



Edmonton County School  
*Educating our Community for Success*



# YEAR 9

## PARENTS CURRICULUM INFORMATION BOOKLET

# 2021-2022



Edmonton County School is part of Edmonton Academy Trust, a charitable company limited by guarantee and registered in England and Wales with company number 10311383. The registered office is at Great Cambridge Road, Enfield, Middlesex, EN1 1HQ.

**Executive Headteacher:** Dr Susan Tranter MA

**Head of School:** Paul Miller

**Address:** Great Cambridge Road, Enfield EN1 1HQ

**Tel:** 020 8360 3158 **Fax:** 020 8364 2218 **Email:** [info@edmonton.enfield.sch.uk](mailto:info@edmonton.enfield.sch.uk) **Website:** [www.edmontoncounty.co.uk](http://www.edmontoncounty.co.uk)



# Edmonton County School

## *Educating our Community for Success*

Dear Parent/Guardian,

This is the start of a very important phase in your son or daughter's education. Year 9 students will be undertaking challenging new courses, thinking about their future education and career paths and the transition to Year 10 and Year 11.

It is essential that parents and carers are fully informed of the demands of courses on students. We aim to provide your child with specialised support and guidance that will ensure your child's success at Edmonton County School.

The Year 9 team consists of a Progress Lead and a Student Manager on each campus (non-teaching Support Staff) who along with your child's Form Tutor are your first port of call.

If your child encounters any issues within school they must inform the Student Manager and their Form Tutor so next steps can be taken.

The Year 9 Progress Lead is the pastoral leader and their role is to ensure that your child is reaching their potential in all subjects and if they are not, appropriate interventions are put into place to ensure the achievement and progress of your child is not affected.

The Year 9 Progress Lead works alongside the Assistant Headteacher assigned to the year group and together they ensure your child is given the right opportunities and experiences to flourish during Year 9 and transition into Years 10 and 11.

Year 9 is an incredibly busy year and effective communication is key to ensure we all support one another.

It is essential that your child attends school every day and is punctual to school and all lessons. If your child is unwell they must catch up on any work that is missed.

We ask that you check your child's learning journal regularly and use Show My Homework to support their home learning. You must encourage your child to be independent and submit all homework on time. Your child will be provided with detailed curriculum plans which inform you of all units of study and what will be covered.

We encourage you and your child to attend Parents Evenings, Curriculum Evenings and Academic Review Days to ensure that we are all up to speed with the progress your child is making.

We know your child will succeed at our school and hope you find the details in this booklet useful.

Staff to contact are listed on the next page .

Thank you.

**Ms N Younes**

**Assistant Headteacher – Head of KS4**

**Cambridge Campus**



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# Edmonton County School

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## Year 9 Progress Leads

Bury Campus – Mr W Grisedale  
Cambridge Campus – Ms G Devi Rai

## Year 9 Student Managers

Mr Y Sumaili  
Mrs N Panayides

## Form Tutors:

Form Group	Bury	Cambridge
T1	Mr O Ogidi	Miss A Carew
T2	Ms M Zargarian	Mr R Fawehinwi
T3	Mr F Blankson	Ms S Penrose-Britton
T4	Miss J Tay	Miss L Haralambous
T5	Mr E Oktay	Mr T Jeffrey



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# Edmonton County School

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September 2021

Show My Homework

The world's No. 1 online homework solution

## Recording, Tracking and Monitoring Homework at Edmonton County School

Dear Parents/Carers,

At Edmonton County School we use **Show My Homework**, an online tool to help you keep track of your child's homework. Show My Homework will allow you to see the details of the tasks your child has been set, as well as their submission status and grades. Key features of the Show My Homework service are:

- 24/7 access
- View quality and quantity of homework
- Translation into over 50 languages
- Free apps available for iPhone, iPad, iPod Touch and Android devices
- Automated notifications before homework is due

Simply visit [www.edmontoncounty.co.uk](http://www.edmontoncounty.co.uk) and click on the **Show My Homework** logo to view our school's live homework calendar and log in. Please note that it is always possible to find any piece of homework on the Show My Homework website *without logging in*, by clicking the link on the school website and using the filters to find the relevant class, subject and task.

We believe that the Show My Homework service provides parents with a deeper insight into the homework your child receives. More importantly, we hope that it will improve your child's organisation, time-management and help them to keep on top of their workload.

If you, or your child, have any questions about the service, please do not hesitate to get in touch with the team at Show My Homework, who are always happy to help. Just email [help@showmyhomework.co.uk](mailto:help@showmyhomework.co.uk) or call 020 7197 9550. If you would like to get in touch with the school or provide feedback, please contact me via the email address below.

I hope you find Show My Homework a useful way of working with the school to support your child in making the best progress possible. Thank you for your support.

Yours sincerely,

**Mr P Miller**  
**Head of School**

[pmiller@edact.org.uk](mailto:pmiller@edact.org.uk)



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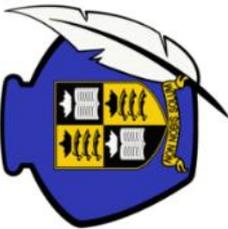
Website: [www.edmontoncounty.co.uk](http://www.edmontoncounty.co.uk)

## Year 9 Independent Learning Timetable 2021 - 2022

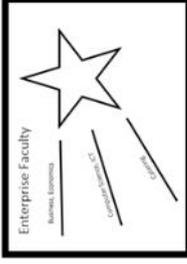
Year 9 students should do at least **2 hours a night (40 minutes per subject)**, the time spent each day may vary depending upon work load. Students need a quiet area with a desk at which to do their independent learning, if this is not available at home the school library is open before and after school. If a student does not have a subject on the day they are due to do that subject homework will be set in the lesson before.

