Tamara De Lempicka

To Express

'The Creation of Adam'
Michelangelo

To Understand

The Amphitheatre
Rome

To Inspire

'The Problem We All Live With'
Norman Rockwell

To Show

How do we teach Art?

You will learn about art through the Creative Process of exploring, reflecting and refining. You will be able to explore different techniques and processes; artists, designers and craftspeople and areas of the Arts Industries. These explorations will be inspired by different stimulus that reflect what you see in the world around you from natural forms to political works of art. This process will allow you to make works of Art that express and show individuality and meaning.

Course content

Throughout the year students learn about historical and contemporary practice in a variety of Art forms. Students are encouraged to analyse other artists' work in depth, developing a host of critical thinking skills alongside their growing experimental, problem solving and media and refining skills. The project cycle starts with researching and improving practical skills, and then leads to individual designs that are developed through composition, media and other experimental processes until students finally complete a final piece that is personal, meaningful and informed.

Distortion

Students look at concepts based around the idea of distortion. Individual ideas are generated followed by independent connections to artists. From here students explore media and materials using their chosen artist's as inspiration before creating their own developed idea.

This Girl Can

Students are asked to consider their own values and core beliefs through their own identity and place in the school community and beyond. Students use the core values of The Ursuline as a starting point to develop an independent piece of work with artist links and conceptual connections.

These two projects combined make up 40% of their total GCSE mark.

Student groups

Mixed ability groups – handbook for guidance and challenges set every lesson

Monitoring progress

Projects are marked in line with the whole school policy and Pearsons Assessment Objective guidelines. The grade that the student receives will be a current achieving grade at GCSE level. The grades may progress through a project only to be reduced at the beginning of the next project.

Assessments

End of 1st Unit Distortion - DEADLINE February / End of 2nd Unit This Girl Can - DEADLINE July – and 5-hour end of year exam

Homework

All work set throughout Y11 will be assessed as coursework for GCSE. Practical homework is set weekly and due in the following week. Additional holiday and weekend work could include drawing from observation, developmental studies and visiting exhibitions. There is a compulsory bi-weekly Intervention class to support and challenge students with their coursework.

Materials, textbooks & visits

Artist workshops throughout the year.

How parents can help

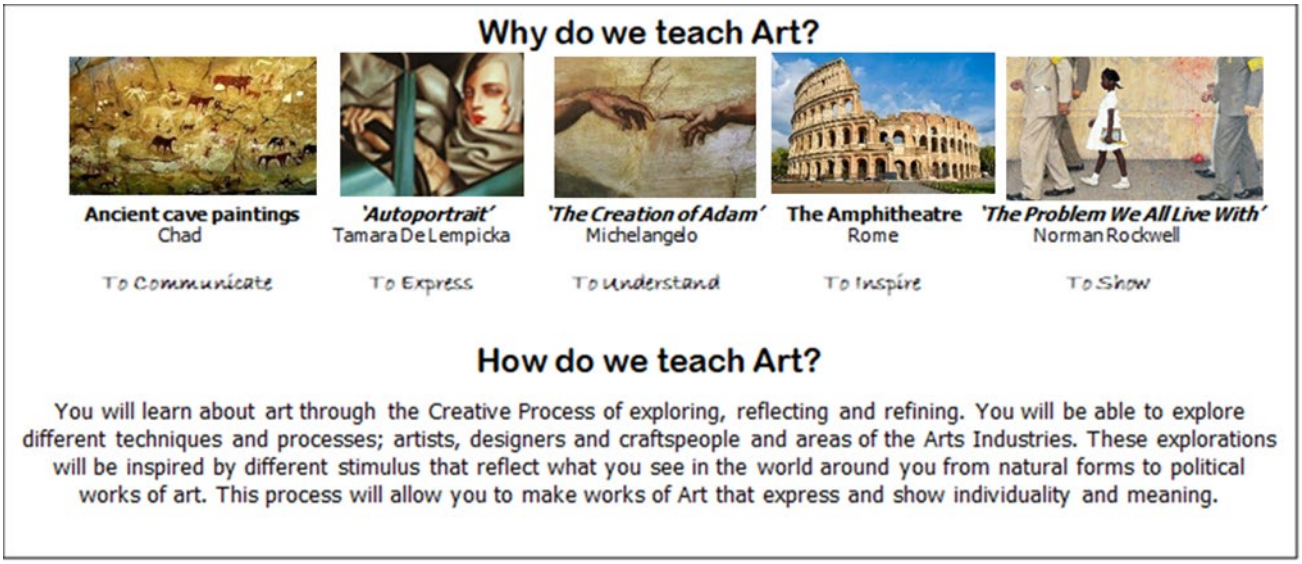
Take students to galleries in the holidays to allow them to see a variety of work.

Get students to build up a Pinterest board showing favourite artists and techniques.

Buy a set of pencils 6B – 2H, rubber, sharpener, range of black fine liners, colour pencils.

Art Textiles **Contact: Mr Williams** **3 lessons per week**

Examination Board: Edexcel **Specification: 1TE0** **Qualification: GCSE Art Textiles**



Course content

Throughout the year students learn about historical and contemporary practice in a variety of Art and design based forms. Students are encouraged to analyse other artists' work in depth, developing a host of critical thinking skills alongside their growing experimental, problem solving and media and refining skills. The project cycle starts with researching and improving practical skills, and then leads to individual designs that are developed through composition, media and other experimental processes until students finally complete a final piece that is personal, meaningful and informed.

Distortion

Students look at concepts based around the idea of distortion. Individual ideas are generated followed by independent connections to artists and designers. From here students explore media and materials using their chosen artist's as inspiration before creating their own developed idea.

This Girl Can

Students are asked to consider their own values and core beliefs through their own identity and place in the school community and beyond. Students use the core values of The Ursuline as a starting point to develop an independent piece of work with artist links and conceptual connections.

These two projects combined make up 40% of their total GCSE mark.

Student groups

Mixed ability groups – handbook for guidance and challenges set every lesson

Monitoring progress

Projects are marked in line with the whole school policy and Edexcel Assessment Objective guidelines.

The grade that the student receives bi-weekly will be a current achieving grade at GCSE level.

Assessments

End of 1st Unit (coursework) - DEADLINE February 2021

End of 2nd Unit (exam project) - DEADLINE May 2021 – and 5-hour end of year exam

Homework

All work set throughout Y10 will be assessed as coursework for GCSE. Practical homework is set weekly and due in the following week. Additional holiday and weekend work could include drawing from observation, developmental studies and visiting exhibitions. There is a compulsory bi-weekly Intervention class to support and challenge students with their coursework.

Visits

Artist workshops throughout the year.

Tate Britain Gallery Visit for Y10

How parents can help

Take students to galleries in the holidays to allow them to see a variety of work.

Get students to build up a Pinterest board showing favourite designers and techniques.

Business Studies **Contact: Mrs Simmons** **3 lessons per week**

Examination Board: Pearson/Edexcel Business Studies **Qualification: GCSE**

Why do we teach Business?

- Businesses **affect all of our lives** and the decisions that we make, including what we choose to eat, what we choose to wear and how we live.
-
- Exploring how businesses in the real world make decisions will enable you to understand your own **buying power** and how you can positively impact **business decisions** either as a **consumer,** an **employee** or an **owner** of a business.

How do we teach Business?

- You will learn about key **business concepts** through the exploration of **business case studies.**

Course content

The qualification will be assessed in two equally weighted exam papers. There is no coursework

Paper 1 - Theme 1: Investigating small business

Written exam: 90 minutes, 90 marks

50% of the total GCSE

Multiple choice, calculation, short-answer and extended-writing questions

There are three sections in the paper.

Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.

Sections B and C are based on real life, relevant business contexts and examples.

Paper 2 - Theme 2: Building a business

Written exam: 90 minutes, 90 marks

50% of the total GCSE

Multiple choice, calculation, short-answer and extended-writing questions.

There are three sections in the paper.

Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.

Sections B and C are based on real life, relevant business contexts and examples

Monitoring progress

On-going, through continuous class work and homework monitoring, and regular assessment opportunities. Mock exam questions are used and incorporated into lessons and assessments throughout the year to build exam skills and to monitor progress.

Homework

Students will be set homework every week in line with the school homework policy. In Year 11 this homework will include research tasks, further reading, exam style questions and business projects.

Textbooks, materials & visits

- Edexcel GCSE (9-1) Business Student Book written by bestselling Business author Ian Marcousé
- Edexcel GCSE (9-1) Business Teaching and Learning Digital Resources containing interactive resources, lesson planning tools, self-marking tests and assessment

Primary research from company websites and visits to businesses.

Exercises from various other textbooks and teaching materials.

Over the two years of this course students will be given the opportunity to take part in a wide range of industrial visits including educational visits to local, national and multinational companies. They will also get to hear from numerous high profile speakers on a wide variety of business topics.

Students will also be given the opportunity to take part in numerous business and enterprise competitions throughout the year to further their wider knowledge around the subject.

How parents can help

Talking with students about the work they are currently studying. It is useful if parents ask to see students' work throughout the year, especially as parents are likely to be customers or even employees of many of the companies studied in case studies and therefore may be able to offer suggestions and a real insight into the business environment. Students may ask parents questionnaires on shopping habits, influence of advertising etc. throughout the course. Ensuring that homework is completed on time and that students are able to reflect and discuss their subjects with someone outside of school is always beneficial and encouraged.

Useful Websites:

http://news.bbc.co.uk/1/hi/business/default.stm;

http://www.bbc.co.uk/schools/gcsebitesize/business/

http://www.tutor2u.net/blog/index.php/business-studies/

http://www.ft.com/home/uk

http://qualifications.pearson.com/en/home.html

http://www.businessstudiesonline.co.uk/live/

Child Development and Care **Contact: Mrs Taylor** **3 lessons per week** **Examination: CACHE** **Specification: CACHE Technical Award 603/3293/1** **Qualification: GCSE Child Development and Care**

Social Science Faculty

Why do we teach social science?

"We aim to develop the evaluation, application, and research skills so our social science students use their talents and abilities to improve our ever-changing social world"

How will your teachers teach the social sciences?
You teachers have designed your social science curriculum to take you on a journey of skills development. You will develop your skills of understanding and demonstrating knowledge of the key studies and theories. You will then learn to develop your application and analysis skills when you discuss real life implications of research to the social science sectors. You will be confident in your evaluation skills and will have developed an in-depth process of critically interpreting and analyzing exam and real-life materials. Your essay writing and coursework skills will develop through a focus on literacy and your advanced evaluation, application, and research skills will enable you to leave year 13 able to enter any further education or work establishment with the confidence, abilities and talents to pursue a successful career making a positive change in the social world.

Course content

Unit 1: An introduction to working with children aged 0-5

An introductory unit designed to give an overview of the types of settings and local provision for children. You will learn how to prepare for working in settings and the responsibilities of early years workers. The content also includes gaining understanding of individuals needs and how to treat children fairly. You will also gain an insight into your preferred learning style and develop your ability to study.

Unit 2: Developing and well-being 0-5 years

This unit focuses on holistic development and factors that affect development. You will be introduced to ways of observing children so that you can support development through appropriate activities and care routines. You will learn how to work with children when they move from one setting to another.

Student groups

Mixed ability

Monitoring progress

Pupils will be set mini deadlines for each of the assessment criteria, which will be set in advance and will be written in pupil's homework diaries.

