



Collingwood  
College  
BELIEVE SUCCEED

**YEAR 9**  
**CURRICULUM**  
**INFORMATION**  
**2024-2025**



## CONTENTS

SUBJECT	PAGE
Curriculum Information	2
Non-examination Assessments	3
Art, Craft and Design	5
Art - BTEC Level 1/Level 2 Tech Award in Art and Design Practice	8
Business – 1 Year Option	10
Citizenship	12
Computer Science (1 and 3 Year courses)	14
Drama (London Academy of Music & Dramatic Art)	17
English	19
Geography	21
History	23
Information and Communication Technology	25
Languages	27
Mathematics	29

SUBJECT	PAGE
Physical Education	31
Cambridge National Award in Sport Studies	33
Project Level 2 Higher	35
Religious Studies	37
Science - Combined and Single Sciences	39
Science – Year 9 Setting	41
Engineering in Manufacture	43
Food Preparation & Nutrition	45
Product Design	47
Systems & Control	49
Textiles	51
PSHE	53
Year 9 Setting Policy	54
Home Learning Timetables	55

## Curriculum Information

This booklet is intended to help both students and parents/carers by providing information on the curriculum being followed by Year 9 students in 2024 - 2025. It includes full details of assessment requirements of each of the subjects offered within the College. The intention is that students and parents/carers will be able to use the information to help plan their study time effectively.

Students will complete non-examination assessments in some of their one year and three-year courses. This requires a higher level of supervision from teachers, and we would ask all parents/carers to read the important guidance information on non-examination assessments.

Students will be given adequate opportunities to practice for all assessments and this booklet gives them the opportunity to see the kind of programme that they need to work to, given their choice of option subjects. It is important that students plan for all assessments and do not leave everything to the last minute. Deadlines must be met and completed work handed in when required.

Students need to attend regularly and check to ensure that they have made the correct preparation, especially for oral or practical work.

We recommend that parents/carers keep a copy of this booklet to hand throughout the GCSE years.

(The information given in this booklet is accurate at the time of publication)

## **Non-examination assessments**

### **Information for candidates: non-examination assessments**

**When you submit your work for marking, the awarding body will normally require you to sign an authentication statement confirming that you have read and followed the regulations.**

If there is anything that you do not understand, you **must** ask your teacher.

### **Preparing your work – good practice**

If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.

If you worked as part of a group on an assignment, for example undertaking field research, you must each write up your own account of the assignment. Even if the data you have is the same, you **must** describe in your own words how that data was obtained, and you **must independently draw your own conclusions from the data**.

You must meet the deadlines that your teacher gives you. Remember - your teachers are there to guide you. Although they cannot give you direct assistance, they can help you to sort out any problems before it is too late.

Take care of your work and keep it safe. Do not leave it lying around where your classmates can find it or share it with anyone, including posting it on social media. You must always keep your work secure and confidential whilst you are preparing it; do not share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.

Do not be tempted to use pre-prepared on-line solutions — this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

You must not write inappropriate, offensive, or obscene material.

### **Research and using references**

In some subjects you will have an opportunity to do some independent research into a topic.

The research you do may involve looking for information in published sources such as textbooks, encyclopaedia's, journals, TV, radio and on the internet.

Using information from published sources (including the internet) as the basis for your assignment is a good way to demonstrate your knowledge and understanding of a subject. You must take care how you use this material though - you cannot copy it and claim it as your own work.

### **The regulations state that:**

**'The work which you submit for assessment must be your own'.**

**'You must not copy from someone else or allow another candidate to copy from you'.**

When producing a piece of work, if you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. This is called 'referencing'.

You must make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, for example: Morrison, 2000, p29.

For material taken from the internet, your reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example: <http://www.geocases2.co.uk/rural1.htm> downloaded 5 February 2023.

You may be required to include a bibliography at the end of your piece of written work. Your teacher will tell you whether a bibliography is necessary. Where required, your bibliography must list the full details of publications you have used in your research, even where these are not directly referred to, for example: Curran, J. Mass Media, and Society (Hodder Arnold, 2005).

**If you copy the words or ideas of others and do not show your sources in references and a bibliography, this will be considered as cheating.**

### **Plagiarism**

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.**

Do not think you will not be caught; there are many ways to detect plagiarism.

Markers are highly experienced subject specialists who are very familiar with work on the topic concerned — they may have read or seen the source you are using, or even marked the work you have copied from!

Markers can spot changes in the style of writing and use of language.

Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

### **Penalties for breaking the regulations**

If it is discovered that you have broken the regulations, one of the following penalties will be applied:

- the piece of work will be awarded zero marks.
- you will be disqualified from that component for the examination series in question.
- you will be disqualified from the whole subject for that examination series.
- you will be disqualified from all subjects and barred from entering again for a specified time.

The awarding body will decide which penalty is appropriate.

**REMEMBER – IT IS YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK**

## Art, Craft and Design (AQA)

GCSE Art, Craft and Design covers coursework and a controlled assessment.

**Skills:** Students refine and develop a whole range of skills during the GCSE course including mixed media, photography, printing, painting, and photoshop

**Setting:** Students are taught in mixed ability groups.

**Class size:** Usually between 24-30

**Home Learning:** This is a very important feature of the course, as students work regularly in their sketchbooks to prepare material to work from in lessons. This will include recording ideas through drawing and photography, developing ideas and experimenting in different media. Students are also expected to analyse artists' work and annotate their sketchbooks throughout.

**Materials/equipment:** Students will need to purchase an Art pack at the start of the course. All lessons are well supplied with materials not included in the pack.

**Assessment and Reporting:** Coursework deadlines will be determined in accordance with the nature of the project set. Students will be informed of these deadlines by members of staff as and when appropriate. The portfolio must be completed by the end of the first term of the academic year in which the GCSE is taken. The externally set assignment is carried out in the following term.

Component 1: Portfolio	60%
Component 2: Externally set assignment	40%

### How parents/carers can help:

- Whenever possible plan a visit to an exhibition or gallery
- Watch any interesting programmes on artists and photographers
- Provide a space for their creative practical home learning
- Check that work is completed in sketchbooks weekly

### Useful Websites:

<a href="http://www.moma.org">www.moma.org</a>	<a href="http://www.thebritishmuseum.ac.uk">www.thebritishmuseum.ac.uk</a>
<a href="http://www.tate.org.uk">www.tate.org.uk</a>	<a href="http://www.designmuseum.org">www.designmuseum.org</a>
<a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a>	<a href="http://www.royalacademy.org.uk">www.royalacademy.org.uk</a>

## Art, Craft and Design (AQA)

**Brief Synopsis:** Students who are taking GCSE Art, Craft and Design can choose to work in a range of media, as this is a broad course exploring practical and contextual work. This can include painting, 3D, print making, mixed media, photography, and photoshop.

**Topics Studied:** Students have exciting and stimulating opportunities to explore their interests in ways that are personally relevant. During the course they complete in depth projects based on themes such as Natural and Manmade and Identity. From this body of work, a selection is made towards the students' Component 1 portfolio submission, which meets the assessment objectives.

### Year 9

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p><u>Portfolio Natural and Manmade</u> Record ideas from primary and secondary sources Develop ideas informed by artists and other sources Record through photography &amp; drawings</p>	<p><u>Portfolio Natural and Manmade</u> Record ideas from primary and secondary sources Develop ideas informed by artists and other sources Record through photography &amp; drawings</p>	<p><u>Portfolio Natural and Manmade</u> Record ideas from primary and secondary sources Develop ideas informed by artists and other sources Record through photography &amp; drawings</p>	<p><u>Portfolio Natural and Manmade</u> Record ideas from primary and secondary sources Develop ideas informed by artists and other sources Record through photography &amp; drawings</p>	<p><u>Portfolio Natural and Manmade</u> Refine ideas by selecting appropriate materials, techniques, and processes</p>	<p><u>Portfolio Natural and Manmade</u> Refine ideas by selecting appropriate materials, techniques, and processes</p>

### Year 10

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p><u>Portfolio Natural and Manmade</u> Refine ideas by selecting appropriate materials, techniques, and processes Ensure work addresses the four assessment objectives and produce final outcome/s</p>	<p><u>Portfolio Identity</u> Record ideas from primary and secondary sources focusing on objects, places and faces/self-portrait. Develop ideas informed by artists and other sources Record through photography &amp; drawings</p>	<p><u>Portfolio Identity</u> Record ideas from primary and secondary sources focusing on objects, places and faces/self-portrait. Develop ideas informed by artists and other sources Record through photography &amp; drawings</p>	<p><u>Portfolio Identity</u> Record ideas from primary and secondary sources focusing on objects, places and faces/self-portrait. Develop ideas informed by artists and other sources Record through photography &amp; drawings</p>	<p><u>Portfolio Identity</u> Record ideas from primary and secondary sources focusing on objects, places and faces/self-portrait. Develop ideas informed by artists and other sources Record through photography &amp; drawings</p>	<p><u>Portfolio Identity</u> Refine ideas by selecting appropriate materials, techniques, and processes</p>

# Art, Craft and Design (AQA)

Year 11

<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<p><u>Portfolio Identity</u> Refine ideas by selecting appropriate materials, techniques, and processes</p>	<p><u>Portfolio Identity</u> Refine ideas by selecting appropriate materials, techniques, and processes Ensure work addresses the four assessment objectives and produce a final outcome/s</p>	<p><u>Externally set assignment</u> GCSE exam papers issued Record ideas from primary and secondary sources Develop ideas informed by artists and other sources Record through photography &amp; drawings Refine ideas by selecting appropriate materials, techniques, and processes</p>	<p><u>Externally set assignment</u> Refine ideas by selecting appropriate materials, techniques, and processes Ensure work addresses the four assessment objectives and complete a ten-hour exam to produce an outcome</p>		



## **Art one year option – BTEC Level 1/Level 2 Tech Award in Art and Design Practice (Pearson)**

BTEC Art covers 2 components: Component 1 – Creative Practice in Art and Design, Component 2 – Responding to a brief.

**Skills:** This qualification will offer you the opportunity to build the range of knowledge, understanding and practical skills you need to progress to further learning, and will also give you an engaging and stimulating introduction to the world of art and design. You will explore some of the key areas within the creative sector, learning how to address the needs of clients and create art and design work that meets creative project briefs.

**Setting:** Students are taught in mixed ability groups.

**Class Size:** Maximum 24 students

**Materials/equipment:** Students purchase an Art pack at the start of the course. Lessons are well supplied with all other materials not included in the Art pack.

### **Assessment and Reporting:**

Component 1 - Creative Practice in Art and Design - investigating art and design practice to inform generation and communication of ideas and developing practical skills through exploration of specialist materials, techniques and processes. A theme is set by Pearson each year with a vocational context. Work completed is marked internally and moderated by Pearson.

Component 2 – Responding to a Brief - applying art and design skills and techniques to develop a response to a brief set by Pearson taken under supervised conditions. Work completed is marked by Pearson.