Independent Learning is not limited to formal homework set by a subject teacher but should also include answering questions in subject workbooks and recap and revision activities.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Bury Campus</b>	Physics (Triple only) Option B2 English	Maths Option B1 Geography/History	English Option B1 Science/Chemistry	Maths Science/Biology Geography/History	Religion & Life Option B2
<b>Cambridge Campus</b>	Maths Option C2 Science/Chemistry	English Biology (Triple only)	Option C2 Maths Geography/History	English Option C1 Science/Physics	Geography/History Option C1 Religion & Life

	<b>Faculty</b> <b>English</b>	<b>Year Group</b> <b>9</b>	<b>Subject</b> <b>English Literature and English Language GCSEs</b>	<b>Exam Board</b> <b>AQA</b>	<b>Type of Assessment</b> <p>Students will be assessed for their skills in reading, writing and speaking and listening during the year.</p> <p>Students will complete a core task approximately half way through each unit of work. This will be formatively marked by the teacher and redrafted by the student.</p> <p>Students will be assessed at the end of each unit of work. These assessments will be conducted in class and will be marked by the classroom teacher.</p> <p>Students will track their progress on the 'student tracker sheet' stuck into the front cover of their exercise book.</p>	<b>Key Assessment Dates</b> <p>Core task: midway through each unit of work.</p> <p>End of unit assessments: usually in the final week of each half term.</p> <p>PPE1: usually sat in June.</p>
<b>Curriculum Information</b>						
<b>Year 9 English ethos</b> <p>Year 9 will equip students with the skills they need to be successful in GCSE English Language and GCSE English Literature. Students will be expected to engage with increasingly complex texts (including a selection of poetry which will be assessed in their final GCSE English Literature exam) and write with increasing confidence and sophistication.</p>						
<b>Recommended Resources</b>	<b>Homework Frequency</b> <p>Homework is set weekly and should take students approximately 60 minutes to complete.</p> <p>Homework is recorded on the 'Show my Homework' link on our school's website.</p> <p>Some tasks may be set on the GCSE Pod site.</p>		<b>Homework/Independent Study Expectations</b> <p>All homework should be completed on time and to a high standard.</p> <p>Students should also work independently on developing their spelling, grammar and punctuation (SPaG) skills. Advice here: <a href="http://www.bbc.co.uk/skillswise/english">http://www.bbc.co.uk/skillswise/english</a></p> <p>Students should be reading high quality fiction and non-fiction texts on a regular basis. They should aim to read for 30 minutes every day and can find book recommendations here: <a href="http://www.booktrust.org.uk/books/teenagers/">http://www.booktrust.org.uk/books/teenagers/</a>  <a href="http://www.englishbiz.co.uk/downloads/englishbizreadinglist.pdf">http://www.englishbiz.co.uk/downloads/englishbizreadinglist.pdf</a></p>			
<b>Extra-Curricular Opportunities</b> <p>Students can take part in writing competitions (organised in conjunction with the school library).</p> <p>Students may also have the opportunity to go on a theatre trip.</p>						
<b>Head of Faculty</b> Mrs C Flack <a href="mailto:cflack@edact.org.uk">cflack@edact.org.uk</a>	<b>KS4 Coordinator</b> Ms A Carew <a href="mailto:acarew@edact.org.uk">acarew@edact.org.uk</a>					



	<b>Faculty</b> <b>Enterprise</b>	<b>Year Group</b> <b>9</b>	<b>Subject</b> <b>Hospitality and Catering</b>	<b>Exam Board</b> <b>WJEC</b>	<b>Type of Assessment</b> Unit 1: Written Exam, externally assessed, 1 hour 30 minutes, 90 marks (40% of GCSE) Unit 2: Coursework, internally assessed, 9 hour, 120 marks (60% of GCSE)	<b>Key Assessment Dates</b> See school website
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### Curriculum Information

<p><b>Autumn Term</b></p> <ul style="list-style-type: none"> <li>⇒ Structure of the hospitality and catering course.</li> <li>⇒ Food hygiene and safety practices</li> <li>⇒ Establishment in which Hospitality and Catering industries operate,</li> <li>⇒ Job roles and responsibilities of different employees in Hospitality.</li> <li>⇒ Structure of a hotel set up (front of house and back of house teams) and the standard for rating hospitality and catering industries.</li> <li>⇒ Types, sources, and functions of all the nutrients in a diet: Protein, Carbohydrate, Fat, Minerals, Vitamins, Dietary Fibre, and water</li> </ul>	<p><b>Spring Term</b></p> <ul style="list-style-type: none"> <li>⇒ Job requirements and working conditions in Hospitality and Catering.</li> <li>⇒ Personal attributes for working in the Hospitality and Catering industry</li> <li>⇒ Employment rights and types contracts in Hospitality and Catering</li> <li>⇒ Factors affecting the success of Hospitality and Catering providers.</li> <li>⇒ General rules that needs to be considered when designing a kitchen and the operational activities of a kitchen</li> <li>⇒ Types and uses of industrial Kitchen Equipment (large/small/mechanical)</li> </ul>	<p><b>Summer Term</b></p> <ul style="list-style-type: none"> <li>⇒ Personal Safety Law, Food safety legislation and regulations.</li> <li>⇒ Food poisoning and food related causes of ill health</li> <li>⇒ The role and responsibilities of the Environmental Health Officer.</li> <li>⇒ To learn about food safety legislation.</li> <li>⇒ To understand the common types of food poisoning bacteria</li> <li>⇒ Practice coursework- allows students to get familiar with the demands of GCSE Unit 2.</li> <li>⇒ Revision of Topics/End of year exams</li> </ul>
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### Recommended Resources

<p>WJEC Hospitality and Catering for GCSE  Authors: Housley Jacqui, Gardiner Judy  ISBN-: 9780340986820</p> <p>My Revision Notes WJEC GCSE Hospitality and Catering  Author: Judy Gardiner  ISBN: 9781444153897</p>	<p><b>Homework Frequency</b></p> <p>Homework is set weekly, and should take Students between 30 &amp; 60 minutes to complete. Homework will be placed on Show My Homework. Work is recorded in student diaries by Students. <b>Students will also be expected to bring ingredients to be able to cook various recipes.</b></p>	<p><b>Homework/Independent Study Expectations</b></p> <p>All homework completed on time and to a high standard.  Exemplar coursework materials are available for students to use for inspiration.</p>
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### Head of Faculty

Mrs D Lee <a href="mailto:dLee1@edact.org.uk">dLee1@edact.org.uk</a>	<p><b>Head of Department</b></p> <p>Mrs N Adu-Sarkodie  <a href="mailto:nadu@edact.org.uk">nadu@edact.org.uk</a></p>
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### Extra-Curricular Opportunities

Please ask you teacher for information about the After School Cooking Clubs that are run each week.
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	Faculty	Year Group	Subject	Exam Board	Type of Assessment	Key Assessment Dates
	Expressive Arts	9	GCSE Art and Design Art, craft and Design 8201 8201/c- Portfolio of work 8201/x - Externally set assignment	AQA	96 marks 1-9 grades (9 is highest) 60% coursework 40% exam	See school website