Pupils will submit draft versions of each of the criteria for teacher feedback

A tick sheet will be placed in students folders so they are able to track their own progress

Coursework

Unit 1: An introduction to working with children aged 0-5

- Deadline: March 2021

Unit 2: Developing and well-being 0-5 years

- Deadline: February 2021

Homework

Homework is set weekly. This includes research and portfolio writing.

Assessment

See deadline for coursework dates

Textbooks, materials & visits

Useful textbooks

Meggitt, C. (2013) CACHE Level 2 Child Care and Education, 2nd Edition Award/Certificate/Diploma

ISBN 9781444187816

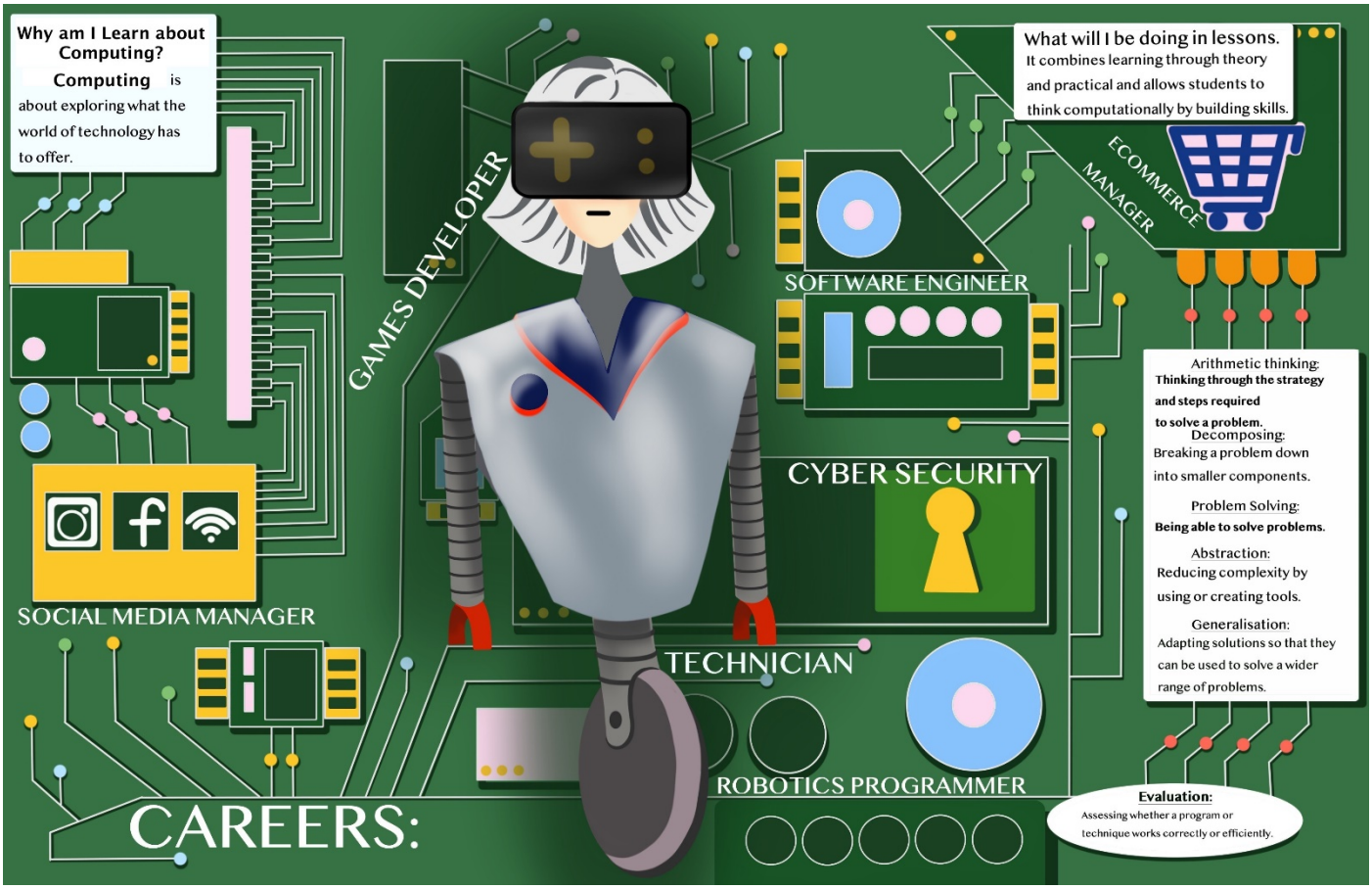
Tassoni, P (2007) CACHE Level 2 in Child Care and Education Student BookISBN-13: 9780435987411

How parents can help

- Students should have access to ICT (including the internet) and will need a USB/memory stick
- Encourage students to read through their work for errors
- Check homework diary regularly and support with homework tasks to ensure completion and on time delivery.

Computer Science | **Contact: Mrs Bhayat** | **3 lessons per week**

Examination board: OCR | **Specification: J277** | **Qualification: GCSE Computer Science**



Course content

Students will be carrying on studying the contents of exam 2 on computational thinking, algorithms and programming. Modules 2.4 Boolean Logic and 2.5 Programming languages and Integrated development environments will be covered. Pupils will also be completing there 20 hour NEA project. This project does not count towards the student's final mark but is important to cover as students get the opportunity to place the theory work, they have learnt over the year into practice.

Student groups

Students are taught in mixed ability groups. This subject was an optional choice subject that students will have selected in year 8.

Monitoring progress

Every half term every student will be assessed on group work oracey as well as an end of half term EMB assessment.

Assessments

Exam 2 Computer Systems = 50%

Exam 1 Computational Thinking, Algorithms and Programming = 50%

NEA Coursework = 20 hours to be covered

Each half term there is a EMB as well as a Oracle assessment with group work.

End of year exam will be a sample exam paper for Exam 2.

Homework

Pupils are expected to go over the lessons at home after each lesson as well as given a 45 minute piece of homework set twice a week which may be practical using python as a coding language.

Textbooks, materials & visits

Ms Teams will contain lesson materials.

https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/

www.python.org

https://www.youtube.com/watch?v=1cySy98Bv3g&list=PLboXykqtm8dy_DNg1NZiS08Dnyj35PWXw

craig and dave you tube channel

CGP Computer Science OCR J277

How parents can help

Monitor quality and detail of class work and home work.

Support your daughter's research work allowing them access to the internet and library resources.

Encourage your daughter to explore and attend any computing clubs at universities for summer school or local libraries. Allow your daughter to watch programmes and movies supporting the use of technology and its history. Making visits to museums such as the science museum.

Ensure that your daughter has access to Python and is practicing to use this program at home by creating their own mini programs.

Design & Technology **Contact: Ms Thomas** **3 lessons per week**

Examination board: Edexcel/Pearson **Specification: 1DT0** **Qualification: GCSE Design Technology**

Why do we teach Design & Technology?

Design Technology is an area of study that focuses on planning, designing, making and evaluating products. By understanding how the materials and processes are used and impact on our environment; you will become an empowered consumer and your practical and problem solving skills can be applied at home, to future education courses and at work.

How do we teach Design & Technology?

You will apply your new skills and learning from other subjects such as Maths, Science, Geography and Art to design and make products by hand and computer-controlled machines and to have lots of fun.

Identify - Research - Design - Make - Evaluate - Apply

Course content

During this two-year course students will study a wide range of materials including papers and boards, timber, metals, polymers and textile fibres and fabrics, students will also develop an understanding of systems, programmable components.

In Year 11 the theory will review working with polymer manufacture and sustainability. Students will also learn about wider design principles and the effect of design on users and the world we live in. They will then develop a deeper knowledge and understanding of other the other specific materials listed above and related techniques and processes, in order to construct their working prototype and achieve functioning design solution.

Student groups

Mixed ability

Monitoring progress

Every half term student's books will be marked in line with the New GCSE curriculum standards.

Students will be given individual targets that they will be expected to meet in the following half term. These will be written on their EMB Tracking sheets in their books.

The EMB will test their learning using exam style questions. This will build a resource of model answers.

Assessment

Mathematical skills must be mapped explicitly. Since these cannot be assessed in the NEA, this will mean that mathematical skills will represent 15% of the overall exam paper.

The Iterative Design Challenge is a single task that is worth 50% of the qualification. Edexcel will release contextual challenges in June of each year. There will be three open and real-world contexts for learners to interpret and explore, creating iterations when designing and making through the processes of 'explore, create and evaluate'.

The other 50% of the qualification covers the principles of design and technology in an examination. This is a single examination component with questions covering both 'core' and 'in-depth' content.

This examination is 1 hour and 45 minutes, and questions offer full access to all learners regardless of their practical experiences in the subject. When in-depth knowledge is tested, optionality is offered to ensure each of main material categories and design engineering can all be accessed.

Non-examined assessment dates

1 June 2020 Release of NEA for completion in March 2020.

26 September - D&T NEA Deadline Section 1 – Research, Design Brief & Specification

7 November D&T NEA Deadline Section 2a – Design Ideas and Review against Specification

30 January D&T NEA Deadline Section 2b – Final Design

19 March D&T NEA Deadline Section 3 – Completion of Prototype

2 April D&T NEA Deadline Section 4 – Evaluation

23 April Final D&T NEA Deadline - All sections presented in cohesive portfolio.

Homework

Homework is set weekly and covers the two entries in their planners.

Set each week related to practical projects where possible and will include:

Research, Designing, ICT, Planning the making, Safety related issues, Evaluations, Prep work and Mathematics for D&T.

Textbooks, materials & visits

Pearson's brand-new resources for Edexcel GCSE (9-1) Design and Technology (Hard copy in school)

(ActiveBook subscription to digital copy)

technologystudent.com (Mobile app available)

https://www.bbc.com/bitesize/examspecs/zb6h92p BBC Bitesize GCSE Edexcel Site.

How parents can help

How parents can help

- Students should have access to ICT (including the internet) and will need a USB/memory stick
- They will use Techsoft 2D Design Tools and Fusion 360 available via School Laptop Scheme
- Encourage students to read through their work for errors
- Check homework diary regularly and support with homework tasks to ensure completion and on time delivery.
- Researching materials in the real world in everyday life.

Drama **Contact: Mr Wootton** **3 lessons per week**

Examination board: AQA **Specification: 8261** **Qualification: GCSE Drama**

Why do we teach Drama?
We teach Drama because it is one of the great art forms to which, we believe, all students should have access, because the skills it delivers, such as vocal and physical expression, have huge transferable value and because it shines a light upon the ways in which human beings interact.

How do we teach Drama?
Drama is taught through shared modelling and examples of dramatic skills and/or genres, followed by application through group work with use of such techniques as hot seating, improvisation and role play.

Skill/genre > research > rehearsal > performance >evaluation

Course content

- Component 1 Devising Drama (practical) (40%) Devised performance supported by a portfolio
- Component 2 Performance from Text (practical) (20%) Performance of two extracts from one play assessed by Edexcel
- Component 3 Theatre Makers in Practice (40%) 1 hour 45 minute exploration and study of one complete performance text. and live theatre evaluation.

Student groups

Classes as per option choice (mixed-ability)

Monitoring progress

Continual assessment of:

- Group work: cooperating, negotiating, compromising, teamwork, planning
- Research/Analysis: Feedback in class discussions,
- Practical exploration work: Role-play, improvising, utilising lighting, set, costume and sound in Drama Exploration and performance.
- Performance Preparation Process: Text adaptation, lighting, sound design and annotation, Rehearsal Schedule, Designing Set, Costume, lighting, sound/music
- Component 1 Devising Drama

Homework

Practical preparation:

- Daily Practice at home 1 hour a day on Monologues, Multi Roling, Annotating text for performance.
- Once a week Group Rehearsal in the Drama Studio afterschool preparing practical presentations performance

Research

- Analysing recordings of the practical work.