### **How parents/carers can help:**

- Whenever possible plan a visit to an exhibition or gallery to view work first hand
- Take primary source photographs linked to your Component 1 and Component 2 themes
- Watch any interesting programmes on artists and designers

### **Useful websites:**

[www.moma.org](http://www.moma.org)

[www.tate.org.uk](http://www.tate.org.uk)

[www.nationalgallery.org.uk](http://www.nationalgallery.org.uk)

[www.thebritishmuseum.ac.uk](http://www.thebritishmuseum.ac.uk)

[www.designmuseum.org](http://www.designmuseum.org)

[www.royalacademy.org.uk](http://www.royalacademy.org.uk)

## Art one year option – BTEC Level 1/Level 2 Tech Award in Art and Design Practice (Pearson)

**Brief Synopsis:** Students will work on design briefs that reflect work related contexts.

### Topics Studied:

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component 1 Creative practice in Art and Design	Component 1 Creative practice in Art and Design	Component 2 Responding to a brief	Component 2 Responding to a brief	Qualification complete	Qualification complete

## **Business (OCR) – 1 Year Option**

Business is relevant to all students regardless of their future career aspirations and provides an insight into the dynamic, ever-changing world of commerce. Business Studies aims to make students informed consumers who understand the influence businesses have on our everyday lives.

**Skills:** Students will gain independent learning, time management and teamwork skills in addition to organisation, research, extended writing, and presentation skills.

**Setting:** Students are taught in mixed ability groups.

**Class size:** Usually around 30 students

**Home Learning:** Students will be expected to complete, on a weekly basis, tasks of the following nature – Research projects, Multiple Choice questions, Exam questions and Worksheets. These should be approximately 30 minutes in length.

**Materials/equipment:** Students will need to be equipped with black pens, pencils, a ruler, and a calculator.

### **Assessment and Reporting:**

Business Activity, Marketing and People. This unit is assessed at the end of Year 9 with an exam worth 50% of the final mark.

Operations, Finance, and Influences on Business. This unit is assessed at the end of Year 9 with an exam worth 50% of the final mark.

### **How parents/carers can help:**

- It would be very useful to the students if they had computer and internet access, and printing facilities.
- Parents could encourage their children to watch the news and to discuss with them current events and business-related events.
- It would help students if parents took their child (where possible) to work with them for some practical business application.
- Watching and discussing TV shows like The Apprentice and Dragon's Den will help their studies.

### **Useful Websites:**

Tutor2u

BBC Bitesize

Seneca Learning

OCR Business

## Business (OCR) – 1 Year Option

### Brief Synopsis:

This GCSE course is a modular structure and requires the students to complete two units.

### Topics Studied:

Business Activity, Marketing, Human Resources, Operations, Finance, Influences, and Interdependence

Each unit completed will have a topic test and there will be mocks in November (Paper 1), January/February (Paper 1) and Before Easter (Paper 2). Both units will run alongside each other when there are equally split shared classes.

The 1-year course structure will vary depending on the split of teachers you have as that will impact how the department decide to allocate each unit, but an example can be found below.

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Business Activity  Operations	Business Activity Marketing  Operations Finance	Marketing People  Finance Influences	People  Influences Interdependence	Revision and Mocks	Exam Complete

## Citizenship (AQA)

GCSE Citizenship can be taken as a 1 or 3-year course option. If you like the subject, take it for three!

**Skills:** GCSE Citizenship Studies is a course that aims to motivate and enable young people to become the Lawyers, politicians, community organisers and law enforcement officers of the future. or any role that requires the application (accountants, surveyors, estate agents etc) or formulation of rules.

**Setting:** Students are taught in mixed ability groups. All students take the same examination papers.

**Class Sizes:** Usually between 22 - 31 students.

**Home Learning:** Home Learning is set once a week. revision in the lead up to end of topic assessments ought to be rigorous.

**Material/equipment:** Students should come prepared with their Super 7 (including a good quality pen) plus coloured highlighters.

**Assessment and Reporting:** The course is linear and is comprised of two exams:

Paper	Length	Topics covered	Question types
1	105 minutes	Active Citizenship (campaigning in the community)  Politics	A combination of multiple-choice, source-based questions, extended written answers.
2	105 minutes	Life in modern Britain  Legal and political rights and responsibilities	A combination of multiple-choice, source-based questions, extended written answers.

**How parents/carers can help:** Encourage your son/daughter to watch a news bulletin daily and download a news alert app on their smartphones if they have one. Providing a newspaper to read on a regular basis would be a big help. Support teachers by checking that revision is being done ahead of mocks and in ensuring students attend resits of mocks if required.

### Useful websites:

<http://www.bbc.co.uk/news>

<https://www.theguardian.com/uk>

<http://www.bbc.co.uk/newsround>

<http://www.independent.co.uk/>



## Citizenship (AQA)

**Brief Synopsis:** GCSE Citizenship Studies is a humanities subject that aims to motivate and enable young people to become the Lawyers, politicians, community organisers and law enforcement officers of the future. The course will particularly interest students that are adept at debating issues and take an interest in topical news.

### Topics Studied:

**Life in Modern Britain:** In this theme students will look at the make-up, values, and dynamics of contemporary UK society. They will consider what it means to be British, how our identities are formed and how we have multiple identities. Students will also look at the role and responsibilities of the traditional media, the impact of new media formats and the UK's role in international issues.

**Rights and responsibilities:** In this theme students will look at the nature of laws and the principles upon which laws are based, how the citizen engages with legal processes, how the justice system operates in the UK, how laws have developed over time and how society deals with criminality. Students will consider also how rights are protected, the nature of universal human rights and how the UK participates in international treaties and agreements. This theme also considers how the citizen can both play a part and bring about change within the legal system.

**Politics and Participation:** In this theme students will look at the nature of political power in the UK and the core concepts relating to democracy and government. This includes how government operates at its various levels within the UK, how decisions are made and how the UK parliament works and carries out its functions. It also looks at the role of political parties, the election system, how other countries govern themselves and how the citizen can bring about political change.

**Active Citizenship:** Students conduct their own investigation and project into an issue of interest to them in the other 3 themes.

3-year option - Years 9 - 11	1 year option - Year 9 only	
Year 9: Life in Modern Britain, Rights and Responsibilities	Teacher 1	Teacher 2
Year 10: Rights and Responsibilities & Politics and participation	Life in Modern Britain	Politics and Participation
Year 11: Politics and participation/Active Citizenship Project Revision from March.	Rights and Responsibilities	Active citizenship



## Computer Science (AQA) - 1 Year

**Brief Synopsis:** This GCSE course will give students the opportunity to develop their understanding of current and emerging technologies and how they work. They will look at the use of algorithms in computer programs and will develop a range of programs to solve specific problems. They will evaluate the effectiveness of their solutions and the impact of computer technology in society. By the end of the course, they will hopefully have become independent and discerning users of IT.

### Topics studied:

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 9	<b>Theory</b> <ul style="list-style-type: none"> <li>Algorithms</li> <li>Data Representation</li> </ul> <b>Programming</b> <ul style="list-style-type: none"> <li>Sequence, Selection, Iteration constructs</li> </ul>	<b>Theory</b> <ul style="list-style-type: none"> <li>Data Representation</li> <li>Computer Systems</li> </ul> <b>Programming</b> <ul style="list-style-type: none"> <li>Data structures</li> </ul>	<b>Theory</b> <ul style="list-style-type: none"> <li>Networks</li> <li>Cyber Security</li> <li>Relational Databases</li> </ul> <b>Programming</b> <ul style="list-style-type: none"> <li>Subroutines</li> </ul>	<b>Theory</b> <ul style="list-style-type: none"> <li>Ethical, Legal and Environmental Impacts</li> </ul> <b>Programming</b> <ul style="list-style-type: none"> <li>Exam Style questions</li> </ul>	After exam: <ul style="list-style-type: none"> <li>Introduction to forms-based programming in VB.Net</li> </ul>	Forms programming in VB.Net



## Computer Science (AQA) – 3 Year

**Brief Synopsis:** This GCSE course will give students the opportunity to develop their understanding of current and emerging technologies and how they work. They will look at the use of algorithms in computer programs and will develop a range of programs to solve specific problems. They will evaluate the effectiveness of their solutions and the impact of computer technology in society. By the end of the course, they will hopefully have become independent and discerning users of IT.

### Topics studied:

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 9	<b>Theory</b> <ul style="list-style-type: none"> <li>Algorithms</li> </ul> <b>Programming</b> <ul style="list-style-type: none"> <li>Sequence, Selection, Iteration constructs</li> </ul>	<b>Theory</b> <ul style="list-style-type: none"> <li>Data Representation</li> </ul> <b>Programming</b> <ul style="list-style-type: none"> <li>Arithmetic, relational and Boolean operations</li> </ul>	<b>Theory</b> <ul style="list-style-type: none"> <li>Data Representation</li> </ul> <b>Programming</b> <ul style="list-style-type: none"> <li>Input/Output</li> <li>Random Number generation</li> </ul>	<b>Theory</b> <ul style="list-style-type: none"> <li>Data Representation</li> </ul> <b>Programming</b> <ul style="list-style-type: none"> <li>Data Structures</li> </ul>	<b>Theory</b> <ul style="list-style-type: none"> <li>Computer Systems</li> </ul> <b>Programming</b> <ul style="list-style-type: none"> <li>String Handling</li> <li>Subroutines</li> </ul>	<b>Theory</b> <ul style="list-style-type: none"> <li>Computer Systems</li> </ul> <b>Programming</b> <ul style="list-style-type: none"> <li>Validation</li> <li>Authentication</li> </ul>
Year 10	<b>Theory</b> <ul style="list-style-type: none"> <li>Computer Networks</li> </ul> <b>Programming</b> <ul style="list-style-type: none"> <li>Small projects relating to exam questions</li> </ul>	<b>Theory</b> <ul style="list-style-type: none"> <li>Computer Networks</li> </ul> <b>Programming</b> <ul style="list-style-type: none"> <li>Small projects relating to exam questions</li> </ul>	<b>Theory</b> <ul style="list-style-type: none"> <li>Cyber Security</li> </ul> <b>Programming</b> <ul style="list-style-type: none"> <li>Small projects relating to exam questions</li> </ul>	<b>Theory</b> <ul style="list-style-type: none"> <li>Cyber Security</li> </ul> <b>Programming</b> <ul style="list-style-type: none"> <li>Small projects relating to exam questions</li> </ul>	<b>Theory</b> <ul style="list-style-type: none"> <li>Relational Databases</li> </ul> <b>Programming</b> <ul style="list-style-type: none"> <li>Small projects relating to exam questions</li> </ul>	<b>Theory</b> <ul style="list-style-type: none"> <li>Relational Databases</li> </ul> <b>Programming</b> <ul style="list-style-type: none"> <li>Small projects relating to exam questions</li> </ul>
Year 11	<b>Theory</b> <ul style="list-style-type: none"> <li>Ethical, Legal and Environmental Impacts</li> </ul>	Revision and exam questions	Revision and exam questions	Revision and exam questions <b>Final exam papers</b>		

## Drama - London Academy of Music & Dramatic Art (LAMDA)



Please note – Collingwood will fund one Acting grade entry. Any additional Grade 5 exams will need to be funded e.g., Devising and Mime will need to be funded by parents. Please see [www.lamda.org.uk/examinations](http://www.lamda.org.uk/examinations) for costs.

**LAMDA** Examinations have a reputation for excellence across the world, in addition being the UK's largest statutory speech and drama awarding body with their graded examinations in Communication and Performance accredited by the QCF.

**Skills:** Communication and performance which will serve them throughout life

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• develop voice and communication skills through the spoken word</li><li>• develop good memory skills</li><li>• foster an appreciation of literature, poetry, and drama</li><li>• interpretative skills and knowledge of the performance process</li></ul> | <ul style="list-style-type: none"><li>• imaginative and creative thinking exploring ideas and themes</li><li>• non-verbal communication by exploring body language and facial expression</li><li>• build further self-confidence and self-esteem</li></ul> |
|--|--|

**Setting:** Students are taught in mixed ability groups.

**Class Size:** Usually between 26 - 30 students.

**Home Learning:** This will include sourcing plays, learning lines, preparing pieces, voice exercises and independent research about the plot, characters, and themes of their selected texts. Sourcing appropriate props and token elements of costume.