### Curriculum Information

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<u>Key skills and techniques</u> <b>Drawing</b> – Tone, mark-making, stippling, composition and observational drawing.. Black History Month (October) El-Salahi. <b>Painting</b> – colour mixing, watercolour and impasto acrylic. <b>Printmaking</b> – lino, mono-print and drypoint.	<u>Key skills and techniques</u> Ceramics – coil, blown or slab pot LGBT+ Month (February) work International Women’s Day (8th March) work Textile Design – batik, embroidery, applique	<u>Key skills and techniques</u> <b>Lens-/light-based media</b> - Photography <b>Digital media</b> -Photoshop Introduce Year 10 Portrait project

### Recommended Resources

<a href="http://www.aqa.org.uk">www.aqa.org.uk</a> <a href="http://www.tate.org.uk">www.tate.org.uk</a> <a href="http://www.npg.org.uk">www.npg.org.uk</a> <a href="http://www.serpentinegalleries.org">www.serpentinegalleries.org</a> <a href="http://www.designmuseum.org/design/">www.designmuseum.org/design/</a> <a href="http://www.whitechapelgallery.org">www.whitechapelgallery.org</a> <a href="http://www.courtauld.ac.uk">www.courtauld.ac.uk</a> <a href="http://www.louvre.fr">www.louvre.fr</a> <a href="http://www.barbican.org.uk/art">www.barbican.org.uk/art</a> <a href="http://www.cartoonmuseum.org">www.cartoonmuseum.org</a> <a href="http://www.metmuseum.org">www.metmuseum.org</a> <a href="http://www.biid.org.uk">www.biid.org.uk</a> <a href="http://www.artlex.com">www.artlex.com</a> <a href="http://www.digital-collaborations.co.uk">www.digital-collaborations.co.uk</a> <a href="http://www.donarcher.com/moca">www.donarcher.com/moca</a>	<a href="http://www.royalacademy.org.uk">www.royalacademy.org.uk</a> <a href="http://www.architecture.com">www.architecture.com</a> <a href="http://www.thebritishmuseum.org">www.thebritishmuseum.org</a> <a href="http://www.saatchigallery.com">www.saatchigallery.com</a> <a href="http://www.victoriaandalbertmuseum.co.uk">www.victoriaandalbertmuseum.co.uk</a> <a href="http://www.thephotographersgallery.org.uk">www.thephotographersgallery.org.uk</a> <a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a> <a href="http://www.museodelprado.es">www.museodelprado.es</a> <a href="http://www.barbican.org.uk/art">www.barbican.org.uk/art</a> <a href="http://www.rijksmuseum.nl">www.rijksmuseum.nl</a> <a href="http://www.southbankcentre.co.uk">www.southbankcentre.co.uk</a> <a href="http://www.artcyclopedia.com">www.artcyclopedia.com</a> <a href="http://www.artguide.org/">www.artguide.org/</a> <a href="http://www.masters-of-photography.com">www.masters-of-photography.com</a> <a href="http://www.Londonart.co.uk">www.Londonart.co.uk</a> <a href="http://www.london-galleries.co.uk">www.london-galleries.co.uk</a>	<b>Homework Frequency</b> Homework is set weekly, and should take students between 30-60 minutes to complete. Work is recorded in student diaries by students and recorded on :- 	<b>Homework/Independent Study Expectations</b> All homework completed on time and to a high standard
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### Head of Faculty

Head of Expressive Arts –  
 Ms J Shilvock  
[jshilvock@edact.org.uk](mailto:jshilvock@edact.org.uk)

### Head of Department/Key Stage

Head of Art and Photography –  
 Mr A Williams  
[awilliams@edact.org.uk](mailto:awilliams@edact.org.uk)

### Extra-Curricular Opportunities

Please ask you teacher for information about the Art and Photography clubs that run each week. Artist workshop. G&T programme. BP Portrait Award trip (prep for Year 10)

	<b>Faculty</b> <b>Expressive Arts</b>	<b>Year Group</b> <b>9</b>	<b>Subject</b> <b>Drama</b>	<b>Exam Board</b> <b>AQA</b>	<b>Type of Assessment</b> <b>40% coursework, 60 % exams</b>	<b>Key Assessment Dates</b> At the end of every term
<b>Curriculum information</b>						
<u><b>Autumn Term</b></u>						
<u>Induction Unit</u> Students are introduced to the course as a whole. They learn about the importance of working collaboratively, the devising process by responding to a range of stimuli. They learn about different genres, dramatic conventions, physical and vocal theatrical performance skills. Students complete research, written work linked to the written coursework and written exam.						
<u><b>Spring Term</b></u>						
<u>Preparation for Component 1 -Understanding Drama and Component 3-Text in Practice</u> Students practically explore a complete text. They learn about drama and theatre terminology, characteristics of performance texts, the social, cultural and historical context, how meaning is communicated through physical and vocal theatrical skills. They learn about a range of rehearsal techniques. They learn lines and perform extracts from the text linked to <b>Component 3-Text in Practice</b> They complete exam preparation work where they explore writing about interpreting and portraying characters. Students also watch a live theatre performance and write a review.						
<u><b>Summer Term</b></u>						
<u>Preparation for Component 2-Devising Drama</u> Students learn about minimalistic and physical theatre. They learn about devising and create and perform a piece of Children's theatre using Greek myths as the stimulus. Students write a devising log linked to <b>Component 2-Devising Drama</b>  Students learn about working with Trestle character masks.  Students learn more about devising and create and perform a piece of Drama that is performed to Year 7.  Students complete an exam linked to <b>Component 1 - Understanding Drama</b>						
<u><b>Recommended Resources</b></u>						
Websites: <a href="http://www.bbc.co.uk/education/guides/zsf8wvnmn/revision/1">http://www.bbc.co.uk/education/guides/zsf8wvnmn/revision/1</a> Attending local theatres: <a href="http://www.enfield.gov.uk/millfield/">http://www.enfield.gov.uk/millfield/</a> <a href="https://www.artsdepot.co.uk/">https://www.artsdepot.co.uk/</a> <a href="https://www.artsdepot.co.uk/">https://www.artsdepot.co.uk/</a> Attending London Theatres:						
<u><b>Homework Frequency</b></u>						
Homework will be set every week.						
<u><b>Homework/Independent Study Expectations</b></u>						
Homework will mostly be written work but could be attending group rehearsals after school.						
<u><b>Head of Faculty</b></u>						
Ms J Shilvock <a href="mailto:jshilvock@edact.org.uk">jshilvock@edact.org.uk</a>						
<u><b>Head of Department/Key Stage</b></u>						
Mrs S Bailey <a href="mailto:sbailey@edact.org.uk">sbailey@edact.org.uk</a>						
<u><b>Extra-Curricular Opportunities</b></u>						
School production. Going on Theatre trips. Arts Festival.						