Assessment

Autumn 1 Component 1 Devising, Spring 1 Component 2 Performance from Text and Summer 1 Component 3 Exam 40% Theatre Makers in Practice.

Textbooks, materials & visits

Students are provided with handbooks for each unit; GCSE Drama Guide for Parents

Candidates are required to arrange and/ purchase their own costumes, sound/music, set and prop materials.

Visits: Globe theatre; Polka Theatre, Wimbledon; New Wimbledon Studio Theatre; Orange Tree Theatre, Richmond.

How parents can help

- Ensure excellent attendance to school. Absence not only affects your daughter's attainment but also her group members.
- Monitor Key Assessment and coursework dates. Read written coursework.
- Encourage and attend performances with your daughter at New Wimbledon Theatre, Colour House Theatre, Polka Theatre and The National Theatre.
- Discuss their practical work and the issues they are exploring,
- Read and discuss their performance playtext with them.

English **Contact: Mrs Byrne** **4 lessons per week**

Examination board & specification: AQA English Language and English Literature

Qualification: GCSE English Language and GCSE English Literature

Why study English?

The study of English fosters critical thinking skills, develops creativity, exposes us to ideas from other cultures, and encourages thoughtful self-examination. English enables you to understand the world and the world to understand you.

Great literature is not simply the exploration of facts; it reminds us of perpetual cycles of collective human experience, cycles that *are shared*, in which humans across all cultures and all time periods have found ways, albeit imperfectly, to understand others.

How do we teach English?

You will explore texts, discuss complex ideas, analyse works of great literature, evaluate writers' intentions, and be inspired to develop your creativity.

Course content

All students study both English Language and English Literature.

GCSE English language is designed on the basis that students should read and be assessed on high-quality, challenging texts from the 19th, 20th and 21st centuries. Each text studied must represent a substantial piece of writing, making significant demands on students in terms of content, structure, and the quality of language. The texts, across a range of genres and types, support students in developing their own writing by providing effective models. The texts include literature and extended literary nonfiction, and other writing such as essays, reviews and journalism (both printed and online).

The GCSE specification in English literature requires students to study the following content:

- at least one play by Shakespeare
- at least one 19th century novel 2
- a selection3 of poetry since 1789, including representative Romantic poetry
- fiction or drama from the British Isles from 1914 onwards.

In Year 11, our students study The Strange Case of Dr Jekyll and Mr Hyde by Robert Louis Stevenson and a selection of poems from the Power and Conflict Anthology. In addition, to prepare them for their language exam, they complete modules based on 'Explorations in Creative Reading and Writing' and 'Writers' Viewpoints and Perspectives'. They will be finished studying new material for their literature exam by the end of January. This allows us to focus on revision and ensure they are best prepared to reach their potential in their summer exams.

English Language

Paper 1: Explorations in Creative Reading and Writing 50%

(Externally assessed)

Paper 2: Writers' Viewpoints and Perspectives 50%

(Externally assessed)

Non-examination Assessment: Spoken Language 0% (Internally assessed)

English Literature

Component 1: Shakespeare and Post-1914 Literature 50%

(Externally assessed)

Component 2: 19th-century Novel and Poetry since 1789

(Externally assessed)

Student groups

We look at their end of year English exam results and their attainment grades across year 10 to set students. Attainment in English is excellent and students in all sets achieve remarkably high grades.

Monitoring progress

Students will work towards linear examinations at the end of Year 11. To ensure students are making progress and teachers can clarify misconceptions, regular EMBs will take place. In addition, they will often sit mock examinations.

Homework

Homework tasks are set regularly but the frequency and type of task will depend on the text they are studying. Students may be asked to read, research a topic, complete a writing task or carry out an analytical piece of work.

Textbooks, materials & visits

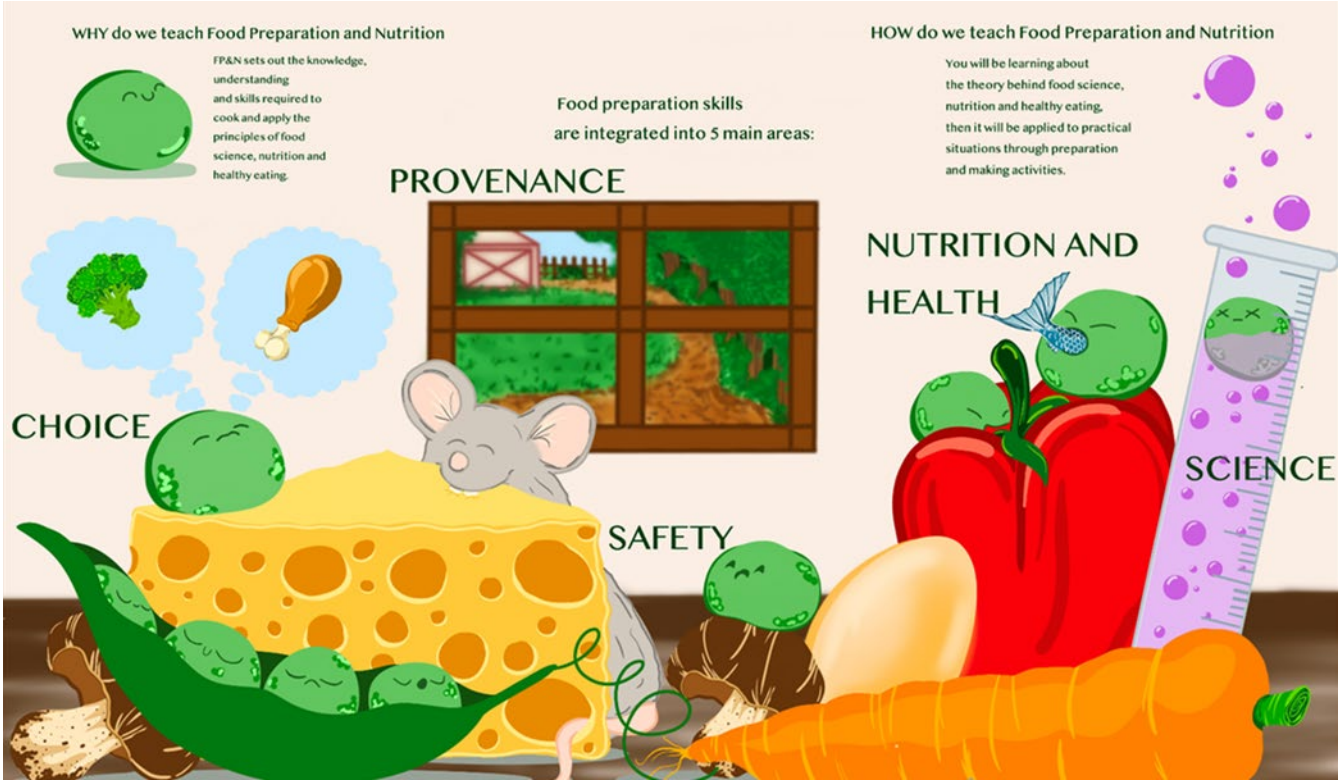
Some key texts are provided for students. Any student who loses a text will be required to pay for the cost of a replacement text. Students must buy their own copy of *The Strange Case of Dr Jekyll and Mr Hyde*, as this is a set text. Students may then annotate their own copy. Where possible, we organise theatre visits.

How parents can help

Encourage your daughter to read both fiction and non-fiction regularly. Engage in conversations about what they are reading and their thoughts on the characters, issues or themes. Watch performances of the literature texts with your daughter.

Food Preparation & Nutrition Contact: Ms Hoyles 3 lessons per week

Examination Board: AQA Specification: 8585 Qualification: GCSE Food Preparation & Nutrition



Course content

Autumn Term

Non Examined Assessment (NEA1) NEA1 Investigation task (15% of GCSE) 30 marks. This will be a 10 hour investigation. The task is set by the AQA exam board. Students will produce a 1,500-2,000 word report. (task title released on 1st September)

NEA2 – Food Preparation Task (35% of GGSE) 70 marks. This will be a 20 hour piece of work including one 3 hour practical in which they need to make 3 dishes. The task is set by the AQA exam board. Students will produce a written report, 20 sides maximum. (task title released on 1st November)

Spring Term

NEA2 continues until 5th March 2021

Revision of topics (paper 1) taught in Year 10: (for more information see the AQA website, details below)

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

Summer Term

Revision for Paper 1 and past papers, ready for final exam (50% of final GCSE grade).

Student groups

Mixed ability.

Monitoring progress

NEA progress is checked on a weekly basis. NEA grades, past papers or past exam questions will be used for assessment and marked in accordance to GCSE levels. The grade the student will receive will be the GCSE grade she is currently achieving.

Non-examined assessment titles

Students will complete one Investigation Task for NEA1, worth 15% of the final GCSE. The pupils produce a 1,500-2,000 word report as evidence.

NEA2 is worth 35% of the final GCSE. The pupils produce a 20 slide PPT for NEA2

Titles for 2020/2021 are set by the exam board and released on 1st September (NEA1) and 1st November (NEA2)

Deadlines: NEA1 – November 2018

NEA2 – March 2019.The 3 hour practical will take place in February 2021.

Homework

2 pieces of homework per week, to be handed in once a week, in line with school policy. One will be related to the NEA and the other will be exam practice.

Textbooks, materials & visits

AQA – Food Preparation & Nutrition Anita Hull & Garry Littlewood – ISBN 9781908682789 (students have a copy in class and also have an electronic version they can access at home)

Collins – GCSE revision – Food Preparation & Nutrition ISBN 978-0-00-816634-2

CGP – GCSE Food Preparation & Nutrition – The Revision Guide – ISBN 9781782946496

CGP – GCSE Food Preparation & Nutrition – Exam Practice Workbook ISBN – 9781782946502

Both of the CGP books will be supplied for the students. The Exam Practice Workbook they can write in and The Revision Guide will be collected in at the end of the year. If a student loses their book they will be asked to replace it.

How parents can help

Collect 'food in the news' (information about current issues relating to food manufacture).

Work with your daughter on practising practical dishes.

Internet Sites: www.nutrition.org.uk www.aqa.org.uk; www.data.org; www.fairtrade.org.uk; www.sustainweb.org; www.foodsafetydirect.co.uk; www.foodforum.org.uk; www.food.gov.uk; www.foodinschools.org; www.healthyschools.gov.uk

French **Contact: Ms Guillet** **3 lessons per week**

Examination Board: AQA **Specification: 8658** **Qualification: GCSE French**

MFL pedagogy: the way we teach and learn in MFL includes a lot of repetition and manipulation- using our mistakes to get better; we go from being able to simply understand the language to using it actively.
Why do we learn foreign languages? Because we are citizens of the same world! Languages open our minds and help us become more knowledgeable and more tolerant of other cultures, other people and other views.

Course content

Autumn Term: Life at school/college / Travel and tourism

Spring Term: Education post-16/ Healthy/unhealthy living

Summer Term: Marriage/partnership / Social media / Mobile technology

Student groups

Students are taught in mixed-ability groups.

Monitoring progress

Homework (including vocab tests and grammar tests), EMBs (including Listening, Reading, Extended writing, Translation and Oral tests). GCSE type papers.