**Materials/Equipment:** Students will require the Super 7 equipment and as required props, costume, scripts, sound, and music. Students must have a set of blacks for the examination and will rehearse in them when needed.

**Assessment:** Students will be entered at an appropriate level/grade and performance skill/s at the end of the academic year which best reflects their ability and progress throughout the course. Students may also be invited to take the Joint Qualification in all 3 of the performance skills below which are equivalent to a GCSE Grade 9-4. Parents/carers may be asked to contribute to some additional grade entries. All examinations will take place in early July and take place over 3 days in the Drama Studio or Kingston Theatre.

Grade 5 in Acting, Miming or Devising Drama Joint Qualification in Performance Level 2 is equivalent to a GCSE Grade 9-4

### How parents/carers can help:

- Offer support with learning lines and listening to their ideas
- Watching them rehearse
- Watching live theatre
- Listening to play performances or book readings on the radio.

**Useful website:** [www.lamda.org.uk/examinations](http://www.lamda.org.uk/examinations)

## Drama - London Academy of Music & Dramatic Art (LAMDA)



**Brief Synopsis:** The practical sessions leading up to teachers identifying appropriate exam entries will be very many group led and skill based. As the year progresses, students will work specifically on their solo pieces. Line learning is essential, and most students will know by the first assessment in September how to deal with it. Each student is an individual and each performance exam entry is unique to that student. The skills used are the same, but each student will have their own, creative, personal interpretation of each piece, particularly their free choice.

At Collingwood we offer students the opportunity to be entered for either Level 1 Grade 3 Acting or Level 2 Grade 5 in Acting, Mime and/or Devising.

All students are entered for a solo Acting exam. The grade and level will be identified by the teacher in the Spring Term. Students are expected to learn by heart one monologue, specified by LAMDA, plus a free choice which are all performed to an external LAMDA examiner in one session. After the solo performances, students are immediately interviewed by the examiner on their selected pieces. This enables students to demonstrate their knowledge and understanding of plot, character, action, and mood as well as applying drama skills.

**Level 1 Grade 3** one solo performance exam consisting of 2 performance pieces and one interview

**Level 2 Grade 5** 3 separate solo performance exams (acting, mime & devising) on 2 different days consisting of a total of 6 performance pieces and 3 interviews. Equivalent to GCSE 4 – 9.

**Topics Studied:** Naturalistic Acting, Mime & Devising

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Advanced performance skills Free choice monologue Physical theatre Ensemble/chorus Voice Gesture/Movement	Preparing and creating a role – Stanislavski Naturalism Realism Acting Mime Devising	Physical Theatre Acting Mime Devising  LAMDA Grade and Level identified	Selection of possible solo pieces from LAMDA anthology  Identification of possible 'free choice' pieces by students.	Preparation and research of all selected pieces to performance level  All lines learnt	Token prop/s and costume [if appropriate] used effectively to support performance  A knowledge and understanding of all chosen pieces  Mock interviews to support process

## English (AQA)

In Year 9, students in English begin the process of developing the necessary skills required for GCSE level. They will work on analysis skills in both Language and Literature and will study an array of texts including both fiction and non-fiction. Assessments will be both analytical and creative to encourage progress in all areas of study.

**Skills:** The skills learnt in English are explicitly linked to the criteria for GCSE. For reading they will develop skills linked with information retrieval, inference and deduction, analysis of language and structural and presentational features of texts. For writing they will develop skills linked with writing a range of different text types, organising texts effectively, vary sentence structures for effect, technical accuracy, spelling and vocabulary.

**Setting:** In English there are top, intermediate, and standard sets. There are no tiers in either Literature or Language GCSE. Students are taught based on ability, but all are challenged to ensure they gain the highest grade they can. Criteria for sets can change depending on the ability and size of the cohort.

**Class Size:** Top set groups are usually between 28 - 32 students. Intermediate sets are between 24 - 28 students and standard groups ideally have no more than 15 students.

**Home Learning:** Home learning is set according to the H/L timetable and generally consists of one reading and one writing task. It enables the teacher to check and monitor the understanding of each student.

**Materials/equipment:** Students should come prepared with their Super 7 equipment.

**Assessment and Reporting:** GCSE style assessment tasks will take place at the end of each unit of work and the results gained from this inform our planning for the term ahead and allow us to monitor student progress. These results are recorded with a GCSE level (1-9) and stored in their folders. These, along with class work, are used to provide a GCSE level for the reports.

### How parents/carers can help:

- Read with your child on a regular basis and encourage them to experience a range of genres and authors.
- Allow them to make use of library facilities in their area and to use the internet to develop research and reading skills.
- Develop understanding of new technologies; why not 'tweet' about something and see what the fuss is about!
- Encourage them to read a range of non-fiction material, including a quality newspaper.
- Help your child with spellings by keeping a log of difficult words and then test them at the end of the week.
- Encourage them to use a thesaurus when doing written work to expand their vocabulary.
- Above all else we ask that you continue to encourage and motivate your child in their study of English.

### Useful websites:

[www.aqa.org.uk](http://www.aqa.org.uk) , [GCSE English Literature - AQA - BBC Bitesize](#) , [The British Library - The British Library \(bl.uk\)](#), [Round Learning | What's past is prologue](#).  
[SparkNotes: Today's Most Popular Study Guides](#)

## English (AQA)

**Brief Synopsis:** The aim of the Year 9 course is to introduce the students to the criteria and expectations of the KS4 syllabus. Students will study modules that are created in a similar format to their GCSE English Language and Literature examinations. These are designed to help bridge the link between Year 9 and the intensive years of Years 10 and 11. In the Summer Term students will be starting their study of Shakespeare which will be the official start of their GCSE year.

At Collingwood we aim to make lessons interactive by using resources such as moving image, role-play, mini whiteboards, and games. The Department uses a variety of teaching styles and methods to motivate students in the study of English and foster an enthusiasm for the subject.

**Topics Studied:** Our year 9 theme is 'The Power of Voice' and we tailor all units to correspond to this overarching idea. The units of work covered in English are the study of a class text, Shakespeare's Macbeth, the GCSE Poetry Anthology, a study of non-fiction texts and a study of 19<sup>th</sup> Century Literature. All these topics mirror what they will be doing in Years 10 and 11.

<b>Autumn Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 3</b>
<ul style="list-style-type: none"> <li>• <b>The Modern Text</b> – Noughts and Crosses /Curious Incident of the Dog in the Night-time (Drama Text)/The Woman in Black</li> <li>• <b>Language Paper 1 Section B</b> Narrative/Descriptive writing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Shakespeare:</b> The study of Macbeth (official start of their GCSE)</li> <li>• <b>Language Paper 2 Section B</b>– creating an argument and writing in the style of/spoken language preparation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Language Paper 1 section A Questions 1-4</b> – analysing fiction texts</li> <li>• <b>GCSE Poetry Power and Conflict anthology</b></li> </ul>
<b>Autumn Term 2</b>	<b>Spring Term 2</b>	<b>Summer Term 2</b>
<ul style="list-style-type: none"> <li>• <b>The Modern Text</b> – Noughts and Crosses /Curious Incident of the Dog in the Night-time (Drama Text)/The Woman in Black</li> <li>• <b>Language Paper 1 Section B</b> Narrative/Descriptive writing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Shakespeare:</b> The study of Macbeth (official start of their GCSE)</li> <li>• <b>Language Paper 2 Section B</b>– creating an argument and writing in the style of/spoken language presentation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Language paper 2 section A</b> – analysing and comparing non-fiction texts</li> <li>• <b>GCSE Power and Conflict Poetry anthology</b></li> </ul>

## Geography (GCSE EDUQAS Geography B) – 3 Year Course

Geography is the fascinating study of the Earth's human and physical environments, how they interact with one another and how they are changing.

**Skills:** Students are encouraged to collect and manipulate a wide range of data. They will learn to create and interpret maps, graphs, indicators, satellite images and GIS (Geographical Information Systems). Students will also learn to describe and explain why geographical processes have taken place, express their viewpoints as well as the viewpoints of others, make decisions to solve problems and develop enquiry and fieldwork skills.

'Fieldwork' is an essential aspect of Geography. Students must experience fieldwork in both Human and Physical contexts. At present, students go to Box Hill, Dorking to experience fieldwork in a rural context and the Old Dean in Camberley, to carry out fieldwork in an urban context.

**Setting:** Students are taught in mixed ability groups.

**Class size:** Usually between 28 - 32 students.

**Home Learning:** Home Learning is set twice per cycle. Additional reading into current affairs, watching of documentaries and practise of Geographic skills is highly recommended.

**Materials/equipment:** Students will need pens, pencils, colouring pencils, ruler, eraser, protractor, calculator, pair of compasses, glue, and scissors. A clip board is also useful for fieldwork.

### Assessment and Reporting:

Investigating Geographical Issues: <b>40%</b> <b>Written Examination:</b> 1 hour 45 minutes	Problem Solving: <b>30%</b> <b>Written Examination:</b> 1 hour 30 minutes	Applied Fieldwork Enquiry: <b>30%</b> <b>Written Examination:</b> 1 hour 30 minutes
--	--	--

**How parents/carers can help:** Ensure that revision guides provided are used at home so that students become familiar with the key words for each theme and case studies they will be examined on. You can also encourage your child to carry out further reading around topics studied using books, newspapers, and a variety of Geographical websites.

### Useful websites:

<http://www.bbc.co.uk/education/subjects/zkw76sg>  
<http://www.bbc.co.uk/schools/gcsebitesize/geography/>  
[www.geography-site.co.uk](http://www.geography-site.co.uk)  
<http://www.internetgeography.net/>  
News websites e.g., <http://www.bbc.co.uk/news>

[www.geography.learnontheinternet.co.uk/gcse/revision.html](http://www.geography.learnontheinternet.co.uk/gcse/revision.html)  
<http://education.nationalgeographic.com/education/>  
<https://timeforgeography.co.uk/>  
<http://www.coolgeography.co.uk/>

**Collingwood Geog**

@Collingwood\_Geo

## Geography (GCSE EDUQAS Geography B) – 3 Year course

**Brief synopsis:** The proposed Geography specification includes a range of human and physical topics with the main aims being to allow students to:

- appreciate their own world and the fast-changing world around them.
- develop a personal interest in why geography matters.
- study a rich variety of places at a range of scales.
- develop responsibilities as global citizens and recognise how we can make the World more sustainable.

### Topics Studied:

- Changing Places - Changing Economies
- Changing Environments
- Environmental Challenges



	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Year 9</b>	River processes, landforms, flooding, and management	Urbanisation and Global Cities (Rio de Janeiro and Tokyo Case Studies)	Urbanisation and Global Cities (Rio de Janeiro and Tokyo Case Studies)	Climate change (impacts on Arctic Ecosystem and Tourism in the Bahamas, management in the UK)	Weather and Climate (semi-arid and tropical climate case studies)	Desertification
<b>Year 10</b>	Ecosystems (Savannah, Rainforest and UK Sand Dunes case studies)	Urban Processes and change in the UK (Cardiff Case Study)	Rural Processes and change in the UK (Outer Hebrides Case Study)	Box Hill Fieldtrip and Rural Fieldwork	Global Patterns of Development (UK and Vietnam case studies)	Global Patterns of Development (UK and Vietnam case studies)
<b>Year 11</b>	Coastal processes and landforms Coastal Management (Bangladesh and UK case studies)	Water Resources and Management (over abstraction in HIC (Australia) & LIC (Chad) and Lesotho Highlands Water Project)	Old Dean Fieldtrip and Urban Fieldwork	Revision/Problem Solving Paper Practice	EXAMS	EXAMS

## History (AQA)

'We are not makers of history; we are made by history'. Martin Luther King.