	Faculty	Year Group	Subject	Exam Board	Type of Assessment	Key Assessment Dates
	Expressive Arts	9	GCSE Art and Design Photography 8206 8206/c- Portfolio of work 8206/x - Externally set assignment	AQA	96 marks 1-9 grades (9 is highest) 60% coursework 40% exam	See school website

### Curriculum Information

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<p>Key skills and techniques</p> <p><b>Camera functions</b> – How to use a DSLR camera</p> <p><b>Compositional techniques</b> – What makes a good photograph</p> <p><b>Lighting techniques</b> – Studio/natural</p> <p><b>Photographer &amp; artist research</b> and analysis</p> <p>Black History Month (October) work</p> <p><b>Drawing in Photography</b> - literacy/numeracy techniques</p>	<p>Key skills and techniques</p> <p><b>Still life Photography</b> - depth of field images (AV)</p> <p><b>Photomontage</b> - Collage/relief</p> <p><b>Drawing in Photography</b> - literacy/numeracy techniques</p> <p><b>Photographer &amp; artist research</b> and analysis</p> <p>LGBT+ Month (February) work</p> <p>International Women's Day (8th March) work</p>	<p>Key skills and techniques</p> <p><b>3D Photography</b> – architecture/sculptural techniques</p> <p><b>Mixed Media techniques</b> -Printing/Sewing with photography –,</p> <p><b>Editing techniques</b> -Adobe Photoshop/word/paint</p> <p><b>Photographer &amp; artist research</b> and analysis</p> <p><b>Portraiture techniques</b> – Filters and focusing techniques</p>

### Recommended Resources

<a href="http://www.tate.org.uk">www.tate.org.uk</a>	<a href="http://www.royalacademy.org.uk">www.royalacademy.org.uk</a>
<a href="http://www.npg.org.uk">www.npg.org.uk</a>	<a href="http://www.architecture.com">www.architecture.com</a>
<a href="http://www.serpentinegalleries.org">www.serpentinegalleries.org</a>	<a href="http://www.thebritishmuseum.org">www.thebritishmuseum.org</a>
<a href="http://www.designmuseum.org/design/">www.designmuseum.org/design/</a>	<a href="http://www.saatchigallery.com">www.saatchigallery.com</a>
<a href="http://www.whitechapelgallery.org">www.whitechapelgallery.org</a>	<a href="http://www.victoriaandalbertmuseum.co.uk">www.victoriaandalbertmuseum.co.uk</a>
<a href="http://www.courtauld.ac.uk">www.courtauld.ac.uk</a>	<a href="http://www.thephotographersgallery.org.uk">www.thephotographersgallery.org.uk</a>
<a href="http://www.louvre.fr">www.louvre.fr</a>	<a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a>
<a href="http://www.barbican.org.uk/art">www.barbican.org.uk/art</a>	<a href="http://www.museodelprado.es">www.museodelprado.es</a>
<a href="http://www.cartoonmuseum.org">www.cartoonmuseum.org</a>	<a href="http://www.barbican.org.uk/art">www.barbican.org.uk/art</a>
<a href="http://www.metmuseum.org">www.metmuseum.org</a>	<a href="http://www.rijksmuseum.nl">www.rijksmuseum.nl</a>
<a href="http://www.biid.org.uk">www.biid.org.uk</a>	<a href="http://www.southbankcentre.co.uk">www.southbankcentre.co.uk</a>
<a href="http://www.artlex.com">www.artlex.com</a>	<a href="http://www.artcylopedia.com">www.artcylopedia.com</a>
<a href="http://www.digital-collaborations.co.uk">www.digital-collaborations.co.uk</a>	<a href="http://www.artguide.org/">www.artguide.org/</a>
<a href="http://www.donarther.com/moca">www.donarther.com/moca</a>	<a href="http://www.masters-of-photography.com">www.masters-of-photography.com</a>
	<a href="http://www.Londonart.co.uk">www.Londonart.co.uk</a>
	<a href="http://www.london-galleries.co.uk">www.london-galleries.co.uk</a>

### Head of Faculty

Head of Expressive Arts –  
Ms J Shilvock  
[jshilvock@edact.org.uk](mailto:jshilvock@edact.org.uk)

### Homework Frequency

Homework is set weekly, and should take students between 30-60 minutes to complete.  
Work is recorded in student diaries by students and recorded on :-



### Homework/Independent Study Expectations

All homework completed on time and to a high standard

### Head of Department/Key Stage

Head of Art and Photography –  
Mr A Williams  
[awilliams@edact.org.uk](mailto:awilliams@edact.org.uk)

### Extra-Curricular Opportunities

Please ask you teacher for information about the Art and Photography clubs that run each week. Artist workshop