Homework

- Prep /Learning:
- Key vocabulary to be researched / learnt- tested
- Grammar rule and grammatical exercise to apply rules learnt- tested.
- Reading & understanding exam question
- Translation & Writing tasks.
- Past Papers

Textbooks, materials & visits

- Textbook: Encore Tricolore 4 at home + AQA work /text books in lessons.
- Softwares: Boardworks (Topic + Grammar) + Taskmagic (Vocabulary + Translation skills)
- ICT websites: www.languagesonline.org.uk; www.AQA.org.uk/8658
- Exchange with Ursuline School of Largenté in Bayonne, France

How parents can help

- Ensure all homework is completed on time and students spend quality time going over classwork, learning vocabulary and grammar weekly.
- Support the school to ensure work is corrected in green pen and redrafted when below standards.
- Subscribe to Mary Glasgow Magazine in September to encourage reading in French.
- Encourage students to have French music on their mp3 to practise listening.
- Holiday in French speaking countries whenever possible.

Geography | **Contact: Mrs Nichols** | **3 lessons per week**

Exam board: AQA | **Specification: 9030** | **Qualification: GCSE Geography**

WHY DO WE TEACH GEOGRAPHY?

- To learn about the places and communities in which we live and work
- about our natural environments and the pressures they face
- about the interconnectedness of the world and our communities within it
- how and why the world is changing, both globally and locally
- how our individual and societal actions contribute to those changes
- about the choices that exist in managing our world for the future
- the importance of location in business and decision-making
- how physical and human process shape our world

HOW DO WE TEACH GEOGRAPHY?

By developing knowledge through enquiry- based learning, using topical and current sources to enable this for example maps, graphs, podcasts, public statements, video clips, audio and visual aids and newspaper articles.

Course content

UNIT 1: PHYSICAL GEOGRAPHY –

- External exam 1 hour 30 minutes.
- 37.5% of final marks.
- Includes Section A – The Restless Earth – Earthquakes and volcanoes; Section B – Water on the land – rivers and flooding; and The Coastal Zone – coasts and management.

UNIT 2: HUMAN GEOGRAPHY –

- External exam 1 hour 30 minutes.
- 37.5% of final marks.
- Includes Section A – Population Change and Urban Environments; Section B – Tourism and The Development Gap.

UNIT 3: CONTROLLED ASSESSMENT: LOCAL FIELDWORK INVESTIGATION –

- 6 hour write up under direct supervision.
- Guidance of 2000 words.
- 25% of final mark.

Student groups

Students are taught in mixed ability groups

Monitoring progress

Students are taught in line with the school marking with GCSE levels awarded for key assignments. Exercise books are marked weekly, grades are recorded and monitored by classroom teacher.

Assessments

Year 11 controlled assessment: End of Spring term

Linear course – all exams (Unit 1 and Unit 2) are to be completed at the end of Year 11.

Homework

Homework set weekly. This includes:

Research, report writing, OS map work, analysing geographical data, extended pieces of writing (essays, letters, diary entries, speeches), structured questions, decision making exercises.

Homework is set according to ability.

Textbooks, materials & visits

- Textbooks : AQA Geography A GCSE; 'Issues & Environments' – Payne & Jennings
- Videos / DVDs / CD ROMS / Newspaper articles
- Department produced worksheets/resources.
- Speaker from local Council & Environmental Pressure Group
- Visit in the Summer Term – to the New Forest ~ GCSE papers/resources

How parents can help

Encourage students to read/look for topical news articles/documentaries. Visit Libraries to help with research/coursework assignments.

Websites: www.s-cool.co.uk; http://www.for.nav.edu/geography/tg

www.bbc.co.uk (Education section); www.fsc.co.uk

http://quake/wr.usgs.govwww.cpre.co.uk

German **Contact: Ms Antell** **3 lessons per week**

Examination Board: AQA **Specification: 8668** **Qualification: GCSE German**

MFL pedagogy: the way we teach and learn in MFL includes a lot of repetition and manipulation- using our mistakes to get better; we go from being able to simply understand the language to using it actively.
Why do we learn foreign languages? Because we are citizens of the same world! Languages open our minds and help us become more knowledgeable and more tolerant of other cultures, other people and other views.

Course content

Autumn Term: Life at school/college / Travel and tourism

Spring Term: Education post-16/ Healthy/unhealthy living

Summer Term: Marriage/partnership / Social media / Mobile technology

Student groups

Students are taught in mixed-ability groups.

Monitoring progress

Homework (including vocab tests and grammar tests), EMBs (including Listening, Reading, Extended writing, Translation and Oral tests). GCSE type papers.

Homework

- Prep /Learning:
- Key vocabulary to be researched / learnt- tested
- Grammar rule and grammatical exercise to apply rules learnt- tested.
- Reading & understanding exam question
- Translation & Writing tasks.
- Past Papers

Assessments

December Assessment: Listening, Reading & Writing papers

June end of Year 10 exam: Listening, Reading & Writing papers

July Assessment: Mock GCSE Oral

Textbooks, materials & visits

Textbook: Edexcel + AQA work /text books in lessons.

Softwares: Boardworks (Topic + Grammar) + Taskmagic (Vocabulary + Translation skills)

ICT websites: www.languagesonline.org.uk; www.aqa.org.uk/8658, www.klar.co.uk

Visit to German School in Richmond

Visit to Ursuline School in Kohln, Germany

How parents can help

Ensure all homework is completed on time and students spend quality time going over classwork, learning vocabulary and grammar weekly.

Support the school to ensure work is corrected in green pen and redrafted when below standards.

Subscribe to Mary Glasgow Magazine in September to encourage reading in German.

Encourage students to have French music on their mp3 to practise listening.

Holiday in German speaking countries whenever possible.

Health & Social Care Double Award | **Contact: Ms Taylor** | **3 lessons per week**

Examination Board: AQA | **Specification: 4824** | **Qualification: 2 GCSEs**

Social Science Faculty

Why do we teach social science?

"We aim to develop the evaluation, application, and research skills so our social science students use their talents and abilities to improve our ever-changing social world"

How will your teachers teach the social sciences?
You teachers have designed your social science curriculum to take you on a journey of skills development. You will develop your skills of understanding and demonstrating knowledge of the key studies and theories. You will then learn to develop your application and analysis skills when you discuss real life implications of research to the social science sectors. You will be confident in your evaluation skills and will have developed an in-depth process of critically interpreting and analyzing exam and real-life materials. Your essay writing and coursework skills will develop through a focus on literacy and your advanced evaluation, application, and research skills will enable you to leave year 13 able to enter any further education or work establishment with the confidence, abilities and talents to pursue a successful career making a positive change in the social world.

Course content

Unit 2: Health, Social Care and Early Years Care and Education (30% of final mark)

Controlled internal assessment covering the needs of client groups, access and barriers to provision and work roles

Students will learn about:

- the range of care needs of major client groups
- the types of service that exist to meet client group needs and how they are developed and organised
- local and national partnership working to ensure the integration of services
- the ways people can obtain care services and the barriers that can prevent people from gaining access to services
- the main work roles and skills of people who provide health, social care and early years care and education services
- the principles of care that underpin all care work with clients.

Unit 4: Promoting Health and Well-being (30% of final mark)

Controlled internal assessment Students will learn about:

- Methods used to measure an individual's physical health
- Factors positively and negatively influencing health and well-being and ways of promoting and supporting health improvement for an individual or small group.

Student groups

Mixed ability

Monitoring progress

Pupils will submit draft versions of each of the criteria for teacher feedback

Pupils will receive written and oral feedback on how to improve

Homework

Homework is set weekly. This includes research and preparation for internal assessments

Assessment

Controlled assessments

Unit 2: Health, Social Care and Early Years Care and Education

Unit 4: Promoting Health and Well-Being

The final grade in this course is obtained by adding together the individual marks awarded for the four modules. 60% of the final marks are internally assessed modules and 40% of marks come from externally marked exams. Students will sit the external exams for Unit 1 and Unit 4 in Year 11 in the Summer Term (June 2019). The results will be available from the exam board approximately 8 weeks later (August 2019). Your daughter will be assessed weekly and the grade she will receive will be inputted into the electronic mark book.

Textbooks, materials & visits

Core Textbook:

Smithson, R. (2009) AQA GCSE Health and Social Care, Nelson Thorne, Cheltenham

ISBN 978 1 40850398 0

Other useful resources:

Lamb, A. (2007) AQA GCSE Health and Social Care, Phillip Allan Updates, Oxfordshire

ISBN 978 1 84489 619 6

Lamb, A. (2007) AQA GCSE Health and Social Care Student Workbook, Phillip Allan Updates, Oxfordshire

ISBN 978 1 844 897476

Moonie, N., Haworth, E., & Forshaw, C. (2002) GCSE Double Award Health and Social Care for AQA, Heinemann, Oxford

ISBN 0 435 47133 3

The NHS Choices website is a great website for all health matters

http://www.nhs.uk/Pages/HomePage.aspx

Using the BBC website, students can access a wide range of information on exercise and fitness: http://www.bbc.co.uk/news/health

The British Nutrition Foundation at www.nutrition.org.uk has a wide range of information for individual students or groups to look at

How parents can help

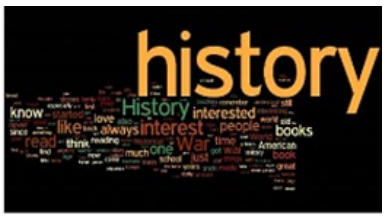
- Pupils should have access to ICT (including the internet)
- Encourage students to read through their work for errors (using their green pen)
- Pupils will need a USB/memory stick
- Support her in her homework tasks to ensure completion and on time delivery.
- Check homework diary regularly
- Proof read your daughters work
- Contact class teacher

History | Contact: Ms Beale | 3 lessons per week

Examination Board: Pearson | Specification: 1H10 | Qualification: GCSE History

Why do we learn History?

"History is 'Her-story' is 'Our-story,' so that we know what happened in the past, so that we understand our current world, so that we can shape our future."



How do we learn History?

We study History through enquiry-based learning, where we critically evaluate sources, interpretations and content.

Course content

Paper 3: (30% 1 hour 15 minutes)

Modern Depth Study - Weimar and Nazi Germany, 1918 – 1939

Paper 2 (40% - 1 hour 45 minutes) – To be completed from Year 10

British Depth Study – Early Elizabethan England, 1558-88

Student groups

Students are taught in mixed ability groups.

Monitoring progress

Student work and progress is monitored during lessons through participation in class discussions, small group and individual work. Likewise, classwork and homework will be monitored through marking, feedback and student response to feedback.

Homework

Homework is set twice a week as per the homework timetable. Students should spend between 45 minutes and one hour on each homework task per week. Homework tasks will take on a variety of formats across the year. This could be independent research, creative writing, formal writing e.g. short and long answer questions, presentations, project work and revision.

Textbooks, materials & visits

Edexcel textbooks

Edexcel revision guides

Useful websites:

Information and quizzes - http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/

Factual Information - http://www.spartacus.schoolnet.co.uk/

Videos & podcasts - http://www.youtube.com/user/mrallsop

Original documents & activities - http://www.nationalarchives.gov.uk/education/

How parents can help

The most basic but, practical way to help, is ask your daughter what she has been learning and perhaps even ask her to teach you a specific topic or skill. Another way could be to read through and check your daughter's work with her – this does not have to focus on the historical content - it could be for spelling, effort and presentation.