**Skills:** GCSE History will give you several skills relevant to many types of employment, such as the ability to seek information and argue a case orally and in writing and to present evidence/reports in a logical way. These intellectual skills and the knowledge gained from the study of History provide excellent preparation for careers, either directly related to the subject or in areas such as law, journalism, the medical professions, banking, national and local government, the civil service, and teaching. History skills are very well respected by all employers.

**Setting:** Students are taught in mixed ability groups. All students take the same examination paper.

**Class Sizes:** Usually between 22 - 31 students.

**Home Learning:** Home Learning is set once a week. Revision for end of topic assessments ought to be significant.

**Material/equipment:** Students should come prepared with their Super 7 equipment (including a good quality pen) plus coloured highlighters.

**Assessment and Reporting:** The course is linear and has four sections worth 25% each:

A period study:	Germany, 1890-1945: Democracy and dictatorship
A wider world depth study:	Conflict and tension, 1918-1939
A thematic study:	Britain: Health and the people: c1000 to the present day
A British depth study:	Norman England, c1066-c1100 (10% Historic Environment Study)

**How parents/carers can help:** We work together with parents/carers to ensure student achievement is the highest possible. Never be afraid to phone and ask how your son/daughter is getting on and make us aware if you think there are any issues.

- Support us when we ask students to revise for mocks and undertake resits if the mock has not gone well first time around
- Please provide us with your email contact so we can keep you informed of key dates
- Encourage further interest and research around the topics we cover in lessons to deepen knowledge and understanding. There are some fantastic programmes on the History Channel and documentaries which can be found on **You Tube**

### Useful websites:

<http://www.johndclare.net/>  
[http://www.ngfl-cymru.org.uk/vtc/ngfl/history/usa\\_1929\\_1990/index.html](http://www.ngfl-cymru.org.uk/vtc/ngfl/history/usa_1929_1990/index.html)  
<http://www.spartacus.schoolnet.co.uk>  
<http://www.bbc.co.uk/history/worldwars/>  
<http://www.aqa.org.uk/subjects/history/gcse/history-8145>





## History (AQA)

**Brief Synopsis:** The course provides a blend of British and wider world history. We have also selected topics to ensure coverage of 'old' and 'modern' history. For 10% of the course students apply knowledge of an "environmental site" (e.g., a castle, monastery, or place) which they will apply knowledge of during the exam.

### Topics Studied:

**Conflict and tension, 1894-1918:** Students study the causes of WW1, the reasons for why it turned into a 'stalemate' and then how that stalemate was finally broken in 1918.

**Germany, 1890-1945: Democracy and dictatorship:** Alongside the growth of democracy in Germany, students will also study the impact of the Depression and what life was like under the Nazis.

**Norman England, c1066-c1100:** We will look at the causes of the Norman Conquest, what life was like under the Normans and how the church affected life. They will study a site in its historical context and examine the relationship between the sites and associated historical events and developments.

**Health and the people: c1000 to the present day:** This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time.

Students will use a wide range of sources such as music, film, pictures, and written sources. Group work and different learning styles are encouraged, and students will learn to analyse, evaluate, and make substantiated judgments about sources and interpretations.

Autumn Term	Spring Term	Summer Term
<b>Health and the people:</b> Medieval Health	<b>Health and the people:</b> Modern Day Health	<b>Norman England:</b> Life under the Normans
<b>Health and the people:</b> Renaissance	<b>Norman England:</b> Conquest and Control	<b>Norman England:</b> Norman Churches and Monasteries
<b>Health and the people:</b> A Revolution in Health		

## Information and Communication Technology (ICT)

This subject looks at the different ways in which students can learn about, develop understanding, problem-solve, be creative and apply knowledge of the digital world, both in how they use it in and outside the College environment. Students will gain a greater understanding of skills and topics which will enable them to make informed choices for their Year 9 Options in terms of the Computer Science, Creative iMedia and Information Technology qualifications.

**Skills:** Students will be taught a range of skills relating to different software applications including many from the Microsoft Office and Adobe suite. They will also learn to programme and will gain an awareness of Internet safety.

**Setting:** Students are taught in mixed ability groups.

**Class size:** Usually between 25 - 30 students.

**Home Learning:** Home learning is set every other week and will support the work being done in class. The work set will often require access to a computer at home as most tasks will need to be completed in OneNote or Teams. Tasks should take no longer than 30 minutes to complete. Students can complete home learning at College if a computer is not available at home.

**Materials/equipment:** Students will require the usual Super 7 equipment. Each student has access to a computer, software, and any other hardware as necessary.

**Assessment and Reporting:** Assessment for each unit of work is on-going and students are required to compile a portfolio of evidence as each module progresses. The assessment of this work is measured against the STEP level descriptors for each unit of work (from 1-9). There are also summative assessments during the year, including an end of year test.

### How parents can help:

- encouraging and supporting their child with work done at home
- sharing our belief that ICT skills and knowledge are a necessity

It is crucial that every child can practice their newly acquired ICT skills and therefore ensuring your child has access to a computer and the relevant Office software would be a great help. This can be accessed through Office365 where the desktop version can also be downloaded free of charge. All work is accessed using OneNote and/or Teams within Office 365.

### Useful websites:

[www.office.com](http://www.office.com) – access to Office 365 applications

[www.adobe.com](http://www.adobe.com) - access to the adobe suite to download software onto your own device

<https://www.bbc.com/bitesize/subjects/> - education resources for IT and Computer Science

## Information and Communication Technology (ICT)

**Brief synopsis:** In Year 9 students continue to follow ICT and have two periods per cycle, building upon their attainment from the previous year. These focus on the following three areas:

- Digital Literacy – creative use of applications and consideration of e-safety, privacy, ethics, and intellectual property – *links to OCR Creative iMedia and OCR IT*
- Computer Science – problem solving and introduction to programming – *links to GCSE Computer Science*
- Information Technology – the use of a range of different applications including the Microsoft and Adobe suite – *links to OCR Creative iMedia and OCR IT*

### Topics Studied:

- Comic Characters – illustrator
- Cyber Security
- Developing for the web – creating a website and understanding HTML
- Finance – modelling spreadsheets
- Digital Graphics – Photoshop and Illustrator

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p><b>Comic Characters – Illustrator</b></p> <p>Understanding how to create vector-based graphics.</p>	<p><b>Developing for the web</b></p> <p>Create a website and understanding the elements of HTML</p> <p><b>Bebras</b> Computational Thinking Challenge</p>	<p><b>Cyber Security</b></p> <p>Learning about Fake news Emails scams, social media, computer misuse, health and safety</p>	<p><b>Digital Graphics</b></p> <p>How to use more advanced Photoshop skills</p> <p>Introducing the iMedia approach to design – Review, Plan, Create and Review</p> <p>Create a specific digital graphic product for a given scenario</p>	<p><b>Careers and Finance</b></p> <p>Learning skills of how to budget, writing a CV, taxes and loans.</p>	<p><b>IDEA</b></p> <p>The inspiring Digital enterprise award known as IDEA is an international award-winning programme that you develop digital enterprise and employment skills.</p>

## Languages (Edexcel)

In the age of global communication and ever-growing international business it is essential for children to become talented linguists. At Collingwood, we offer a first-rate language learning experience supported by authentic resources and a range of technologies.

**Skills:** Students continue developing the language-learning skills of Listening, Speaking, Reading, and Writing and aim to communicate in the present, future and perfect (past) tenses.

**Setting:** Students are usually taught in mixed ability.

**Class Size:** Usually between 20 - 28 students.

**Home Learning:** This reinforces class work. It is important that preparation for a speaking task or learning for a vocabulary test be given as much time as a writing or reading task. Time must be spent for assessments at home when applicable.

**Materials/equipment:** Students should come prepared with their Super 7 equipment.

**Assessment and Reporting:** Each skill (Listening, Reading, Speaking and Writing) weighs 25%. All skills are assessed in one final examination in May/June of the final year.

### How parents/carers can help:

- Test vocabulary and grammar and listen to preparation for speaking tasks
- Look through and discuss comments in your child's exercise book
- If you visit a foreign country, ensure your child is observant and tries to use the language within his/her limitations
- Encourage your child to watch films/series and listen to music in the target language

### Useful websites and apps

linguastop.com (username and password will be given out to students at the start of the year)

uk.language-gym.com (username and password will be given out to students at the start of the year)

languagesonline.org.uk

Duolingo

Memrise

Quizlet

## Languages (Edexcel)

**Brief Synopsis:** Students will have chosen a Foreign Language as an option subject; French or Spanish. They will be working towards a three-year course which is completed in Year 11.

Language skills are practised using a variety of activities: reading and listening to target language, video, ICT, interactive activities, and preparation for the final exams.

### GCSE 3 Year Course French

Autumn Term	Spring Term	Summer Term
<b>Hobbies</b> Healthy lifestyle, free time activities, sport, films and tv	<b>My world</b> Friends, family, role models and celebrations	<b>School</b> Describing school, discussing school subjects, school rules and opinions

### GCSE 3 Year Course Spanish

Autumn Term	Spring Term	Summer Term
<b>Leisure, Media, and Technology</b> Uses of technology and social media, free time activities, arranging plans with friends.	<b>Holidays</b> Accommodation, ideal holidays, activities, festivals, booking a holiday, staycation, travelling to South America.	<b>My personal world</b> Friends, family, relationships, role models and celebrations.

## Mathematics (Edexcel)

“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” - Shakuntala Devi

Mathematics is a fundamental part of human thought and logic, and integral to attempts at understanding the world and ourselves. Mathematics provides an effective way of building mental discipline and encourages logical reasoning. In addition, Mathematical knowledge plays a crucial role in understanding the contents of other school subjects such as science, social sciences, and even music and art. The Maths department endeavours to teach Mathematics for comprehensive understanding and employs a Mastery model across the year groups to support this.

**Skills:** Students will acquire analytical skills, problem solving and reasoning in the areas of Number, Algebra, Ratio and Proportion, Geometry, Statistics and Probability.

**Setting:** Each half of the Year Group is divided into typically 6 or 7 groups. The number of sets is dependent on the size of the year group.

**Class size:** An average of 25-32.

**Home Learning:** Sparx is set each week, and students are expected to complete this in line with College policy.

**Materials/equipment:** Students should bring a scientific calculator, ruler, pair of compasses, and a pen and pencil to lessons.

**Assessment and Reporting:** Linear Mathematics 9-1 1MA1 – 100% Examination. Three 1h 30m papers: one non-calculator and two calculator papers.

All papers are available at Foundation and Higher tier and assess the functional elements of Mathematics. A high level of problem-solving skills is also needed.

### How parents/carers can help:

- Ensure that a regular time is set aside to complete home learning tasks and independent revision
- Provide a quiet and suitable place to work (well away from any distractions!!!)
- Encourage them to complete all home learning tasks to the best of their ability and praise their effort
- Encourage them to use the “Independent Learning” section of Sparx Maths: [sparxmaths.com](http://sparxmaths.com)
- Encourage them to buy a revision guide and workbook.