	<b>Faculty</b> <b>Expressive Arts</b>	<b>Year Group</b> <b>9</b>	<b>Subject</b> <b>GCSE Design and Technology (8552)</b>	<b>Exam Board</b> <b>AQA</b>	<b>Type of Assessment</b> <b>50% Non-exam assessment</b> <b>50% written exam</b>	<b>Key Assessment Dates</b> See school website
<b>Curriculum Information</b>						
<b>Autumn Term</b> USB holder and graphics packaging project. Pupils will develop their practical skills in DT by designing a logo using CAD. Pupils will then manufacture a USB outer casing (to store Dt work) using CAM and package the project using the vacuum former and producing a personalised t-shirt. Pupils will develop their knowledge of branding by applying their logo to all manufactured outcomes for this project. Pupils will also develop their knowledge of modelling skills, properties of materials, ergonomics and anthropometrics.		<b>Spring Term</b> Ergonomics Project – students will develop their knowledge of anthropometrics and ergonomics and how these apply to products. Students will look at the Joseph and Joseph kitchen line and use anthropometrics and ergonomics to design products which are comfortable for the user to use. Students will need to consider how they portray their ideas as a range of models. Design Movements Project- pupils will develop their knowledge of design movements and the importance of designing for a target market/client in their work.		<b>Summer Term</b> Bird house project Pupils will develop their focused practical skills by learning how to mark out and cut a variety of wood joints. Pupils will then investigate ergonomics, anthropometrics, and properties of wood and apply this knowledge to design and manufacture a bird box to personal specifications. Concepts of recycling and sustainability will also be investigated when they are selecting the suitable materials to use.		
<b>Recommended Resources</b> <a href="http://www.technologystudent.com/">http://www.technologystudent.com/</a> <a href="http://www.bbc.co.uk/schools/gcsebitesize/design/">http://www.bbc.co.uk/schools/gcsebitesize/design/</a> <a href="http://www.core77.com/">http://www.core77.com/</a> <a href="http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-product-design-4555/past-papers-and-mark-schemes">http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-product-design-4555/past-papers-and-mark-schemes</a> <a href="http://www.technologystudent.com/">http://www.technologystudent.com/</a> <a href="http://www.mr-dt.com/">http://www.mr-dt.com/</a>		<b>Homework Frequency</b> Homework is set weekly, and should take students between 30-60 minutes to complete. Work is set on SMHW website, link through school website with student passwords. All homework and support sheets accessible from SMHW.		<b>Homework/Independent Study Expectations</b> All homework completed on time and to a high standard Design drawings should be presented well with subject specific annotation		
<b>Head of Faculty</b> Ms J Shilvock <a href="mailto:jshilvock@edact.org.uk">jshilvock@edact.org.uk</a>		<b>Head of Department/Key Stage</b> HoD Miss C Lipparelli <a href="mailto:clipparelli@edact.org.uk">clipparelli@edact.org.uk</a>		<b>Extra-Curricular Opportunities</b> Please ask you teacher for information about the design clubs that run each week on both sites in the design rooms.		

 	Faculty	Year Group	Subject	Exam Board	Type of Assessment	Key Assessment Dates
	Mathematics	9	GCSE Maths	EDEXCEL 1MA1 (Grades 9-1) Two Tiers: Higher (Grades 9-4) or Foundation (Grades 5-1)	GCSE exams in May 2024. 100% exams with 3 papers each 1 ½ hours long. (one non-calculator and two calculator exam papers)	Internal cumulative assessments. Assessment 1: Oct 2021 Assessment 2: Jan 2022 Assessment 3: April 2022 End of year 9 exam June 2022

**Curriculum Information**

Autumn term	Spring term	Summer term																						
<table border="1"> <tr> <th>Higher</th> <th>Foundation</th> </tr> <tr> <td>Unit 4: Fractions, Ratio &amp; Percentages</td> <td>Unit 4: Fractions &amp; Percentages</td> </tr> <tr> <td>Unit 5: Angles &amp; Trigonometry</td> <td>Unit 6: Angles</td> </tr> <tr> <td>Unit 6: Graphs</td> <td>Unit 9: Graphs</td> </tr> </table>	Higher	Foundation	Unit 4: Fractions, Ratio & Percentages	Unit 4: Fractions & Percentages	Unit 5: Angles & Trigonometry	Unit 6: Angles	Unit 6: Graphs	Unit 9: Graphs	<table border="1"> <tr> <th>Higher</th> <th>Foundation</th> </tr> <tr> <td>Unit 7: Area &amp; volume</td> <td>Unit 8: Perimeter, area &amp; volume 1</td> </tr> <tr> <td>Unit 8: Transformations &amp; constructions</td> <td>Unit 10: Transformations</td> </tr> <tr> <td>Unit 9: Equations and inequalities</td> <td>Unit 5: Equations, Inequalities &amp; Sequences</td> </tr> </table>	Higher	Foundation	Unit 7: Area & volume	Unit 8: Perimeter, area & volume 1	Unit 8: Transformations & constructions	Unit 10: Transformations	Unit 9: Equations and inequalities	Unit 5: Equations, Inequalities & Sequences	<table border="1"> <tr> <th>Higher</th> <th>Foundation</th> </tr> <tr> <td>Unit 10: Probability</td> <td>Unit 13: Probability</td> </tr> <tr> <td>Unit 11: Multiplicative reasoning</td> <td>Unit 14: Multiplicative reasoning</td> </tr> </table>	Higher	Foundation	Unit 10: Probability	Unit 13: Probability	Unit 11: Multiplicative reasoning	Unit 14: Multiplicative reasoning
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**Recommended Resources**