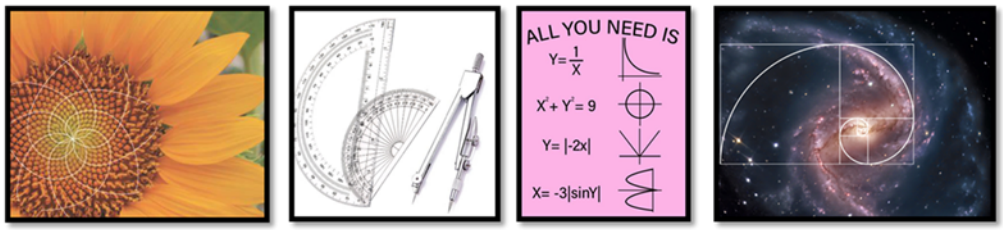
Students should also be encouraged to watch the news and read newspapers. This will help broaden her historical knowledge and allow her to place her learning in the context of the modern world. Discussing any current affairs with your daughter would be of great benefit.

Mathematics **Contact: Ms Aberdeen Y10 & 11 coordinator** **5 lessons per week**

Examination board: Edexcel **Specification: 1MA1** **Qualification: GCSE Mathematics**

Why do we teach mathematics?

Maths is a universal language that helps us to solve problems, look for patterns and find order through logical, systematic thinking. It helps us make sense of our world and how we can make a difference in it.



How do we teach mathematics?

In order to do that: we explore and discuss new concepts, impart knowledge, model new skills, develop fluency in those skills, and then apply and adapt the skills for different situations.

Course content

This is a GCSE Maths Linear Course and the following content will be examined:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Statistics
- Probability

The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all papers where 9 is the highest grade.

Two tiers are available: Foundation and Higher. (Foundation tier: grades 1 to 5. Higher tier: grades 4 to 9)

The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.

Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.

Each paper is 1 hour and 30 minutes long. Each paper has 80 marks. Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

Student groups

Groups are set according to mathematical ability.

Monitoring progress

Homework grades are recorded in line with school policy. Scores and GCSE grades are given for tests and are compared to target grades.

Assessment

Assessment Tests at the end of each unit of work and are used for reporting 'currently achieving' grades. Students sit full mock examinations in December and then fortnightly from January until May. These regular mocks are used to assess their progress. Their Final GCSE examination is written in May/June.

Homework

Three homework tasks are set a week and marked according to Maths Faculty homework policy.

Textbooks, materials & visits

Students have access to GCSE mathematics resources through the VLE. Homework will often be set from these resources. The Mathematics teachers generate exam support and extension materials.

How parents can help

Encourage students to keep a full set of Mathematical equipment (including a scientific calculator) and bring it to every Mathematics lesson. Check your daughter's homework to see that full working out is shown and not just the answer.

Revision websites: www.bbc.co.uk/schools/gcsebitesize/maths; www.mymaths.co.uk; http://corbettmaths.com/

Music **Contact: Mr Williams** **3 lessons per week**

Examination board: Pearson - Edexcel **Specification: 1MU0 2016** **Qualification:**

Why do we teach Music?

We teach Music because it is one of the great art forms and a truly global language to which, we believe, all students should have access. The skills it delivers have huge transferable value and they will help you be successful in your lives. Being able to appreciate and perform music will enrich you as a person. Music is found in every culture in the world and it helps create a sense of personal identify and allows you to express yourself: we celebrate human diversity by studying music from different cultures and traditions.

How do we teach music?

Music is taught through practical activities based on listening and appraising, composing and performance. You will become more effective and confident performers by learning to rehearse effectively and by assessing the impact of your own performances and those of others whilst considering how to make them even better. Experimentation and risk taking are important aspects of composing and you will be encouraged to be creative when developing your own music. You will learn about music by developing your aural skills and understanding of key musical terms.

GCSE Music

Course content

Students will study a multi-faceted course that incorporates performing, composing and appraising Music. Students will develop their solo and ensemble skills and can perform on any instrument/voice (including using Music Technology) and choose music from any style or genre. Students will be taught to compose in a range of styles and use musical techniques from the four Areas of Study: Instrumental Music 1700-1820; Vocal Music; Music for Stage and Screen and Fusions. There are two set works from each area of study which the students will analyse and answer questions about in the listening and appraising exam. Students will learn to compose using notation software (musescore) and create scores using different notations.

Student groups

Students are taught in mixed ability groups.

Monitoring progress

Every half term every student must give one solo/ensemble performance at an evening GCSE Concert which is recorded and assessed.

Throughout the course students will complete composing activities starting with short exercises in Year 10 before starting the final compositions in the spring term of Year 10 and the Autumn Term in Year 11.

Research and listening 'written' work will be submitted on MS Teams.

Assessment

60% of the final Grade is based on the practical activities of performing (30%) and composing (30%). The final 40% is based on the listening and appraising exam in which students will be asked questions about the Set Works and unfamiliar Music.

Candidates have to give two performances (one solo and one ensemble) which have to last in total for a minimum of four minutes and compose two pieces of music which last in total at least three minutes. One composition is a free composition and the other has to be based on a brief set by Edexcel: there will be four briefs to choose from. The free composition will be due by the end of Year Ten and the composition to a brief will be due by the Spring half-term in year 11.

Homework

A 45-minute piece of homework set twice a week which may be practical (preparing a performance or working on a composition) or written work based on aspects of the course.

Textbooks, materials & visits

Course content books; variety of worksheets and reference materials

Relevant videos, DVDs and internet sites including Focus on Sound and BBC bitesize, Edexcel Anthology and Student Books

How parents can help

Monitor quality and detail of class work and homework. Support your daughter's research work allowing them access to the internet and library resources.

Encourage your daughter to attend music clubs in school and take her to live musical performances. Ensure that your daughter has access to and listens to recordings of all the set works and that she has Musescore software (which is a free download) installed on her tablet or a computer at home.

PE GCSE **Contact: Ms Doyle** **3 lessons per week**

Examination board: Pearson - Edexcel **Specification: 1PE0** **Qualification: GCSE PE**

Course content

Autumn Term: Practical session with 2 Theory Lessons – practical's are determined by the skills of the class & the practical options available but may include Netball, Dance, Athletics, Rock Climbing, Football, Tennis and Swimming.

Spring Term: Practical session with 2 Theory Lessons – practical's are determined by the skills of the class – they will include 1 of the above named sports. Formal assessment of practical work completed and entered.

Summer Term: Theory and revision sessions/ exam preparation.

Theory: Paper 1 & paper 2

- Topic 1: Applied anatomy and physiology & Health, fitness and well-being
- Topic 2: Movement analysis & Sports Psychology
- Topic 3: Physical training & Socio-Cultural issues

Students will also analyse data throughout each topic area.

Student groups

Mixed ability group.

Monitoring progress

Continuous assessment on practical with a formal assessment each half term; written homework assessment grades are awarded based on Edexcel 9-1 assessment criteria.

Assessment

1PE04 is completed in year 10. 1PE03 practical assessment deadline is February half term of year 11.

Homework

Two pieces of work given weekly and marked to Edexcel GCSE guidelines. Practical homework includes attendance to extra-curricular clubs both inside and outside of school.

Textbooks, materials & visits

Students must purchase 'GCSE PE' for Edexcel by (Folens) ISBN: 978-1-29-212988-4 or PE Student Book (Oxford Press) ISBN: 978-0-19-837021-5

Edexcel sport text book / internal department worksheets and resources / ICT / practical work, external visits and speakers on topic areas. Business links in the community and sport fixtures; visits to sports colleges/universities. Option of attending a sports tour to Europe & the Ski trip can be part of a practical assessment.

How parents can help

To take active interest in monitoring your daughter's homework. Encourage participation in extracurricular activities throughout the year. Have regular contact with members of staff. Ensure your daughter has full PE kit.

Religious Education **Contact: Mr Odhiambo** **3 lessons per week**

Examination board: AQA (B) **Specification: 8063** **Qualification: GCSE Religious Education**

Why do we teach Religious Education?

With Christ at the Centre, our vision in Religious Education is to clearly express ourselves and be proud of our faith and personal beliefs. We are encouraged to respect the values and beliefs of others.

How do we teach Religious Education?

We encouraged to debate, discuss and to be critically evaluative of ideas in order to communicate our views orally and in writing.

Course content

- The Church: What do Catholics believe about the Church as God's kingdom? How have they been influenced by different sources? How can these beliefs be expressed through drama?
- Redemption: What does it mean to believe that humanity has been saved from sin? Where has this belief come from? How can this belief be expressed through church buildings and objects?
- Eschatology: What do Catholics believe about life after death? How can this belief be expressed through art and artefacts?

Student groups

Students are taught in their English sets.

Monitoring progress

RE class and homework is checked by the teacher each week and one piece of written work a fortnight is formally assessed. Students will also be encouraged to assess each other's work, and set their own targets for improvement. Effort is rewarded through the school's rewards system.

Homework

Homework is set each week. This may involve: researching upcoming topics, revising for timed examinations or consolidating learning by completing exam questions.

Assessment

This is a linear course, therefore, the GCSE examination are taken at the end of Year 11. Pupils will also be assessed internally in December of Year 11 within the Mock examination schedule.

Each half term there will also be opportunities for pupils to complete questions under timed conditions.

Textbooks, materials & visits

- Staff will be using MS Teams in addition to a variety of books and other resources. Pupils are normally given stimulus material so we do not issue a textbook.
- Use the Kerboodle to access the textbook

- Class Mass and other Chapel Services are included in our programme. All students have a Retreat Day.

How parents can help

It is helpful if pupils have access to a Bible at home. The New Jerusalem or Good News versions are the most appropriate. Access to the Internet will also be invaluable for research. Pupils will need to analyse newspapers, magazines and TV programmes for current affairs issues and topics which appear on the GCSE Religious Studies Syllabus.

Double/Combined Science **Contact teacher: Mr Cartledge** **6 lessons per week**

Examination Board: AQA **Specification: Science Trilogy (8464)** **Qualification: GCSE Double Science**

Why do we teach Science?

Science lifts the veil on how the world around you, from your phones to your heart, really works. It is the application of knowledge to empower you to understand and positively impact our world.

How do we teach Science?

You will use practical or research methods to investigate a question or observed phenomenon and then critically evaluate the conclusions made and get a clearer understanding of the science underpinning the question.

Question → Investigate → Evaluate → Understand → Apply

Course content

Students will get 2 GCSE grades at the end of Year 11 and students will sit 6 exams then, each lasting 1 hour 15 minutes. There will be two exams for each Science.

The students will study the following units:

Biology

- Cell structure and transport.
- Cell division.
- Organisation and the digestive system.
- Organising animals and plants.
- Communicable diseases
- Preventing and treating disease.
- Non-communicable diseases.
- Photosynthesis
- Respiration
- The human nervous system
- Hormonal coordination
- Adaptation and competition
- Ecosystems and biodiversity

Chemistry

- Atmosphere.
- Balancing equations.
- Sustainable development.
- Chemical change.
- Rates of reaction
- Organic chemistry
- Chemical analysis

Physics

- Energy
- Electricity
- Molecules and Matter
- Radioactivity

- Forces
- Waves
- Electromagnetism

Assessment

There are no longer any coursework units in the new GCSE. Students will be expected to carry out 9 Required Practical Investigations and write a full lab report on each one.

The exams have moved to linear so students will sit all six exams at the end of year 11 in the May/June examination period.

Homework

3 x 1 hour per week

Textbooks, materials & visits

AQA GCSE Biology Student book by OUP, AQA GCSE Chemistry Student book by OUP and AQA GCSE Physics Student book by OUP. We will sell revision guides, at cost, through Parent Pay as well as putting a digital copy of the book on a digital learning platform for all students to access

How parents can help

Encourage your daughter to make use of the extensive resources available on MS Teams.