**Useful Websites:** [sparxmaths.com](http://sparxmaths.com), [corbettmaths.com](http://corbettmaths.com), [mathsgenie.com](http://mathsgenie.com), [desmos.com](http://desmos.com)

The full scheme of work, as well as additional revision resources are also available in the KS4 folder in the Maths area on SharePoint and via the KS4 Maths OneNote. Students are encouraged to access this material and are reminded that Maths is mastered by regular practise.

## Mathematics

**Brief synopsis:** The students will be guided onto the appropriate pathway based on their personal needs and capabilities.

**Topics Studied:** The linear course is a traditional GCSE covering Number, Algebra, Ratio and Proportion, Geometry, Statistics and Probability.

### Foundation Tier

Autumn Term	Spring Term	Summer Term
Types of number, prime factor decomposition, HCF and LCM, accuracy and error intervals, index laws, standard form, Pythagoras's Theorem and trigonometry, sequences, solving equations and inequalities	Quadratic equations, quadratic graphs, simultaneous equations, metric unit conversions, perimeter and area, circles, volume of prisms, cylinders	Ratio, proportion, kinematics, compound measures, direct and inverse proportion, plans and elevations, transformations, constructions, nets, loci, scale drawing

### Higher Tier

Autumn Term	Spring Term	Summer Term
Index laws, accuracy, bounds, error intervals, product rule for counting, surds, standard form, Pythagoras's Theorem and trigonometry, sequences – linear, quadratic, geometric, Fibonacci	Quadratic equations – factorising, quadratic formula, completing the square, inequalities, simultaneous equations including where one equation is non-linear, metric unit conversions, perimeter and area including circles and sectors, volume of prisms, cylinders, spheres, cones and pyramids	Ratio, proportion, kinematics, compound measures, direct and inverse proportion, plans and elevations, transformations, constructions, nets, loci, scale drawing

## Physical Education

Physical Education in Year 9 develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.

**Skills:** Control, Coordination, Precision, Fluency, Advanced Skills, short term effects of exercise, long term effects of exercise and performance analysis skills.

Co-ordination, social interaction, and equipment handling skills are also developed.

**Setting:** In Year 9 classes are set by gender and ability. On each side of the year there is one boy top set and one girl top set.

**Class size:** Usually between 25-30 students.

**Home Learning:** Any home learning set is research based in preparation for starting new activities.

**Materials/equipment:** PE kit for every practical PE lesson.

**Assessment and Reporting:** Students will be assessed using Collingwood's STEP system and personalised learning checklists (PLC). These are made up of steps 1–9. The extent to which students meet PLC steps is based upon their performance in lessons. Students can make progress through both practical and theoretical demonstration.

### How parents/carers can help:

- Parents can help by ensuring that students have the correct Collingwood PE kit and that they wear it into College on days they have a PE lesson
- Ensuring students bring PE kit in, even when they injured, not to participate physically, but to create a culture where they are still part of the lesson
- Encourage students to attend a wide range of extra-curricular sporting clubs at lunch time and after College
- Encourage students to find information about GCSE or Cambridge National courses if they are considering studying these in Year 10

In the instance that students are not able to take part in the practical aspect of PE parents must give students a note to give to their PE teachers explaining why. Students must bring their kit to change into unless an injury prevents them from doing so.

### Useful website:

<http://www.bbc.co.uk/schools/gcsebitesize/pe/>



## Physical Education

**Brief Synopsis:** Physical Education in Year 9 develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. Students develop a wide range of skills and the ability to use tactics, strategies, and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them.

**Topics Studied:** Topics may depend on gender:

Dance, Gymnastics, Trampolining, Netball, Basketball, Football, Table Tennis, Rugby, Athletics, Health and Fitness, Competition blocks, Striking and Fielding (Striking and Fielding includes Cricket, Softball and Rounders)

Autumn	Spring	Summer
<p>The following activities take place across all terms on a rotation basis.</p> <ul style="list-style-type: none"> <li>Football</li> <li>Rugby</li> <li>Gym</li> <li>Fitness</li> <li>Dance</li> <li>Basketball</li> <li>Netball</li> <li>Table Tennis</li> <li>Outwitting</li> <li>Competition blocks</li> </ul>	<p>The following activities take place across all terms on a rotation basis.</p> <ul style="list-style-type: none"> <li>Football</li> <li>Rugby</li> <li>Gym</li> <li>Fitness</li> <li>Dance</li> <li>Basketball</li> <li>Netball</li> <li>Table Tennis</li> <li>Outwitting</li> <li>Competition blocks</li> </ul>	<p>The following activities take place during the summer term on a rotation basis.</p> <ul style="list-style-type: none"> <li>Athletics</li> <li>Striking and Fielding</li> </ul>

## Cambridge National Award in Sport Studies (OCR)

Cambridge National in Sport Studies will encourage you to think for yourself about the study of sport and the application to real life practical sport, leadership and evaluation of the skills required.

**Skills:** Analytical skills, Creative thinking, Leadership, Research and planning, team working, verbal communication and presentation skills

**Setting:** Cambridge National Award in Sport Studies theory classes are mixed ability and mixed gender. However practical lessons can be taught either as theory class groups or gender specific classes if the activity dictates

**Class size:** Usually around 24-28

**Home Learning:** Students will receive up to one piece of home learning for every theory lesson. These tasks will be dependent upon the Unit that the students are studying. Home Learning from Unit 1 will consist of exam questions, past papers, and the creation of revision materials. Home learning from Unit 2 and 3 will focus more on completion of assignments

**Materials/equipment:** Students will be expected to have suitable writing equipment both pens and pencils and it would also be useful to have a USB. They will need to have suitable PE kit for all practical lessons and suitable footwear to wear outside during winter months.

### **Assessment and Reporting:**

Students will be assessed across three units:

R184 - 40% Examination – Contemporary Issues in Sports

R185 - 40% Performance and leadership in sports activities

R186 - 20% Sport and the Media

### **How parents/carers can help:**

- It would be useful if parents could make regular check-ups on the organisation of student's theory files
- Encourage students to make exam question revision cards after theory lessons
- Encourage students to attend catch-up and Revision sessions each week

If parents would like more information on revision strategies, please do not hesitate to contact any of the PE staff.

### **Useful Websites:**

[Cambridge Nationals - Sport Studies Level 1/Level 2 – J829 \(ocr.org.uk\)](http://ocr.org.uk)

[BBC Sport - Scores, Fixtures, News - Live Sport](#)

## Cambridge National Award in Sport Studies (OCR)

**Brief Synopsis:** You will study 3 Units

Theoretical topics covered will include:

R184:

- Issues which affect participation in sport
- The role of sport in promoting values
- The implications of hosting a major sporting event for a city or country
- The role National Governing Bodies (NGBs) play in the development of their sport
- The use of technology in sport.

R185:

- Key components of performance
- Applying practice methods to support improvement in a sporting activity
- Organising and planning a sports activity session
- Leading a sports activity session
- Reviewing your own performance in planning and leading a sports activity session.

R186:

- The different sources of media that cover sport
- Positive effects of the media in sport
- Negative effects of the media in sport.

## **Project Level 2 Higher (AQA)**

Project is a one-year assessed course that can be completed at Level 1 (grades A\*-B) or Level 2 (grades A\*-C). Students will choose to complete either a written report, or an artefact which will be accompanied by a smaller written report on a topic of their choice. In addition to the project itself, all students will deliver a presentation on their topic and their learning journey.

**Skills:** Project management and organisation, research, decision-making, extended writing, referencing, evaluation, time-management, and public speaking.

**Setting:** Students are taught in a mixed ability group.

**Class size:** Usually 25

### **Home Learning:**

Once the Project is under way, students will need to complete some of it at home, using class sessions to get feedback and check progress. Students will be guided to write a journal entry each week stating what they wish to accomplish at home and in class to ensure that they are staying on track.

### **Materials/equipment:**

Students will need access to a computer both at home and at school, as the nature of the subject requires a lot of research. Some may also need other materials depending on the outcome of their project (e.g., a scrapbook for a student who has chosen to create an artefact).

**Assessments and Reporting:** Projects will be assessed as the course progresses, with a single GCSE result at the end.

### **How parents/carers can help:**

Included overleaf is a summary of what the students will complete throughout the year. It would be extremely helpful if parents could make sure students are aware of the following and keep to the deadlines provided.

## Project Level 2 Higher (AQA)

**Brief Synopsis:** This qualification is coursework only and a self-led programme of study which involves independent work by the student.

The teacher will act as a supervisor and will coach students to:

- Select an appropriate topic
- Identify a question or brief which specifies an intended project outcome
- Produce a plan for how they will deliver their intended outcome
- Conduct research into the project brief using appropriate techniques
- Develop the intended outcome using selected tools and techniques safely
- Demonstrate the capacity to see a project through to completion
- Share the outcome of the project, including a review of their own learning and performance with others, using appropriate communication methods (this will be in the form of a presentation).
- The outcome of the project can be a written report, but it can also be a design or object created, media production, performance, or a combination of these.

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<ul style="list-style-type: none"> <li>• Aims and title of project brainstormed</li> <li>• Record of initial ideas to be completed</li> <li>• Candidate proposal to be completed</li> <li>• Action Plan created</li> <li>• Candidate to complete planning review</li> <li>• Research conducted</li> </ul>	<ul style="list-style-type: none"> <li>• Research conducted</li> <li>• Candidate to complete mid - project review</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate to write first draft of written report</li> <li>• Presentation record to be completed by candidates</li> <li>• Artefact created (if chosen)</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate Project product review to be completed</li> <li>• Written report and bibliography finalised</li> <li>• Artefact to be finished (if chosen)</li> <li>• Presentations to be given by candidates</li> <li>• Candidate to complete summary and reflection</li> <li>• Project handed in</li> </ul>	<ul style="list-style-type: none"> <li>• Informal group projects</li> </ul>	<ul style="list-style-type: none"> <li>• Individual research-based tasks completed which support new option choices for Year 10</li> </ul>

## Religious Studies (AQA) – Delivered through PRC lessons

In Year 9, students in Philosophy, Religion & Culture (PRC) lessons studying for the AQA GCSE Religious Studies A qualification, focussing on the religions of Christianity and Buddhism.

### Skills:

- Discussion and debate
- Understanding topical issues from different perspectives
- Developing their own opinions

**Setting:** Mixed sets by quarter band. There are 3 sets in bands M and N and 4 sets in O and P.

**Class size:** Usually between 25 - 30 students.

**Home Learning:** This is set fortnightly, and tasks are often planned for use during the following lesson, but tasks are also set as a means for staff to identify progress. Home learning could involve a written task, a research task using the internet, or could be to read something in preparation for the following lesson. As students are working towards the GCSE Short Course examination, it is very important that work is completed punctually and thoroughly to ensure students achieve their full potential. All Home Learning tasks can be accessed through the Fileshare and may be given to students digitally using OneNote.

**Materials/equipment:** Students will be expected to have suitable writing equipment, both pens and pencils, for every lesson. Textbooks are supplied by the PRC Department and remain in the department along with exercise books after lessons. Department revision guides will be provided in lessons; parents who wish to purchase a published guide are recommended to buy the AQA Religious Studies A: Christianity and Buddhism Revision Guide, published by Oxford. Further details can be found on the department Fileshare.

**Assessment and Reporting:** The GCSE is assessed with one 105-minute exam.

### How parents/carers can help:

- As many of the topics studied during Key Stage 4 are challenging, and require a mature approach, you can help by talking through some of the issues and topics at home.
- It is important to emphasise the fact that students need to be able to see and present both sides of any argument or controversial issue, and to understand those who may disagree with them.