<p><a href="http://www.hegartymaths.com/">http://www.hegartymaths.com/</a> (Provided)</p> <p><b>Homework book:</b> (you may wish to buy separately):</p> <p><b>Set 1-2:</b> Higher – Purposeful Practice Book ISBN 978 1 292 27370 9</p> <p><b>Set 3-5:</b> Foundation – Purposeful Practice Book ISBN 978 1 292 27371 6</p> <p><b>Set 6:</b> Worksheets</p>	  	<p><b>Homework Frequency</b></p> <p>Twice a week, one from the homework textbook and another from Hegarty Maths/mathswatch/ independent workbooks. This should take between 60-90 minutes to complete. Work is recorded on 'Show My Homework' for parents to track: click the 'Show My Homework' icon on our school website.</p> <p><b>Maths Equipment:</b></p> <p>Every student must bring equipment to every lesson &amp; use it at home for homework too. These include: a ruler, compass, protractor &amp; scientific calculator.</p> <p><b>Setting:</b></p> <p>Students are set by ability. Set 1-2 are taught the higher, Set 3 is a mixture of higher/foundation &amp; Set 4-6 are taught the foundation curriculum.</p> <p><b>Head of Key Stage 4</b></p> <p>Ms M Behjet <a href="mailto:Mbehjet@edact.org.uk">Mbehjet@edact.org.uk</a></p>	<p><b>Homework/Independent Study Expectations</b></p> <p>All homework completed on time and to a high standard</p> <p>Diagrams must be drawn in pencil, using a ruler where appropriate.</p> <p>Other free Websites to support independent study:</p> <p><a href="http://www.studymaths.co.uk">www.studymaths.co.uk</a> (revision notes)</p> <p><a href="http://www.mathsgenie.co.uk">www.mathsgenie.co.uk</a> GCSE Higher Past papers &amp; hand written solutions</p> <p><a href="http://www.mathsmadeeasy.co.uk">www.mathsmadeeasy.co.uk</a> GCSE questions by topic:<a href="http://www.onmaths.com/">http://www.onmaths.com/</a> GCSE questions and revision <a href="https://corbettmaths.com/">https://corbettmaths.com/</a></p> <p>Exam papers, 5-a-day, revision</p> <p><b>Extra-Curricular Opportunities</b></p> <p>Ask your teacher for information about the Maths club.</p>
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 Faculty <b>MFL</b>	Year Group <b>9</b>	Subject <b>French</b>	Exam Board <b>AQA</b>	Type of Assessment Writing/ listening/ speaking and reading	Key Assessment Dates Half-termly assessments End of year exam
<b>Curriculum Information</b>					
<b>Autumn Term</b>					
Topic: <u>Family and Leisure and Entertainment</u>					
<ol style="list-style-type: none"> <li>Talk about family members and friends</li> <li>Explain type of relationship with family and friends they have</li> <li>Discuss marriage and partnership</li> <li>New technology: usage and opinions</li> <li>Free-time activities</li> </ol> <p><b>Grammar :</b></p> <ul style="list-style-type: none"> <li>Conjugation of regular and key irregular verbs in the present tense</li> <li>Use of verb structures such as Aimer+infinitive</li> <li>Reflexive verbs</li> <li>Learning translation skills</li> <li>Three tenses: past perfect, present and near future</li> <li>Focus: giving complex opinions</li> </ul>	<b>Spring Term</b> Topic: <u>Healthy Lifestyle: food and fitness</u> <ol style="list-style-type: none"> <li>Food and drinks with opinions</li> <li>Discuss healthy/unhealthy diet and consequences – Food pyramid</li> <li>Give advice to improve a diet</li> <li>Being fit: sports and activities</li> <li>Describe what they use to eat/drink/do</li> <li>Talk about an ideal life style</li> <li>Use creative opinions</li> <li>Cook French food</li> </ol> <p>There will be mock speaking tests as well as past reading and writing examinations taking place.</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>verbs ‘jouer’ and ‘faire’</li> <li>the imperfect and the simple future</li> <li>clauses: ce que j’aime etc...</li> <li>il faut/il faudrait + a quantifier</li> </ul>	<b>Summer Term</b> Topic: <u>School</u> <ol style="list-style-type: none"> <li>explain the type of school ECS is, what they study and why, what teachers are like and explain what their ideal school would be like.</li> <li>discuss rules including the uniform and explain what are the advantages and disadvantages of the rule.</li> <li>compare the French and the English educational system.</li> <li>discuss future education plans</li> </ol> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Il faut /on doit/ il est interdit de + school rules</li> <li>Using negative expressions./Vocab + higher opinion</li> <li>comparisons to compare schools in the UK and France (Present/ imperfect comparisons)</li> <li>Using je vais and je voudrais + infinitive to talk about plans. (Conditional)</li> </ul> <p>Exam practice</p> <p><b>Grammar:</b></p> <p>Full recap on tenses</p> <p>Complex structures: two verb expressions and justifications</p> <p>Opinions: basic and higher ça m’amuse, je dirais que</p> <p>Connectives and intensifiers</p>			
<b>Recommended Resources</b>					
<a href="https://quizlet.com/">https://quizlet.com/</a> <a href="http://www.bbc.co.uk/schools/gcsebitesize/french">http://www.bbc.co.uk/schools/gcsebitesize/french</a> <a href="http://www.languagesonline.org.uk/">http://www.languagesonline.org.uk/</a> <a href="http://www.ashcombe.surrey.sch.uk/07-langcoll/MFL-resources/French">http://www.ashcombe.surrey.sch.uk/07-langcoll/MFL-resources/French</a> <a href="https://uk.language-gym.com/">https://uk.language-gym.com/</a>	<b>Homework Frequency</b> Homework is set weekly on Showmyhomework, and should take students between 60-90 minutes to complete. Work is recorded in student diaries by students.	<b>Homework/Independent Study Expectations</b> All homework completed on time and to a high standard Students are expected to revise the vocabulary and the grammar weekly using their book, Quizlet and The Language-Gym and the French guide			
<b>Head of Faculty</b>					
Ms C Ramos <a href="mailto:cramos@edact.org.uk">cramos@edact.org.uk</a>	<b>Head of Department/Key Stage</b> Ms C Ramos <a href="mailto:cramos@edact.org.uk">cramos@edact.org.uk</a>		<b>Extra-Curricular Opportunities</b> Please ask you teacher for information about the French catch up and intervention sessions.		