Provide additional reference materials. Encourage pupils to visit libraries, museums, botanical gardens. Watch appropriate TV programmes. Monitor homework diary. Show an interest and ask questions about the work your daughter is studying in Science. The new standards set by this government have made Science much harder than previously. Students need to know a great deal more, the exams are tougher and the grade boundaries higher. The more support that you can give your daughter, the more she will succeed.

Triple science	Contact: Mr Cartledge – Head of Science	
Biology	Hannah Parker	2 lessons per week
Chemistry	Enda Daly	2 lessons per week
Physics	Alex Rushforth	2 lessons per week
		Total: 6 lessons per week

Examination Board: AQA	Specification:	Qualification:
	Biology (8461)	GCSE Biology
	Chemistry (8462)	GCSE Chemistry
	Physics (8463)	GCSE Physics

Why do we teach Science?

Science lifts the veil on how the world around you, from your phones to your heart, really works. It is the application of knowledge to empower you to understand and positively impact our world.

How do we teach Science?

You will use practical or research methods to investigate a question or observed phenomenon and then critically evaluate the conclusions made and get a clearer understanding of the science underpinning the question.

Question → Investigate → Evaluate → Understand → Apply

Course content

Students undertaking the triple sciences will complete three separate GCSEs over two years. Much of the content is the same as is covered in GCSE Trilogy Science with extra detail added to each unit.

Biology

- Cell structure and transport.
- Cell division.
- Organisation and the digestive system.
- Organising animals and plants.
- Communicable diseases
- Preventing and treating disease.
- Non-communicable diseases.
- Photosynthesis
- Respiration
- The human nervous system
- Hormonal coordination
- Adaptation and competition
- Ecosystems and biodiversity

Chemistry

- Atmosphere.
- Balancing equations.
- Sustainable development.
- Chemical change.
- Rates of reaction
- Organic chemistry
- Chemical analysis

Physics

- Energy
- Electricity
- Molecules and Matter
- Radioactivity
- Forces
- Waves
- Electromagnetism
- Space

Assessment

There are no longer any coursework units in the new GCSE. Students will be expected to carry out 9 Required Practical Investigations and write a full lab report on each one.

Students will sit all six exams at the end of year 11 in the May/June examination period. They will sit 2 x 1hour 45 minute exams per GCSE. There will be an end of year 10 exam provided by the exam board that they have offered to mark so that we can fully gauge progress.

There will be regular mock exams throughout the course to ensure that your daughter is fully prepared.

Homework

3 x 1 hour per week

Textbooks, materials & visits

AQA GCSE Biology Student book by OUP, AQA GCSE Chemistry Student book by OUP and AQA GCSE Physics Student book by OUP. We will sell revision guides, at cost, through Parent Pay as well as putting a digital copy of the book on a digital learning platform for all students to access

How parents can help

Please see the guidance on the previous page.

Spanish **Contact: Ms Guillet** **3 lessons per week**

Examination Board: AQA **Specification: 8698** **Qualification: GCSE Spanish**

MFL pedagogy: the way we teach and learn in MFL includes a lot of repetition and manipulation- using our mistakes to get better; we go from being able to simply understand the language to using it actively.
Why do we learn foreign languages? Because we are citizens of the same world! Languages open our minds and help us become more knowledgeable and more tolerant of other cultures, other people and other views.

Course content

Autumn Term: Holidays

Spring Term: School

Summer Term: Family & Friends and routines

Student groups

Students are taught in mixed-ability groups.

Monitoring progress

Homework (including vocab tests and grammar tests), EMBs (including Listening, Reading, Extended writing, Translation and Oral tests. GCSE type paper.

Homework

Prep /Learning:

Key vocabulary to be researched / learnt- tested

Grammar rule and grammatical exercise to apply rules learnt- tested.

Reading & understanding exam type questions.

Translation & Writing tasks.

Past Papers

Assessment

December Assessment: Listening, Reading & Writing papers

June end of Year 10 exam: Listening, Reading & Writing papers

July Assessment: Mock GCSE Oral

Textbooks, materials & visits

Textbook: Edexcel + AQA work /text books in lessons.

Softwares: Boardworks (Topic + Grammar) + Taskmagic (Vocabulary + Translation skills)

ICT websites: www.languagesonline.org.uk; www.AQA.org.uk/8658

Link with Ursuline School in Spain

How parents can help

Ensure all homework is completed on time and students spend quality time going over classwork, learning vocabulary and grammar weekly.

Support the school to ensure work is corrected in green pen and redrafted when below standards.

Subscribe to Mary Glasgow Magazine in September to encourage reading in Spanish.

Encourage students to have French music on their mp3 to practise listening.

Holiday in Spanish speaking countries whenever possible.

ENGLISH GRADE DESCRIPTORS

KS4 English Language: Critical Reading and Comprehension

Grade 9

In relation to a range of texts, you can:

- summarise and critically evaluate with sophisticated and impressive understanding.
- understand and respond with insight and originality to explicit and implicit meanings and viewpoints.
- analyse and critically evaluate, with insight and originality, detailed and subtle aspects of language, grammar and structure.
- substantiate your understanding and opinions with illuminating and integrated references to texts and contexts.
- make convincing, apt and impressive links and comparisons within and between texts.

Grade 8

In relation to a range of texts, you can:

- summarise and critically evaluate with detailed and perceptive understanding.
- understand and respond with insight to explicit and implicit meanings and viewpoints.
- analyse and critically evaluate, with insight, detailed aspects of language, grammar and structure.
- substantiate your understanding and opinions with illuminating references to texts and contexts.
- make convincing and apt links and comparisons within and between texts.

Grade 7

In relation to a range of texts, you can:

- summarise and begin to critically evaluate with some detailed and perceptive understanding.
- understand and respond with some insight to explicit and implicit meanings and viewpoints.
- analyse and begin to critically evaluate, with some insight, detailed aspects of language, grammar and structure.
- substantiate your understanding and opinions with precise reference to texts and contexts.
- make some convincing and apt links and comparisons within and between texts.

Grade 6

In relation to a range of texts, you can:

- summarise and evaluate consistently with sustained accuracy and clear understanding.
- understand and make consistently valid responses to explicit and implicit meanings and viewpoints.
- analyse and evaluate consistently relevant aspects of language, grammar and structure.
- support their understanding and opinions with frequent and apt references to texts, informed by your wider reading.
- make frequently credible links and comparisons between texts.

Grade 5

In relation to a range of texts, you can:

- summarise and evaluate with accuracy and clear understanding.
- understand and make valid responses to explicit and implicit meanings and viewpoints.
- analyse and evaluate relevant aspects of language, grammar and structure.
- support your understanding and opinions with apt references to texts, informed by their wider reading.
- make credible links and comparisons between texts.

Grade 4

In relation to a range of texts, you can:

- summarise and evaluate with some accuracy and clear understanding.
- understand and make some valid responses to explicit and implicit meanings and viewpoints.
- analyse and evaluate some relevant aspects of language, grammar and structure.
- support your understanding and opinions with some apt references to texts, informed at times by their wider reading.
- make some credible links and comparisons between texts.

Grade 3

In relation to a range of texts, you can:

- describe and summarise with increasing accuracy and understanding.
- respond in an increasingly clear way to most explicit information and viewpoints.
- make relevant comments about language and structure.
- support your comments and opinions with general references.
- make increasingly clear links between texts.

Grade 2

In relation to a range of texts, you can:

- describe and summarise with some accuracy and understanding.
- respond in a straightforward way to most explicit information and viewpoints.
- make some relevant comments about language and structure.
- support your comments and opinions with some general references.
- make straightforward links between texts.

Grade 1

In relation to a range of texts, you can:

- describe and summarise with limited accuracy and understanding.
- respond in a limited way to explicit information and viewpoints.
- make limited comments about language and structure.
- support your comments and opinions with limited references.
- make limited links between texts.

KS4 English Language: Writing

Grade 9

You can:

- communicate with impressive impact and influence.
- produce sophisticated, subtle and original texts which are deliberately crafted.
- use an impressively wide range of well-selected sentence types and structures and precise and ambitious vocabulary to enhance impact.
- spell, punctuate and use grammar accurately so that writing is virtually error-free.

Grade 8

You can:

- communicate with impact and influence.
- produce ambitious, accomplished and effectively-structured texts.
- use a wide range of well-selected sentence types and structures and precise vocabulary to enhance impact.
- spell, punctuate and use grammar accurately so that writing is virtually error-free.

Grade 7

You can:

- communicate with some impact and influence.
- produce increasingly ambitious, assured and effectively-structured texts.
- use a range of well-selected sentence types and structures and increasingly precise vocabulary to create impact.
- spell, punctuate and use grammar accurately so that writing is generally error-free.

Grade 6

You can:

- communicate confidently and effectively, sustaining the reader's interest.
- produce well-structured, purposeful and, at times, ambitious texts.
- consistently vary sentence types and structures and use appropriate and, at times, ambitious vocabulary to purpose and effect.
- spell, punctuate and use grammar accurately with occasional errors.

Grade 5

You can:

- communicate effectively, sustaining the reader's interest.
- produce coherent, well-structured and purposeful texts.
- vary sentence types and structures and use vocabulary appropriate to purpose and effect.
- spell, punctuate and use grammar accurately with occasional errors.

Grade 4

You can:

- communicate with some awareness of effect, mostly sustaining the reader's interest.
- produce increasingly coherent, purposeful and structured texts.
- begin to vary sentence types and structures and use vocabulary usually appropriate to purpose and effect.
- spell, punctuate and use grammar with some accuracy.

Grade 3

You can:

- communicate in a straightforward way with increasing clarity for the reader.
- produce texts with an awareness of structure and purpose.
- show increasing control over sentence type and structure and a range of vocabulary to some effect, although not always appropriately.
- spell, punctuate and use grammar with some accuracy.

Grade 2

You can:

- communicate simply with some clarity for the reader.
- produce texts with basic structures and some awareness of purpose.
- show some control over sentence type and structure and use familiar vocabulary to some effect.
- spell, punctuate and use grammar with limited accuracy.

Grade 1

You can:

- communicate but with limited clarity for the reader.
- produce texts with limited awareness of structure and purpose.
- show limited control over sentence type and structure and use basic vocabulary.
- spell, punctuate and use grammar with limited accuracy.

MATHEMATICS GRADE DESCRIPTORS

When reporting grades, the Mathematics department will use the grade descriptors below. Please note these may be subject to change as more information related to them may be published in the next two years by Ofqual.

Algebra

Grade 9

- I can expand products of more than two binomials
- I can use simple geometric progression (r^n where n is an integer, and r is a rational number > 0, or a surd) and other sequences.
- I can interpret the succession of two functions as the "composite function".
- I can find approximate solutions to equations using iteration.
- I can interpret trig functions for angles of any size
- I can calculate or estimate gradients of graphs and areas under graphs (including quadratic and other non-linear graphs), and interpret results in cases such as distance-time graphs, velocity-time graphs and graphs in financial contexts.