**Useful websites:** Past papers available on the AQA website: <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-short-course-8061> Interactive online revision can be found at [www.senecalearning.com](http://www.senecalearning.com). All department resources, including lesson catch up, revision materials and additional reading, can be accessed through the Fileshare.

## Religious Studies (AQA) – Delivered through PRC lessons

**Brief Synopsis:** Students work towards the AQA GCSE Religious Studies A Qualification. Work on the course specification begins in year 9, with the examination taking place in the Summer term in Year 10.

**Topics Studied:** The course covers areas of study, Paper 1: The study of Religion and Paper 2: Thematic Studies. In Paper 1 students will learn about the key beliefs and practices of Christianity and Buddhism, and in Paper 2 students will look at issues surrounding: Relationships and Families; Religion and Life; Religion, Peace and conflict and Crime and Punishment

### Year 9

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme A: Relationships and families	Theme A/ Christianity	Christianity	Christianity/ Religion Peace and Conflict	Theme D: Religion, Peace and Conflict	Theme E: Crime and Punishment

### Year 10

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Crime and Punishment/ Buddhism	Buddhism	Theme B: Religion and Life (Mock Exam)	Theme B: Religion and Life	Revision/ exam	Post-Exam debates- matters of life and death

## Science Combined and Single Sciences (AQA)

Students will begin to study GCSE Science at a pace designed to suit their ability. Most will complete 2 GCSEs in Combined Science by the end of Year 11 and the most able will do 3 Single Science GCSEs (Biology, Chemistry and Physics) at the same time. Selected students will also work towards the Entry Level Certificate alongside their GCSE studies.

**Skills:** Year 9 start the GCSE syllabus. Investigative skills are taught and reinforced at regular intervals to aid success and completion of set practical's is required through the course. Reporting skills for experimental work are also important as are planning, recording results, analysing, and evaluating.

**Setting:** Students are broadly set by ability. The course studied in Year 9 will allow movement between sets, depending on the progress being made by individual students, with the separation into sets taking the Combined Science or Single Science courses being finalised at the end of Year 9.

**Class size:** Usually between 24 - 30 students.

**Home Learning:** Home learning is set according to the College home learning timetable, which means there are three pieces of home learning per cycle. Occasionally, after an important test, or if there is no relevant work available, there will be no home learning. If students repeatedly fail to do home learning they will be asked to attend after school to complete it.

**Materials/equipment:** Students should come prepared with their Super 7 equipment, including a scientific calculator.

**Assessment and Reporting:** Students are tested at the end of each topic as well as at key points, such as the end of the academic year.

**How parents/carers can help:** Parental help and support is valued. You can discuss the Science they are studying with them, help with revision when they are about to take a test or give some assistance with home learning.

Each student is supplied with logon details to access Kerboodle resources. This includes electronic textbooks to support home learning and revision and interactive learning support for the students. Please encourage your child to access and use this resource.

**Useful websites:** <http://www.bbc.co.uk/education/subjects/zrkw2hv>



## Science Combined and Single Sciences (AQA)

**Brief Synopsis:** Our students start their GCSE Science courses in year 9. Everyone will follow the same syllabus over the year and students' performance will be used to decide whether they continue the Combined Science or the Single Sciences (Triple) route in Year 10.

**Topics Studied:** Biology, Chemistry and Physics topics as listed below.

### Biology

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Cell structure (plant, animal and bacterial) Cell division	Movement in and out of cells, diffusion, osmosis, active transport	Communicable diseases and immunity	Prevention and treatment of diseases. Non-communicable disease	Organisation of animal cells into tissue, organs, and organ systems	Enzymes and the digestive system

### Chemistry

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Atomic structure	Periodic table	Structure and bonding	Chemical changes (metals)	Chemical changes (acids)	Electrolysis

### Physics

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Energy changes in systems	National and global energy resources	Electricity Electric circuits	Mains electricity and safety	The National Grid	The particle model of matter

There is no longer assessed coursework to be completed for the GCSE courses but there are compulsory experiments that the students need to have experienced in class. The theory and practice behind compulsory experiments will be tested in the final examinations, so it is important that students do not miss lessons when they take place.

## Science - Year 9 Setting

We will be grouping students by our examination entry requirement. What this means is that our triple students will remain as a group with Combined Science students split into Higher and Foundation subgroups.

Within these subgroups sets, the students will be in a mixed ability class.

Consequently, we feel this will raise aspirations and therefore attainment allowing all students to make progress at a rate greater than we would expect.

Triple Science: 9mnSc1	Triple Science: 9opSc1
Higher Combined: 9mnSc2RF 9mnSc2KJ	Higher Combined: 9opSc2RF 9opSc2KJ
Foundation Combined: 9mnSc3EB 9mnSc3IN 9mnSc3CD	Foundation Combined: 9opSc3EB 9opSc3IN 9opSc3CD

**Students in Sc1, will complete the Triple Science Curriculum**

**Students in classes '2', will complete the Higher Combined Science curriculum.**

**Students in classes '3', will complete the Foundation Combined Science curriculum.**

## Science - Year 9 Setting

**The initials from classes 2 and classes 3 are established scientists. Each class is linked to the scientists.**

RF (Rosalind Franklin) - Rosalind Elsie Franklin was an English chemist and X-ray crystallographer whose work was central to the understanding of the molecular structures of DNA, RNA, viruses, coal, and graphite.

KJ (Katherine Johnson) - Katherine Johnson was an African - American mathematician whose calculations of orbital mechanics as a NASA employee were critical to the success of the first and subsequent U.S. crewed spaceflights.

EB (Edward Bouchet) - Edward Alexander Bouchet was an American physicist and educator and was the first African American to earn a Ph.D. from any American university, completing his dissertation in physics at Yale in 1876. On the basis of his academic record he was elected to the Phi Beta Kappa Society.

IN (Isaac Newton) - Sir Isaac Newton PRS was an English mathematician, physicist, astronomer, alchemist, theologian, and author widely recognised as one of the greatest mathematicians and physicists of all time and among the most influential scientists. He was a key figure in the philosophical revolution known as the Enlightenment.

CD (Charles Darwin) - Charles Robert Darwin FRS FRGS FLS FZS was an English naturalist, geologist and biologist, best known for his contributions to evolutionary biology. His proposition that all species of life have descended from a common ancestor is now widely accepted and considered a fundamental concept in science.

## Engineering in Manufacture – Cambridge Nationals (OCR) – 3 Year Level 2 Technical Award

Engineering in manufacture is a course designed to prepare students for working in the engineering industry. They will gain hands on experience of modern engineering processes and learn about the most suitable materials and manufacturing methods for building products. They will create designs for engineered prototypes using traditional and computer-based methods. Students will be taught how to plan and adapt products for manufacture and how to build quality control and quality assurance tests into their production.

**Skills:** Creative, imaginative, like designing and sketching ideas, both by hand and virtually. Enjoy working with their hands and making products using both computer controlled and traditional metal-based workshop machinery. Be interested in using modern technology like 3D printing, 3D Scanning and 3D CAD design. Be interested in problem solving and applying theory to a practical situation.

**Class Size:** 20 to 22 Max

**Home Learning:** Students will be expected to complete tasks on a weekly basis and could include research tasks, questions, design work, worksheets, and preparation for assessments, or making card/paper prototypes. These should take approximately 20 to 30 minutes to complete. Students can complete home learning at College if a home computer is not available; currently this is in V11 every day after College.

**Materials/equipment:** Students will require the usual Super 7 equipment, a USB memory stick would also be useful. Each student has access to a computer, software, workshop tools, safety equipment and any other hardware as necessary.

### **Assessment and Reporting:**

Four units need to be completed across the 3-year course which are each worth 25% of the full Level 2 (GCSE Equivalent) qualification

**Engineering materials, processes, and production** - Externally marked examination paper - Tests students' materials and manufacture/planning knowledge.

**Preparing and planning for manufacture** Centre-assessed task – Students design and make a pre-production proto-type product and evaluate its success.

**Computer-aided manufacturing** Centre-assessed task – Students produce a range of CAD drawings for a product and set up CNC machinery to manufacture it, as well as to check quality control

**Quality control of engineered products** Centre-Assessed task – Students will complete a case study of a real mass-produced product and engineer the quality control checks and processes that would need to be carried out during production, whilst learning about the concept of lean manufacturing.

### **How parents can help:**

- Monitoring the planner and ensure home learning, research and design tasks are completed.
- Allow students to download relevant design software onto a home PC (Autodesk Inventor 2017 - Free to students)
- Encouraging students to use the D&T design labs and workshops in afterschool / lunch opportunities to practice their skills
- Contributing to the annual D&T department donations request.

**Useful websites:** <https://www.autodesk.com/education/free-software/featured> - Location of free download of Autodesk Inventor (CAD software)  
Edulink (students will be provided a link) - Student class 'OneNote' notebooks (links will be provided)

## Engineering in Manufacture – Cambridge Nationals (OCR) – 3 Year Level 2 Technical awards

**Brief Synopsis:** Engineering in manufacture is a course designed to prepare students for working in the engineering industry. They will gain hands on experience of modern engineering processes and learn about the most suitable materials and manufacturing methods for building products. They will create designs for engineered prototypes using traditional and computer-based methods. Students will be taught how to plan and adapt products for manufacture and how to build quality control and quality assurance tests into their production.

**Topics/Skills Studied:** Practical engineering principles. Use of traditional metal manufacturing techniques: centre lathe, milling and brazing. 2D & 3D CAD design and software. Prototyping. Planning and designing for manufacture. 3D printing, laser cutting and programming CNC machinery. Materials, their properties and uses.

Autumn Term 1 – Yr 9	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Introduction to Engineering and workshop license	Metal spinning top project with exam theory	CAD/CAM theory and practice	Race car challenge-design (practice-controlled assessment with exam theory)	Race car challenge-build (practice-controlled assessment with exam theory)	Race car challenge build and test (practice-controlled assessment with exam theory)
Autumn Term 1 – Yr 10	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Planning and preparing for manufacture. Design, plan and manufacture a working G clamp from metal.	Planning and preparing for manufacture. Design, plan and manufacture a working G clamp from metal.	Planning and preparing for manufacture. Design, plan and manufacture a working G clamp from metal.	Computer Aided Manufacture. Research a range of Computer Aided Manufacture processes before using CAD to design a product to be manufactured using a CAM process.	Computer Aided Manufacture. Research a range of Computer Aided Manufacture processes before using CAD to design a product to be manufactured using a CAM process.	Computer Aided Manufacture. Research a range of Computer Aided Manufacture processes before using CAD to design a product to be manufactured using a CAM process.
Autumn Term 1 – Yr 11	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Quality Control. Research a range of quality control procedures used in industry before selecting suitable quality control checks to assess the product made in Yr 10.	Quality Control. Research a range of quality control procedures used in industry before selecting suitable quality control checks to assess the product made in Yr 10.	Exam preparation	Exam preparation	Exam preparation & final exam	

## Food Preparation and Nutrition (Eduqas) - 3-year course

In Year 9 students will commence their 3 Year Technology option, including both practical and written work.

**Skills:** Design and Technology is a practical subject area which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them. The use of ICT is essential, as computer aided design is tested in both the Non-Examination Assessments (NEA's) and the final examination.

**Setting:** Students are taught in mixed ability groups.

**Class size:** Students are generally taught in groups of 20.

**Home Learning:** Home learning is essential for students to prepare for their practical lessons.

**Materials/Equipment:** Recipe ingredients for practical sessions (lists provided in advance), dishes, cake tins/piping bags as required.