	Faculty	Year Group	Subject	Exam Board	Type of Assessment	Key Assessment Dates
	MFL	9	Turkish	Edexcel	Writing/ listening/ speaking and reading	Half-termly assessments End of year exam
<b>Curriculum Information</b>						
<p><b>Autumn Term</b>  <b>Theme 1: Identity and culture</b>  <b>Subtheme</b>            Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models</p> <p><b>Content</b>            The students will learn how to talk about themselves and other people. They will learn how to describe their relationship with friends and family. They will learn vocabulary linked to new mobile technology and the role it plays in their relationship with friends in particular. They will be able to discuss a range of activities and explain in detail what they like/don't like about each one of them. They will be discussing and developing opinions and reasons behind marriage /partnership</p> <p><b>Grammar</b> – Adjectives and connectives            Verbs- Conditional - gelmişem, gelmişem, geliyorsam, gelirsem, geleceğim, gelmişem...            Accelerative verbs            götürürmek, götürürmek</p>						
<p><b>Spring Term</b>  <b>Theme 1: Identity and culture</b>  <b>Subtheme</b>            Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)</p> <p><b>Content</b>            They will learn how to discuss hobbies, including going to the cinema and watching TV. Focus will be on opinions and justifications.            In line with the GCSE, students will be developing their speaking skills through the means of role-play practice. They will be looking at different food and drink and about eating out including how to order food at a restaurant. Students will focus on use of tenses in order to say what they have eaten, what they normally eat and what they will eat. Role play practice will be centred on booking a table at a restaurant and ordering a three course meal.  <b>Grammar-</b> Present tense (-yor)            Construction of adjectives- beyaz, uzun... yurtsever, zeytinyağlı, açığöz... kuvvetli, çalışkan, köylü... o            Intensive adjective: bembeyaz...</p>						
<p><b>Summer Term</b>  <b>Theme 1: Identity and culture</b>  <b>Subtheme</b>            Cultural life: celebrations and festivals; reading; music; sport; film and television</p> <p><b>Content</b>            The students will be learn about Turkish artists and different genres of music. Student will be learning about different cultural festivals in Turkey, with students taking ownership of their learning and creating and leading presentations.            We will be looking at how to give advice and use more creative opinions and extended justifications to make our work more complex.            Students will be introduced to examples of the papers they will be taking at the end of their GCSE course in year eleven, in order to become familiarised and comfortable with the structure. There will be mock reading and writing examinations taking place end of the year.  <b>Grammar-</b> Past tense (-di, -dı, -du, -dü)            Conjunction-aksi halde, yoksa, ama, ayrıca, üstelik, dahi, bu nedenle, çünkü, demek ki, eğer, oysa, halbuki, bununla beraber, ancak, mademki, veya, yine de.</p>						
<p><b>Recommended Resources</b>  <a href="http://www.education.vic.gov.au/Languages/Online/turkish/turkish.htm">http://www.education.vic.gov.au/Languages/Online/turkish/turkish.htm</a>  <a href="http://www.yabancilaraturkce.com/kisa-filimler-ve-sarkilar.html">http://www.yabancilaraturkce.com/kisa-filimler-ve-sarkilar.html</a>  <a href="http://www.bcekmecce.bel.tr">www.bcekmecce.bel.tr</a> - <a href="http://www.mobilet.com">www.mobilet.com</a></p>						
<p><b>Homework/Independent Study Expectations</b>            All homework completed on time and to a high standard            Students are expected to revise the vocabulary and the grammar weekly using their book and the Turkish guide</p> <p><b>Homework Frequency</b>            Homework is set weekly on Show my homework, and should take students between 60 minutes to complete.            Work is recorded in student diaries by students.</p>						
<p><b>Head of Faculty</b></p>						
<p><b>Extra-Curricular Opportunities</b>            Please ask your teacher for information about the Turkish catch up and intervention sessions.</p>						
<p><b>Turkish Teacher</b>            Turkish Teacher  <a href="mailto:gosman@edact.org.uk">gosman@edact.org.uk</a></p>						
<p><b>Turkish Teacher</b>            Turkish Teacher  <a href="mailto:gosman@edact.org.uk">gosman@edact.org.uk</a></p>						
<p><b>Ms C Ramos</b>  <a href="mailto:cramos@edact.org.uk">cramos@edact.org.uk</a></p>						

 <b>Turkish</b> Languages	<b>Fakülte</b> <b>MFL/Diller</b> <b>bölümü</b>	<b>Sınıf</b> <b>9</b>	<b>Ders</b> <b>Turkish</b>	<b>Sınav</b> <b>OCR</b>	<b>Sınavlar</b> Yazma/ dinleme/ konuşma and okuma	<b>Sınav Tarihleri</b> Her dönem sonu ve yıl sonu sınavı
<b>Curriculum information</b>						
<b>Sonbahar Dönemi</b>						
Konu : Aile						
<p>Öğrenciler kendilerini en iyi şekilde ifade edebilmeyi ve aileleri hakkında konuşabilmeyi bunun yanında başka insanlarla olan ilişkilerini doğru şekilde ifade edebilmeyi öğrenicilerdir. Anlatımlarında mümkün olduğu kadar çok tasvirler kullanacaklardır.</p> <p>Arkadaşları ve aileleri ile iletişimde günümüz teknolojisini nasıl kullandıklarını anlatacaklar. Özellikle arkadaşlık ilişkilerinde cep telefonu ve bilgisayarların etkilerinin neler olduğunu anlatabilecekler.</p> <p>İlişkilerinde sevdikleri ve sevmedikleri noktaları toplum içinde nasıl dile getirip başkalarıyla tartışabileceklerini öğreneceklerdir.</p> <p>Evlilik ve arkadaşlık konusundaki düşüncelerini ifade edip tartışabilmeyi öğreneceklerdir.</p>						
<b>Grammer :</b>						
Şimdiki zamana göre fil çekimleri						
Dönüşü fiiller						
Tercüme etme						
<b>Tavsiye edilen kaynaklar</b>						
<a href="http://www.education.vic.gov.au/Languages">http://www.education.vic.gov.au/Languages</a>						
<a href="Online/turkish/turkish.htmhttp://www.yabancilaraturkce.com/kisa-filmler-ve-sarkilar.html">Online/turkish/turkish.htmhttp://www.yabancilaraturkce.com/kisa-filmler-ve-sarkilar.html</a> /www.bckmece.bel.tr www.mobilet.co						
<b>Bölüm Başkanı</b>						
Ms C Ramos						
<a href="mailto:cramos@edact.org.uk">cramos@edact.org.uk</a>						
<b>Kış Dönemi</b>						
Konu: Sosyal yaşam ve eğlence						
<p>Öğrenciler Türk sanatçı ve farklı müzik türlerini öğreneceklerdir.</p> <p>İlgili alanları ve hobileri hakkında konuşabilecekler. Sinema filimleri ve türleri hakkında görüşlerini bildiremeye yataeneğine sahip olacaklardır.</p> <p>GCSE sınav sorularına yönelik konuşma becerilerini geliştireceklerdir.</p> <p>Farklı kültürlerin yiyecek ve içeceklerine bakarak hangi tür yiyecekleri sevdiikleri konusunda fikirlerini söyleyebilecekler. Genellikle ne yediklerini ve ne yiyebileceklerini söyleyebilme becerisini kazanacaklar. En önemlisi restorantta nasıl sipariş verebileceklerini öğrenecekler.</p>						
<b>Grammer:</b>						
Geçmiş zaman, şimdiki zaman ve gelecek zaman						
<b>Ödev – Bağımsız çalışma beklentileri</b>						
Bütün ödevlerin zamanında ve en üstün şekilde tamamlaması beklenir. Öğrencilerden yeni öğrendikleri kelimeleri ve dilbilgisi kurallarını tekrarlamaları istenir.						
<b>Müfredat dışı çalışmalar</b>						
Ders saatleri dışındaki çalışmalar için lütfen Türkçe öğretmeni ile iletişime kurunuz.						