Grade 8

- I can factorise a quadratic with two variables.
- I can expand products of more than two binomials
- I can use simple geometric progression (r^n where n is an integer, and r is a rational number > 0, or a surd) and other sequences.
- I can interpret the reverse process as the "inverse function**".**
- I can interpret the succession of two functions as the "composite function".
- I can solve equations using 'completing the square' and leaving answer in exact form
- I can find approximate solutions to equations using iteration.
- I can solve quadratic equations which involve rearranging.
- I can finding turning points by 'completing the square'
- I can interpret trig functions for angles of any size
- I can sketch transformations and reflections of a given function
- I can calculate or estimate gradients of graphs and areas under graphs (including quadratic and other non-linear graphs), and interpret results in cases such as distance-time graphs, velocity-time graphs and graphs in financial contexts.
- I can recognise and use the equation of a circle with centre at the origin; find the equation of a tangent to a circle at a given point
- I can solve quadratic inequalities in one variable.
- I can use set notation on a graph.

Grade 7

- I can factorise quadratic expressions of the form ax^2+bx+c using the A/C method.
- I can solve simple algebraic fractions with linear expressions as denominators.
- I can solve quadratic equations where the coefficient of x^2 >1.
- I can solve equations using the Quadratic Formula.

- I can solve simultaneous equations involving one linear/one quadratic algebraically and graphically.
- I can identify and interpret roots, intercepts, turning points of quadratic functions graphically; deduce roots algebraically.
- I can sketch a quadratic function
- I can recognise, sketch and interpret cubic, exponential and reciprocal graphs
- I can recognise, sketch and interpret trigonometric graphs
- I can plot and interpret graphs (including reciprocal graphs and exponential graphs) and graphs of non-standard functions in real context, to find approximate solutions to problems such as simple kinematic problems involving distance, speed and acceleration
- I can prove statement s algebraically.
- I can solve linear inequalities on two variables.
- I can use reverse indices.

Grade 6

- I can expand double brackets with surds
- I can solve simple algebraic fractions with numerical denominator or simple algebraic terms.
- I can solve quadratic equations where the coefficient of $x^2 = 1$
- I can change the subject of more complex formula
- I can identify and interpret gradients and intercepts of linear functions algebraically.
- I can find the equation of the line given two points or the line.
- I can find the gradient and equations of parallel and perpendicular lines.
- I can recognise, sketch and produce graphs of linear and quadratic functions, using equations in x and y and the Cartesian plane.
- I can derive an equation (or two simultaneous equations), solve the equation(s) and interpret the solution.
- I can argue mathematically to show algebraic expressions are equivalent.

Grade 5

- I can factorise quadratic expressions.
- I can factorise using the difference of two squares.
- I can deduce expressions to calculate the *n*th term of quadratic sequences and Fibonacci sequences.
- I can use algebraic methods to solve linear equations involving fractions and rearrangement.
- I can use equations to solve problems set in a context.
- I can solve simultaneous linear algebraic equations by the elimination method and graphically.
- I can rearrange formulae to change the subject.
- I can identify and interpret gradients and intercepts of linear functions graphically.
- I can plot straight line graphs from $y = mx + c$ using the gradient and intercept method.
- I can use linear graphs to estimate values of x and y from simultaneous linear equations.
- I can rearrange a linear equation to a form $y=mx+c$
- I can translate simple situations and procedures into algebraic equations.
- I can model and interpret many types of situations using graphs.
- I can solve complex multistep problems using a variety of methods.
- I can use and understand index laws and apply to simple algebraic expressions

Grade 4

- I can simplify and manipulate algebraic expressions to maintain equivalence by expanding products of two or more binomials.
- I can generate terms of a quadratic sequence using a position to term rule.

- I can recognise and use sequences of triangular, square and cube numbers.
- I can produce simple arithmetic sequences
- I can use algebraic methods to solve linear equations in one variable involving brackets using balancing method.
- I can solve linear equations with one variable that appears more than once.
- I can solve linear equations with the unknown on both sides of the equation.
- I can substitute involving powers and brackets and scientific formulae.
- I can plot more complex equations (y = x) or (y = x+a) and be able to recognise the graphs of these equations.
- I can plot straight line graphs using the table method and recognise gradient and y-intercept from y = mx + c.
- I can model situations using a simple graph (eg: currency conversion)
- I can show integer solutions to inequalities on a number line.
- I can solve linear inequalities in one variable.
- I can form equations from context (perimeter/area/angles).
- I can solve multistep problems by creating a plan of steps.
- I can find the reciprocal of a number

Grade 3

- I can colleting terms with squares, cubes and complex terms.
- I can Simplify and manipulate algebraic expressions by multiplying a single term over a bracket, taking out common factors (simple factorising)
- I can use linear position to term rules (two step), writing a position to term rule using algebra (nth term).
- I can generate a term in a sequence given the position to term rule in algebra.
- I can use algebraic methods to solve linear equations in one variable using the balancing method (two step equations).
- I can substitute more than one variable in a Formula.
- I can form equations in a context using formula such as perimeter.
- I can naming e the equation of vertical and horizontal line and be able to plot the graph of vertical and horizontal equations.
- I can use symbols to create algebraic formula a substitution to solve.
- I can model situations or procedures by translating them into algebraic expressions or formulae and using graphs.
- I can understand and use the vocabulary such as terms, expressions, equations, identity, inequalities, terms and factors.
- I can recognise inequalities.
- I can list integer solutions.
- I can form simple equations and solving multistep problems given steps to follow.

Grade 2

- I can collect like terms with more than one variable and with negative constants.
- I can use basic term to term rules (two step), writing a position to term rule using words.
- I can generate a term in a sequence given the position to term rule in words.
- I can generate terms of a sequence from a term-to-term rule.
- I can use single step function machines to model situation mathematically.
- I can use algebraic methods to solve linear equations in one variable by inverse function machines.
- I can substituting positive and negative values into expressions and evaluate using BIDMAS (including brackets)
- I can name co-ordinates in all four quadrants.
- I can find the missing co-ordinate of a vertex of a common 2D shape.
- I can use symbols to create algebraic formula for a given context.
- I can use graphs to convert one quantity to another.

- I can use graphs of real life situations to solve problems.

Grade 1

- I can collect like terms with positive constants and simplify basic expressions.
- I can find the next value in a simple sequence.
- I can use the basic term to term rules of (+, -, x, /).
- I can recognise increasing and decreasing sequences.
- I can use basic algebraic notation (eg: 3x vs x^3).
- I can substitute positive values into simple expressions (eg: 3x) and use BIDMAS to evaluate.
- I can use co-ordinates in the positive quadrant.
- I can use formulae to solve problems given the formula in words.

Probability

Grade 8

- I can calculate and interpret conditional probabilities through representation using tree diagrams and Venn Diagrams.

Grade 7

- I can calculate the probability of independent and dependent combined events, including using tree diagrams and other representations, and know the underlying assumptions.
- I can calculate and interpret conditional probabilities through representation using expected frequencies with two-way tables, tree diagrams and Venn Diagrams.

Grade 6

- I can record, describe and analyse the frequency of outcomes of probability experiments using frequency trees.
- I can enumerate sets and combinations of sets systematically using tree diagrams.

Grade 5

- I can apply ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments.
- I can relate relative expected frequencies to theoretical probability.
- I can understand that empirical unbiased samples tend towards theoretical probability distributions, with increasing sample size.
- I can use venn diagrams to find the probability of events.

Grade 4

- I can generate theoretical samples spaces for single and combined events with equally likely outcomes.
- I can design a sample space diagram - listing all combinations.
- I can use a sample space diagram to find probability.
- I can estimate probability.

Grade 3

- I can record, describe and analyse the frequency of outcomes of simple probability experiments using tables.
- I can find the probability of an event not happening and understand mutually exclusivity in calculating probabilities (including mutually exclusive probabilities summing to one).
- I can use and completing a sample space diagram to show the outcome of events.
- I can use sets and unions/ intersection of sets systematically using table's grids and Venn diagrams.

Grade 2

- I can use the appropriate language to put on a 0 - 1 probability scale.
- I can understand that all probabilities of outcomes sum to 1.
- I can understand certain, impossible and even as numerical values.
- I can understand fairness.
- I can write probability of equally likely events as fractions.

Grade 1

- I can describe probability/ chance using words.
- I can explain why some events are more likely than others.
- I can place an event on a probability scale from impossible to certain.
- I can place shapes, primes and factors in the appropriate part of the Venn diagram.

Geometry and Measures

Grade 8

- I can apply addition and subtraction of vectors, multiplication of vectors by a scaler, and diagrammatic and column representation of vectors; use vectors to construct geometric arguments and proofs.
- I know and can apply the sine rule and the cosine rule to find unknown lengths and angles.
- I know and can apply area of a triangle (0.5absin(c)) to calculate the area, sides or angles of any triangle.

Grade 7

- I can apply and prove the standard circle theorems concerning angles, radii, tangents, chords, and use them to prove related results.
- I can apply the concepts of congruence and similarity, including the relationships between lengths, areas and volumes in similar figures.
- I can use properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres to solve problems in 3D.
- I can use properties of angles and sides to obtain geometric proofs.
- I know the exact values of Sin x and Cos x for x= 0°, 30°, 45°, 60°and 90° and know the exact value of Tan x for x= 0°, 30°, 45°, 60°

Grade 6

- I can find the volume and surface area of spheres, pyramids, cones and composite solids.
- I can identify and apply definitions and properties including tangent, arc, sector and segment.
- I can find arc lengths, angles and areas of sectors of circles.

- I know and can use the criteria for the congruence of triangles (SSS, SAS, RHS, AAS)Apply angle facts , triangle congruence similarity and properties of quadrilaterals to conjecture and derive results about angles and sides including Pythagoras' Theorem and the fact that the base angles of an Isosceles triangle are equal and use known results to obtain simple proofs.
- I can enlarge with a centre of enlargement and negative and fractional scale factors including coordinate axes.
- I can use trigonometric ratios to solve problems involving right-angled triangles, including triangles in 3D.

Grade 5

- I can find volumes of cylinders.
- I can find the radius/diameter given the area or circumference.
- I can use the standard ruler and compass constructions (perpendicular bisector, angle bisector, perpendicular bisector through a point).
- I can represent regions using loci and construction.
- I can find bearings (map and scale drawing).
- I can recognise and use the perpendicular distance from point to a line as the shortest distance to the line.
- I can apply angle facts , triangle congruence similarity and properties of quadrilaterals to conjecture and derive results about angles and sides including Pythagoras' Theorem and the fact that the base angles of an Isosceles triangle are equal and use known results to obtain simple proofs
- I can enlargement with centre of enlargement including coordinate axes.
- I can use Pythagoras' Theorem and in similar triangles to solve problems involving right-angled triangles.

Grade 4

- I can find perimeter and area of compound shapes where not all sides are given.
- I can calculate and solve worded problems involving perimeters and areas of 2D shapes including circles and composite shapes.
- I can find the surface area of simple 3D prisms (cuboid, triangular prism).
- I can find the volume of prisms.
- Construct and interpret plans and elevations of 3D shapes.
- Find the area and circumference of circles using the formula.
- Identify and apply definitions and properties including centre, radius, diameter, and circumference
- I can use scales to calculate the real length.
- I can use the standard ruler and compass constructions (perpendicular bisector, angle bisector to solve simple loci problems.
- I can construct a triangle using SSS (compass and ruler).
- I can identify properties of, and describe the results of a combination of translations, rotations and reflections applied to given shapes.
- I can enlarge with a positive scale factor (without a centre of enlargement) including coordinate axes.
- I can find angles on parallel lines (corresponding, alternate, interior).
- I can derive and use the sum of angles in triangles and use it to deduce the angle sum in any polygon and to derive the properties of regular polygons.
- I can construct and interpret plans and elevations of 3D shapes.