### Assessment and Reporting:

50% of the course is 2 NEA's - the NEA tasks are issued by the exam board in the September and November of the year of examination i.e., Year 11 and the remaining 50% assessment is a terminal written examination at the end of Year 11.

**How parents/carers can help:** Ensure that your child has the correct equipment/materials for all lessons and that they bring the required ingredients on the days they are cooking. Timetables of planned cooking times will be issued in the first term. Ask to check your child's progress of written tasks and Home Learning via their OneNote learning platform notebook.

### Useful websites:

[www.eduqas.co.uk](http://www.eduqas.co.uk)

[www.wjec.co.uk](http://www.wjec.co.uk)



[www.nutritionprogram.co.uk](http://www.nutritionprogram.co.uk)



[www.thecookeryteacher.com](http://www.thecookeryteacher.com)



[www.nutrition.org.uk](http://www.nutrition.org.uk)



## Food Preparation and Nutrition (Eduqas) - 3-year course

**Brief Synopsis:** Design and Technology courses in Year 9 have been designed to allow students to design and make quality products with creativity, originality and flair using a wide range of appropriate materials. They will develop the basic skills necessary for their chosen Design Technology option. The basic practical skills and knowledge are often taught through a series of minor projects. The skills and knowledge taught become more complex to meet the GCSE specifications and content.

**Topics Studied:** Basic skills Macro–Nutrients Healthy eating and Micro-nutrients with cultural food, Food commodities, food choices and Raising agents.

Autumn Term	Spring Term	Summer Term
<p>The following projects are covered across all terms on a rotation basis</p> <p><b>Theme</b> Basic skills Macro and Micro Nutrients Healthy eating</p> <p><b>Theory</b> Principles of Nutrition Macro Nutrients (Protein, Carbohydrates and Fat) Health and safety Food contamination Diet and good health The science of cooking food Nutritional Analysis Functional properties of Nutrients in cooking</p> <p><b>Practical</b> Cooking and food preparation - Meat cookery, meat analogue, fish, eggs, dairy, starches, bread making and sugars Food Choices (Sensory perception, Religious, cultural needs, dietary requirements etc)</p> <p><b>Preparation for controlled assessment</b> Experiments - Gelatinisation of starches, Coagulation of eggs and food tasting Practical assessment – Multicultural Product- Prepare 2 dishes around the world.</p>	<p>The following projects are covered across all terms on a rotation basis</p> <p><b>Theme</b> Macro Nutrients Healthy eating</p> <p><b>Theory</b> Macro and Micronutrients – Carbohydrates, Vitamins, Minerals and Fat Raising Agents Food Commodities Types of cake making and pastry making (Dextrinisation and Maillard reaction) Nutritional Analysis</p> <p><b>Practical</b> Cooking and food preparation - Bread making, cake making, pastry making, decorative techniques, international cuisines - Jam and chutney making</p> <p><b>Preparation for controlled assessment</b> Experiments on raising agents, types of flour and fats-Looking at the gluten content in flour</p>	<p>The following projects are covered across all terms on a rotation basis</p> <p><b>Theme</b> Micro-nutrients with cultural food and raising agents</p> <p><b>Theory</b> Fruits and vegetables Browning reaction Sustainability, Food miles and environmental issues Dietary requirements of different groups of population Nutritional Analysis</p> <p><b>Practical</b> Fruits and vegetable products Meal planning for specific group of population</p> <p><b>Preparation of Controlled Assessments</b> Afternoon tea assessment Written assessment</p>

## **Design & Technology - (AQA) - Product Design**

Product Design is a course designed to prepare students for working in the design and manufacture industries. They will gain hands on experience of modern design processes as well as learn about the most suitable modern and traditional manufacturing skills to realise their products. They will create designs on a variety of industry standard CAD design software and gain competency using a wide variety of timber and polymer working tools and equipment. Students will be taught how to plan and adapt products for manufacture using an iterative design process.

**Skills:** Creative, imaginative, like designing and sketching ideas, both by hand and virtually. Enjoy working with their hands and making products using both computer controlled and traditional hand manufacturing methods. Be interested in using modern technology like 3D printing, laser cutting and 3D CAD design. Be interested in using traditional tools such as saws, files, and drills. Be interested in problem solving and applying theory to a practical situation.

**Class Size:** 20 to 22 Max.

**Home Learning:** Students will be expected to complete tasks on a weekly basis which could include research tasks, questions, design work, worksheets, and preparation for assessments, or making card/paper prototypes. These should take approximately 20 to 30 minutes to complete. Students can complete home learning at College if a home computer is not available; currently this is in V11 every day after College.

**Materials/equipment:** Students will require the usual Super 7 equipment, colouring pencils, and a protractor. Access to a device that can support Microsoft OneNote would be useful. In lessons, each student has access to a computer, software, workshop tools, safety equipment and any other hardware as necessary.

### **Assessment and Reporting:**

The course is broken down into two parts; an Examination at the end of Year 11 worth 50% of the final GCSE grade and a Non-Examined Assessment (NEA) based on a brief released by AQA which is the final 50% of the GCSE.

The Exam is broken down into three parts as shown below:

- Section A (20 marks): this is based on the core technical principles and comprises of multiple choice and short-answer questions.
- Section B (30 marks): this is based on Specialist technical principles (students chosen subject area) and comprises of extended answer questions.
- Section C (50 marks): this is based on Designing and Making Principles.

**The NEA is introduced in June of Year 10. Students will produce a portfolio of design work which will include research, sketches, models, a final prototype, and evaluations and is broken down as shown below:**

- Research: 20 marks
- Design and modelling (including final prototype): 60 marks
- Evaluations: 20 marks

### **How parents can help:**

- Monitoring the planner and ensure home learning, research and design tasks are completed.
- Allow students to download relevant design software onto a home PC (Autodesk Inventor 2017 - Free to students, OneNote)
- Encouraging students to use the D&T design labs and workshops in afterschool / lunch opportunities to practice their skills
- Contributing to the annual D&T department donations request.
- Check your child's OneNote Notebook for home learning and written task completion.
- Advised revision book for this subject: CGP GCSE AQA Design & Technology for the Grade 9-1 Exams, Complete revision, and practice. This book comes with a free online edition and can be bought for £10.99 in WHSmith.



## Design & Technology - (AQA) - Product Design

**Brief Synopsis:** Product Design is a course designed to prepare students for working in the design and manufacture industries. They will gain hands on experience of modern design processes as well as learn about the most suitable traditional wood working skills to create their products. They will create designs on a variety of industry standard design software and gain competency using a wide variety of wood working tools and equipment. Students will be taught how to plan and adapt products for manufacture using an iterative design process.

**Topics/Skills Studied:** Practical skills using wood and plastics. Use of traditional manufacturing techniques: saws, drills, 2D & 3D CAD design and software. Prototyping. Planning and designing for manufacture. 3D printing and laser cutting. Materials, their properties and uses.

Year 9	Year 10	Year 11
<p><b>Practice/skills project 1: Desk Tidy</b> - Using 2D CAD software (Adobe Illustrator) to create a unique back board which attaches to a wooden base that students attach a line bent acrylic note holder to.</p> <p><b>Practice/skills project 2: Small Box</b> - Students will be taught the importance of accurate manufacture. They use hand skills to create a small box using finger joints. They create unique designs using CAD to engrave onto the wood with the laser cutter, and additions for the box to be 3D printed.</p> <p><b>Practice/skills project 3: Lighting</b> – Creating a wooden frame and integrating textiles to create a wall art piece. Students learn to solder a basic circuit using LED strip lights.</p> <p>Appropriate theory-based lessons will be taught throughout the year and set as home learning tasks. This will be tested at the start of each lesson.</p>	<p><b>Mock NEA 2 - Gadget Tidy</b> Students will complete a mock Centre-assessed task. This is a design, model and make project that requires students to draw on and develop all the skills introduced in Year 9.</p> <p><b>NEA:</b> Students will be introduced to their NEA choices from June. During the Summer Term, students will be researching existing products, planning their project, and creating a Specification.</p> <p>Appropriate theory-based lessons will be taught throughout the year and set as home learning tasks. This will be tested at the start of each lesson.</p>	<p><b>NEA:</b> Students will be continuing their NEA. The remaining NEA to be completed will involve design, model, and evaluations. The draft version of the NEA should be completed by February half term for submission. Although students will be given deadlines set by their class teachers to help them manage the workload, they are responsible for completing their own work by their final given deadline.</p> <p><b>Exam prep:</b> Preparation for examination, covering remaining theory topics and revision of those covered in earlier years will be after NEA submission. Examination practice and mocks will continue.</p> <p><b>Exam Paper</b> Sat in June and is worth 50% of the GCSE Grade.</p>

## Systems & Control - Cambridge Nationals (OCR) – 3 Year Level 2 Technical Award

Systems & Control is a course which will allow students with an interest in electronics to develop their skills and passion. They will be required to learn the theory of digital and analogue electronics, how to design and build circuits on both protoboard and real soldered PCBs. They will also learn to use programmable electronic microcontrollers, and how to test, fault find and repair circuits using test equipment. Additionally, we teach the students to use 2D and 3D Cad software, 3D printing and laser cutting to build bespoke enclosures for their electronic products.

**Skills:** Creative, imaginative, problem solvers. Enjoy working with their hands and making products using both computer controlled and traditional hand tools like soldering irons. They need to be interested in using modern technology like 3D printing, and 2D/3D CAD design. Be interested in problem solving and applying theory to a practical situation.

**Class Size:** 20 to 22 Max

**Home Learning:** Students will be expected to complete tasks on a weekly basis and could include research tasks, questions, design work, worksheets, and preparation for assessments. These should take approximately 20 to 30 minutes to complete. Students can complete home learning at College if a home computer is not available; currently this is in V11 every day after College.

**Materials/equipment:** Students will require the usual Super 7 equipment; a USB memory stick would also be useful. A calculator (ideally scientific) will also be needed for the exam and some lessons. Each student has access to a computer, software, workshop tools, safety equipment and any other hardware as necessary. Material costs are supported by annual parental donations to the College. Access to a home computer (Windows based) to run the associated software at home would also be highly beneficial, though not mandatory.

### Assessment and Reporting:

Four units need to be completed across the 3-year course which are each worth 25% of the full Level 2 (GCSE Equivalent) qualification

**Electronic Principles (Exam)** - Externally marked examination paper - Test student's electronics knowledge of components, principles, and circuit construction & testing knowledge.

**Design, Build & Test PCBS** - Centre-assessed task – Students design, make and test a PCB of their own design and produce a report that documents this process.

**Computers in Systems & Control** – Centre-assessed task - Students produce a researched report explaining how computers have impacted the design and methods of electronic circuit development and testing over time.

**Process & control** – Students learn how to build and program Microcontroller circuits. They will program a circuit to solve a real-life design challenge and learn the principles of programming and how to integrate programmed electronics into circuit boards.

### How parents can help:

- Monitoring the planner and ensure home learning, research and design tasks are completed.
- Allow students to download relevant design software onto a home PC (Autodesk Inventor 2017, Circuit Wizard - Free to students)
- Encouraging students to use the D&T design labs and workshops in afterschool / lunch opportunities to practice their skills
- Contributing to the annual D&T department donations request – Purchasing an 'electronics prototyping' kit from Amazon (ask for recommendations)

**Useful websites:** <https://www.youtube.com/user/bodgeJobRob> - Course teacher's YouTube channel

Students OneNote class notebook (please talk to your child about how to access this), School 'sharepoint' area – Students will have a link provided.