Grade 3

- I can derive and apply formula to calculate and solve problems involving the area and perimeter of parallelograms and trapeziums using the formula.
- I can find the perimeter and area of simple compound shapes given all sides.
- I can estimate the area of irregular shapes.
- I can find the volume of cuboids using the formula and triangular prism where the cross section is given.

- I can measure and draw reflex angles.
- I can draw a triangle given two angles and a side with a ruler and a protractor (SAS or ASA)
- I can understand the difference between congruence and similar shapes.
- I Know and understand the criteria for congruence of triangles.
- I am able to find the rotational symmetry.
- I can solve geometrical problems on coordinate axes.
- I can translate shapes with a vector.
- I can reflect a Cartesian co-ordinate plane using vertical and horizontal line equations.
- I can describe the result of rotations about (0,0)
- I can find missing angles in complex diagrams using angles at a point; on a straight line, vertically opposite.
- I can construct a net for a 3D shape.
- I can draw plans and elevations of 3D shapes on isometric paper.

Grade 2

- I can find the area of rectangles and triangles using the formula.
- I can derive and apply formulae to calculate and solve problems involving perimeter and area of triangles and rectangles.
- I can find the volume of solids using cubes.
- I can identify properties of the faces, surfaces, edges and vertices of: cubes, cuboids, prisms, cylinders, pyramids, cones and spheres.
- I can measure and draw acute and obtuse angles using a protractor.
- I can use mathematical notation to label parallel, and similar sides of triangles.
- I can use the standard conventions for labelling the sides and angles of a triangle ABC
- I can identify congruent shapes.
- I can describe the basic properties (sides, angles, symmetry).
- I can understand the difference between irregular and regular polygons.
- I can recognise reflective symmetry.
- I can recognise faces, edges, vertices of 3D shapes.
- I can reflect in diagonal lines. Including coordinate axes
- I can find angles on a straight line.
- I can find angles at a point.
- I can derive and apply the sum of angles in a triangle and a quadrilateral.
- I can find vertically opposite angles.

Grade 1

- I can find the perimeter given all sides.
- I can find the area on a grid.
- I can use standard units of measure and related concepts (length, area, volume, mass, capacity, time and money.
- I can draw and measuring a line segment.
- I can recognise acute, obtuse, reflex and right angles.
- I can recognise parallel lines.
- I can derive and apply the properties/definitions of: special quadrilaterals (square, rectangle, parallelogram, trapezium, kite and rhombus); and triangles and other plane figures using appropriate language.
- I can draw lines of symmetry on 2D shapes. To be able to name 3D shapes.
- I can reflect in vertical and horizontal lines.

Ratio

Grade 8

- I can interpret the gradient at a point on a curve as the instantaneous rate of change.
- I can apply the concepts of average and instantaneous rate of change (gradients of chords and tangents) in numerical , algebraic and graphical contexts

Grade 7

- I can set up, solve and interpret the answers in growth and decay problems, including compound interest and work with general iterative processes.

Grade 6

- I can convert between units using algebraic context
- I can understand that *x* increases with y and that x is proportional to 1/y.
- I can construct and interpret equations that describe direct/inverse proportion.
- I can recognise and interpret graphs that illustrate direct/inverse proportion.
- I can interpret the gradient of a straight line as a rate of change.

Grade 5

- I can compare lengths, areas, volumes using ratio notation (makes links to similarity including trigonometric ratios) and scale factors.
- I can convert between units of area and volume/capacity.
- I can change between compound units of measure. Using compound units such as speed, unit pricing, pressure and density to solve problems.
- I can write a linear function for a direct proportion relationship.
- I can solve problems involving direct and inverse proportion.

Grade 4

- I can reduce a ratio to unitary form.
- I can express the division of a quantity into two parts as a ratio.
- I can convert, compare, scale and mix concentrations in real life contexts.
- I can calculate speed, distance, time, density, mass and volume
- I can find values from exchange rates.
- I can find values from direct proportion graphs and simple inverse proportion.
- I can use simple fractional number scale factors, scale diagrams and maps.
- I can convert between lengths on scale drawings and in real life.

Grade 3

- I can simplify with units of measure (length and money).
- I can express a ratio as a fraction, decimal or percentage (without a diagram).
- I can compare two quantities using a ratio.
- I can share a quantity into a given ratio with a calculator.
- I can divide a given quantity into two parts.

- I can express one quantity as a fraction of another, where the fraction is less than 1 and greater than 1.
- I can change freely between related and standard units of time, length mass (metric to imperial).
- I can use direct proportion with a two-step process. Eg: recipe for 10 to a recipe for 15.
- I can interpret simple currency conversion graphs.
- I can use whole number scale factors, scale diagrams and maps.

Grade 2

- I can simplify ratios and finding equivalent ratios using simple multipliers.
- I can expressing a ratio as a fraction , decimal or percentage (with a diagram)
- I can share a quantity into a given ratio
- I can change freely between related and standard units of time, length mass (including imperial).
- I can approximate sizes of everyday objects in metric units.
- I can use direct proportion with simple multiplicative relationships.

Grade 1

- I can understand of ratio notation.
- I can write ratio from diagrams
- I can convert between basic units of metric length and mass.
- I can read off simple scales.

Number

Grade 8

- I can apply limits of accuracy, including upper and lower bounds.
- I can rationalise the denominator of complex surds.

Grade 7

- I can do complex calculations using Standard Form.
- I can use Fractional and Negative powers to simplify algebraic expressions.
- I can rationalise the denominator of Surds.
- I can apply and interpret limits of accuracy, including upper and lower bounds.

Grade 6

- I can use index notation for integer powers; know and use the index laws for multiplication and division of fractional and integer powers.
- I can add/subtract/multiply/divide numbers in standard form.
- I can use exact representation of roots and their decimal approximations.
- I can simplify Surds.
- I can calculate compound interest using the standard formula
  P x (100% + r %)^n .
- I can express recurring decimals as fractions (and vice versa).
- I can use reverse percentages.

Grade 5

- I can estimate with the use of 1 significant figure (including division of a decimal number).
- I can use index notation for integer powers; know and use the index laws for multiplication and division of positive integer powers.
- I can interpret and compare numbers in standard form for large and small numbers.
- I can appreciate the infinite nature of sets of real and rational numbers.
- I can use higher powers and roots.
- I can calculate percentages/fractions/decimals of an amount (with and without a calculator).
- I can calculate simple and compound interest.
- I can understand the relationship between ratio and fractions.
- I can use Fractions in a context.
- I can calculate possible resulting errors expressed using inequality notation $a<x<b$

Grade 4

- I can estimate using 1 significant figure.
- I can do word problems involving decimals.
- I can use all four operations with decimals (eg: 17.4/0.8)
- I can understand triangle numbers
- I can use powers and associated real roots, distinguishing between exact representation of roots and their decimal approximations.
- I can understand cube numbers and cube roots.
- I can define integer and natural numbers.
- I can understand index notation form small positive integer powers (able to use a calculator in calculations related to powers and roots).
- I can find equivalencies of Decimals/Fractions/Percentages (eg : 4%, 32%, 15%) and use of a calculator to do this.
- I can use of inequality notation to compare Fractions, Decimals and Percentages.
- I can write terminating decimals as their corresponding fractions.
- I can express one number as a percentage of another.
- I can calculate the outcome of a given percentage increase or decrease.
- I can add/Subtract/multiply and divide fractions including mixed and improper fractions in the question.
- I can round to a given number of significant figures.
- I can use inequality notation to compare positive and negative numbers.
- I can use BIDMAS with reciprocals.
- I can do complex inverse operations with brackets, powers and roots.

Grade 3

- I can estimate multiplication and division of 2 and 3 digit numbers (whole numbers) and determine if it would be an over or under estimate.
- I can multiply and divide decimals (eg: 17.4/8)
- I can use LCM and HCF from prime factorisation.
- I can understand and use square numbers (to 12x12).
- I can understand and use square roots.
- I can convert between decimals, fractions and percentages.
- I can find equivalent fractions and simplify fractions.
- I can calculate simple percentages and use percentages to compare simple proportions.
- I can understand equivalencies of more complex Dec/Frac/Percentages (eg: 20%,5%,80%)
- I can add and subtract fractions with different denominators and understand mixed and improper fractions)
- I can multiplying and divide by 10, 100, 1000 including decimals.
- I can round to a given number of decimal places.

- I can add, subtract, multiply and divide positive and negative numbers.
- I can order positive and negative numbers on a number line.
- I can use BIDMAS with powers and roots.

Grade 2

- I can multiply decimals
- I can find the LCM and HCF from a list of factors.
- I can understand prime numbers.
- I can understand the equivalence of basic Fractions, Decimals and Percentages (10%, 25%, 50%, 75%, 1%) and as an amount of a whole.
- I can multiply and divide fractions.
- I can multiply and dividing by 10, 100, 1000.
- I can round to the nearest whole number, 10, 100 and 1000.
- I can order positive and negative numbers on a number line.
- I can use BIDMAS (simple expressions without powers, roots or multiplying and dividing negative numbers)
- I can use standard units of mass, length, time, money and other measures including decimal quantities

Grade 1

- **I** can use the four operations - whole numbers
- I can add and subtract decimals.
- I can write multiples and factors as lists.
- I can understand fractions, decimals and percentages (10%, 25%, 50%, 75%, 1%)
- I can add and subtract fractions with common denominator (basic understanding of mixed-improper from answers)
- I can understand place value and the value of decimal places.
- I can order numbers and use the number line.
- I can do basic inverse operations.
- I can understand time.
- I can understand money.

Statistics

Grade 8

- I can construct and interpret Histograms with unequal class intervals (Frequency Density) and know their appropriate use.

Grade 7

- I can construct and interpret Histograms with unequal class intervals (Frequency Density) and know their appropriate use.
- I can interpolate and extrapolate apparent trends (from scatter graphs) and understand the limitations (dangers of doing so).

Grade 6

- I can construct and interpret Cumulative Frequency graphs and know their appropriate use.
- I can construct and interpret Histograms with equal class intervals and know their appropriate use.

Grade 5

- I can consider outliers.
- I can construct and analyse Box Plots.
- I can calculate quartiles (including interquartile range) from a variety of data representations.
- I can use Stem and Leaf to find mean, median and range.
- I can estimate the mean from grouped frequency table.
- I can describe the correlation of a scatter graph.
- I can draw and use a line of best fit to estimate data from a scatter graph.
- I can interpret and construct line graphs for time series data (and know appropriate use).
- I can test a simple hypothesis.

Grade 4

- I can explain the most appropriate form of average and comparing two sets of data.
- I can find a change in mean with a change in a data set value.
- I can use charts and frequency tables(ungrouped data) to find mean, median, and range
- I can construct and interpret pie charts, stem and leaf diagrams and frequency polygons.
- I can create a two way table from a set of data.
- I can make comparisons of data using different charts.
- I can describe simple mathematical relationships between two variables (bivariate data) and illustrate use scatter graphs.
- I can identify inappropriate questions in a survey and write suitable questions for a questionnaire.
- I can understand appropriate sampling of a population and understand their limitations.
- I can apply statistics to describe a population.

Grade 3

- I can find a missing value in a data set given the mean.
- I can find the mode of charts and frequency tables (ungrouped data)
- I can construct and interpret Line graphs (including vertical line graphs).
- I can complete a two way table.

Grade 2

- I can calculate the mode, median and mean.
- I can construct compound bar charts.
- I know and can identify different types of data including secondary, primary, discrete and continuous data.

Grade 1

- I can calculate the median, mode and range in simple sets of data.
- I can construct a tally chart, pictogram and bar chart.