## Systems & Control - Cambridge Nationals (OCR) – 3 Year Level 2 Technical Award

**Brief synopsis:** During the 3 years, students are required to learn the theory of digital and analogue electronics, how to design and build circuits on both protoboard and real soldered PCBs. They will also learn to use programmable electronic microcontrollers, and how to test, fault find and repair circuits using test equipment. Additionally, we teach the students to use 2D and 3D Cad software, 3D printing and laser cutting to build bespoke enclosures for their electronic products.

**Topics Studied:** Sensing circuits, CAD circuit design, Logic Gates, Microcontrollers, Digital and Analogue circuits, Testing and fault-finding methods, PCB assembly, small scale and mass production, Output components, transistors & Driver circuits.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 9	<b>Night light project</b> Students learn to draw a PCB in CAD from a circuit diagram and solder together	<b>Night light project</b> Students build an enclosure in CAD for their project and learn the theory of transistor switches and sensor circuits.	<b>MP3 Speaker Project</b> Students learn about logic gates through experimentation and undertake a 2 <sup>nd</sup> practice PCB construction to build an MP3 Speaker	<b>MP3 Speaker project</b> Students learn about IDigital and analogue signals and conversion /processing are taught to use 3D CAD independently to design their enclosure.	<b>Speaker CAD/3D printing</b> Students learn how to convert a CAD file into a 3D printed part and build their product into their enclosure.	<b>Circuit testing &amp; fault-finding principles</b> Students are taught, through experiments and use on their own circuits how to use a multimeter and other test equipment to find faults in circuits.
Year 10	<b>Unit R114 Design, Build and Test PCBs</b> Students use the knowledge from year 9 to design and build a PCB for assessment 1.	<b>Unit R114 Design, Build and Test PCBs</b> Students use the knowledge from year 9 to test, debug and correct their PCB and document this in folder work	<b>Unit R114 Design, Build and Test &amp; Program</b> Students complete paperwork evidence for remainder of R114 and learn basic 'programming' of the microcontroller in their product	<b>Unit R116 Programmable Control &amp; Microcontrollers</b> Students are taught a carousel of programming skills centred around switching outputs on and off and responding to digital and analogue sensors	<b>Unit R116 Programmable Control &amp; Microcontrollers</b> Students learn how to connect digital and analogue components to microcontroller circuits virtually and with a real circuit.  Begin folder work for R116	<b>Unit R116 Programmable Control &amp; Microcontrollers</b> Students program a microcontroller to solve a real-life design challenge (Car park entry/exit barrier system) and document their circuit/code for R116 portfolio evidence.
Year 11	<b>Computers in Systems &amp; Exam theory</b> Students complete research tasks into unit R115 & cover various other exam theory topics	<b>Computers in Systems (Exam prep Nov Mock)</b> Students complete Case studies relevant to topics in unit R115 & cover various other exam theory topics	<b>Computers in Systems (Exam prep Nov Mock)</b> Finalization of unit R115 paperwork and submission of all coursework elements. Exam revision.	<b>Summer Exam unit prep and revision</b>	<b>Summer Exam unit prep and revision</b>	<b>Course finishes</b>

## Textiles (Eduqas) – 3 Year course

**Skills:** Students refine and develop a wide range of skills during the 3 Year GCSE course such as sewing machine skills, Computer Aided Design, Computer Aided Machinery, printing, dyeing, weaving and so much more!

**Setting:** Students are taught in mixed ability groups.

**Class size:** 22 student capacity per group.

**Home Learning:** This is a very important feature of the course and home learning tasks vary. Students are expected to analyse artists' work and annotate their sketchbooks throughout.

**Materials/equipment:** Students will need to purchase Textiles Resource pack at start of the course. Lessons are well supplied with materials and equipment but due to a handful of individual projects, supplies may, on occasion, need to be purchased during the course.

**Assessment and Reporting:** Coursework deadlines will be determined in accordance with the nature of the project set. Students will be informed of these deadlines by members of staff as and when appropriate.

<b>Year 9</b>	Students will build up a sketchbook whilst focussing on a range of techniques in relation to Designers and Artists. Students will also produce a garment.
<b>Year 10</b>	Controlled assessment - Portfolio: 60%
<b>Year 11</b>	Externally set Task - Examination: 40%

### How parents/carers can help:

- Plan a visit to an exhibition or Art Gallery or Museum if/when possible
- Watch any interesting programmes/Fashion/Artists/Designers
- Check Edulink for set home learning tasks

### Useful Websites:

<https://www.vam.ac.uk/>

<https://www.britishmuseum.org/>

<https://www.tate.org.uk/>

<https://www.ftmlondon.org/>

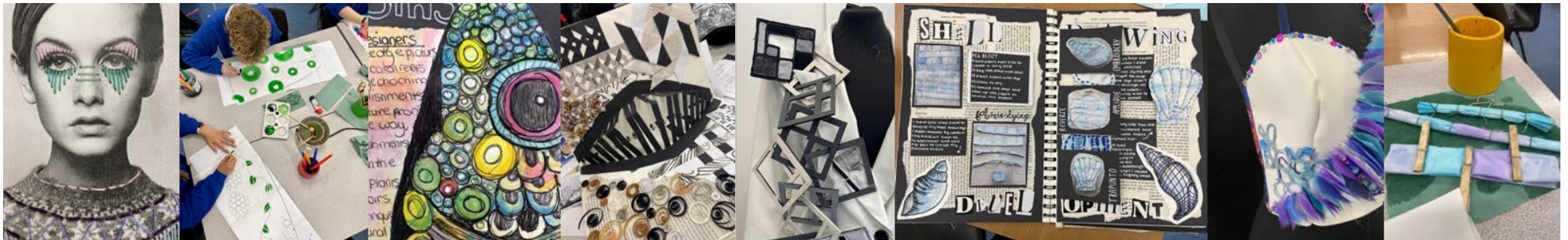
<https://www.vogue.co.uk/>

## Textiles (Eduqas) – 3 Year course

**Brief Synopsis:** This course is defined as the creation of designs and products for woven, knitted, stitched, or printed fabrics and involves an understanding of fibres, yarns, and fabrics.

Areas of study include Constructed textiles, Digital textiles, Dyed fabrics, Printed fabrics, Fashion design, installed textiles, Soft furnishings, Stitched and/or embellished textiles.

Work is not limited to one area of study.



**Topics Studied:** Students will have the knowledge of the possible breadth and diversity within art and design disciplines. The subject content for topics within the specification is designed to offer students choice when progressing into later years when completing the controlled assessment and internally set tasks in Years 10 externally set tasks in Year 11.

Y9 Autumn Term 1	Y9 Autumn Term 2	Y9 Spring Term 1	Y9 Spring Term 2	Y9 Summer Term 1	Y9 Summer Term 2
Hand Embroidery. Beading. Fabric Painting. 3D Textiles. Fabric Manipulation. Fabric Dyeing.	Collage. Heat Press Printing. Digital Design. Sewing Machine. Embroidery.	Observational Drawing. Free Motion Embroidery. Hand Embellishment.	Batik. Garment Construction.	Young Fashion Designer UK Competition.	Woven Textiles.

## PSHE

PSHE (Personal, Social, Health and Economic) education is taught by form tutors in a lesson once per cycle. It is a statutory requirement that Secondary Schools teach Relationships and Sex Education, and Health Education and schools are encouraged to include personal, social, and economic education in their PSHE curriculum. Parents will be able to withdraw their child (following discussion with the Subject Lead or Year Manager) from any or all aspects of sex education, other than those which are part of the science curriculum, up to and until two terms before the age of 16. Parents will not be able to withdraw their child from any aspect of statutory relationships or health education.

**Skills:** PSHE education is concerned with students' personal development and ensuring students have the knowledge they need to make informed choices in relation to their own wellbeing. PSHE lessons are designed to equip students with knowledge, understanding, attitudes and practical skills to live healthy, safe, and productive lives. We encourage them to develop empathy and understanding and aim to reduce the stigma and misconceptions that surround many of the topics we cover. The lessons also enable students to reflect on and clarify their own attitudes and values and explore the complex, and sometimes conflicting, range of attitudes and values they will encounter now and in the future.

**Topics studied:** The following topics will be included in the PSHE education lessons:

Mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health, and prevention of illness, basic first aid, the changing adolescent body, families, respectful relationships (including friendships), online and media, being safe, intimate, and sexual relationships (including sexual health)

**Materials and equipment:** Students need to come equipped with pens. They will have a PSHE workbook which will be kept in College.

**Assessment and Reporting:** Students' knowledge of course content will be assessed regularly to give them the opportunity to reflect on what they have learned and identify what they need to do next. Tutors will report on students' Attitude to Learning in PSHE education lessons.

**How parents/carers can help:** There is no formal requirement for home learning, though students will benefit enormously from having discussions with parents and carers about some of the issues raised in PSHE education.

## Year 9 Setting Policy

For teaching purposes, the Year Group is split into half bands (mn and op).

Optional subjects take students from the whole Year Group and are taught in mixed ability groups.

Core subjects will set students according to their ability in that subject. This document contains details of those subjects that prefer to set students by ability and will help parents understand the set codes. All other subjects have mixed ability classes.

Student timetables shown on Edulink and will display the set code for each subject.

Set codes are made up of 4 components: year, band, subject and set. For example: 9mn/Sc3a means Year 9, band mn subject code Science, set 3.

Subject	Code	Details
English	En	Students are taught in broad ability groups for the remainder of the English course Set 1 Top set Set 2 Intermediate set Set 3 Standard set
Maths	Ma	Each side of the Year Group is set into ability groups. (Higher and Foundation). There are 6 sets on each side of the year group. The final decision on which tier of entry sitting is taken in March of their Year 11.
PE	Pe	For each band there is a top set for girls and boys. All other groups are mixed ability. Sometimes numbers allow for 2 Top sets on one half of the year. 9mn/Pe1 and 9op/Pe1 Top sets 9mn/Pe1 and 9op/Pe1 Top sets
Science	Sc	There are 12 sets, 6 in band mn and 6 in band op, set by ability.
PRC	PRs	All students are taught PRC in their English group
IT	IT	All students are taught IT in their Maths

## **Home Learning Timetables Year 9**

### **Different subjects have different needs**

All subjects will set home learning on EdulinkOne. Students will be set home learning tasks according to department timetables unless otherwise agreed with their subject teachers.

Subjects may be set tasks which consolidate learning, or they will be set 'long-term' investigations/projects for completion over a period of time. This variation is to ensure that all home learning tasks are meaningful and recognise the fact that the needs of each subject are different.

### **Do I have to do the work set?**

The expectation is that students complete all work set by the deadline given. Failure to complete the task(s) will result in a behaviour point and departments can also sanction should they wish. Sanctions applied will ensure completion of the Home Learning and ensure that students remain up to date with their learning.

### **Feedback**

All completed work will receive feedback through a variety of channels e.g., verbal, marks, written comments, ways to improve, class discussions etc. Completion of home learning will embed positive learning habits for life-long learning.

### **How long should I spend on my home learning?**

On average students should expect to have home learning set from 2-3 subjects per day. Some children will work quicker than others and get more done in less time. The rough guidelines are between 45 minutes – 90 minutes per day.

The emphasis is on how home learning helps students to learn, rather than on whether it takes a certain amount of time. Students should not be expected to spend much longer on home learning than the guide times. It does not matter if activities do not take as long as the guide times as long as they are useful.

If students are spending too long on home learning tasks, please make subject staff aware.