	Faculty	Year Group	Subject	Exam Board	Type of Assessment	Key Assessment Dates
	Physical Education	9	Cambridge National Sports Studies	OCR	1 external written examination unit 2 internally assessed (externally moderated) coursework assignments	See school website
<b>Curriculum Information</b>						
<b><u>Autumn Term:</u></b>						
<b>Unit R185 Performance and leadership in sports activities</b> Applying practice methods to support improvement in a sporting activity <ul style="list-style-type: none"> <li>Strengths and weaknesses of sports performance</li> <li>Methods to improve performance</li> <li>Measuring improvement in performance</li> <li>Use of tools to aid evaluation</li> </ul> Key components of performance (practical) <ul style="list-style-type: none"> <li>Performance in two selected activities</li> <li>Participating in your activities</li> <li>Decision-making during performance</li> <li>Managing and maintaining performance in individual activities</li> <li>Your role and contribution to team activities</li> </ul>	<b><u>Spring Term</u></b> <b>Unit R185 Performance and leadership in sports activities</b> Delivering a sports activity session <ul style="list-style-type: none"> <li>Organisation of a sports activity session</li> <li>Delivering a sports activity session</li> </ul> Key components of performance (practical) <ul style="list-style-type: none"> <li>Performance in two selected activities</li> <li>Participating in your activities</li> <li>Decision-making during performance</li> <li>Managing and maintaining performance in individual activities</li> <li>Your role and contribution to team activities</li> </ul>	<b><u>Summer Term</u></b> <b>Unit R185 Performance and leadership in sports activities</b> Reviewing your own performance in planning and delivery of a sports activity session <ul style="list-style-type: none"> <li>Review leadership of a sports activity session</li> </ul> Key components of performance (practical) <ul style="list-style-type: none"> <li>Performance in two selected activities</li> <li>Participating in your activities</li> <li>Decision-making during performance</li> <li>Managing and maintaining performance in individual activities</li> <li>Your role and contribution to team activities</li> </ul>				
<b>Recommended Resources</b>						
<a href="http://www.bbc.co.uk/education/subjects/znyb4wx">http://www.bbc.co.uk/education/subjects/znyb4wx</a> <a href="https://quizlet.com/class/291403/">https://quizlet.com/class/291403/</a> <a href="http://www.olympics.org.uk">www.olympics.org.uk</a> <a href="http://www.paralympic.org">www.paralympic.org</a> <a href="http://www.culture.gov.uk">www.culture.gov.uk</a> Sportsplan.net						
<b>Head of Faculty</b>						
Mir C Hosier <a href="mailto:chosier@edact.org.uk">chosier@edact.org.uk</a>						
<b>Head of Key Stage 4</b>						
Miss O Burrows <a href="mailto:oburrows@edact.org.uk">oburrows@edact.org.uk</a>						
<b>Extra-Curricular Opportunities</b>						
Please ask you teacher for information about extra PE revision sessions and Extra Curricular cCubs						
<b>Homework/Independent Study Expectations</b>						
All homework completed on time and to a high standard using relevant PE key terms.						

	<b>Faculty</b> Science	<b>Year Group</b> 9 Sets 1- 2	<b>Subject</b> Triple Science (GCSE Biology, Chemistry and Physics)	<b>Exam Board</b> AQA	<b>Type of Assessment</b> 100% Exam-based assessment at the end of Year 11. Students will sit 2 exams per GCSE (paper 1 and paper 2) to make a total of 6 exams. Each exam lasts 1 hour 45 minutes. NB Students will achieve three GCSEs at the end of this course	<b>Key Assessment Dates</b> See school website for the dates of end of topic and end of year exams.
<b>Curriculum information</b>						
<b>For GCSE Biology:</b>						
<b>Autumn Term</b>			<b>Spring Term</b>		<b>Summer Term</b>	
<b>First half term:</b> ● Cells A	<b>Second half term:</b> Cells B	<b>Third half term:</b> ● Cells B continued ● Organisation	<b>Fourth half term:</b> ● Organisation continued	<b>Fifth half term:</b> ● Organisation continued	<b>Sixth half term:</b> ● Revision for end of year exam	
<b>For GCSE Chemistry:</b>						
<b>Autumn Term</b>			<b>Spring Term</b>			
<b>First half term:</b> ● Atomic structure and the periodic table	<b>Second half term:</b> ● Atomic structure and the periodic table continued ● Bonding, structure, and the properties of matter	<b>Third half term:</b> ● Bonding, structure, and the properties of matter continued	<b>Fourth half term:</b> ● Energy Changes	<b>Fifth half term:</b> ● Energy Changes continued	<b>Sixth half term:</b> ● Revision for end of year exam	
<b>For GCSE Physics:</b>						
<b>Autumn Term</b>			<b>Spring Term</b>			
<b>First half term:</b> ● Energy	<b>Second half term:</b> ● Energy continued	<b>Third half term:</b> ● Atomic Structure	<b>Fourth half term:</b> ● Particle Model	<b>Fifth half term:</b> ● Particle Model continued	<b>Sixth half term:</b> ● Revision for end of year exam	
<b>Recommended Resources</b>			<b>Homework/Independent Study Expectations</b>			
<a href="http://www.aqa.org.uk/">http://www.aqa.org.uk/</a>			All homework completed on time and to a high standard. Diagrams of equipment must be drawn in pencil.			
<a href="http://www.bbc.co.uk/education/subjects/zrkw2hv">http://www.bbc.co.uk/education/subjects/zrkw2hv</a>			<b>Extra-Curricular Opportunities</b>			
<b>Head of Faculty</b> Dr R Tente <a href="mailto:rtente@edact.org.uk">rtente@edact.org.uk</a>			<b>Head of Department/Key Stage 4</b> Mir A Hibbert <a href="mailto:ahibbert@edact.org.uk">ahibbert@edact.org.uk</a>			
Please ask you teacher for information about the Science club that starts in the Autumn term.						

	Faculty <b>Science</b>	Year Group <b>9</b> <b>Sets 3-5</b>	Subject <b>GCSE</b> <b>Combined</b> <b>Science</b>	Exam Board <b>AQA</b>	Type of Assessment 100% Exam-based assessment at the end of Year 11. Students will sit a total of 6 exams (papers 1 - 6) to test mixture of Biology, Chemistry and Physics content in the specification. Each exam lasts 1 hour 15 minutes. <i>NB Students will achieve two GCSEs at the end of this course</i>	Key Assessment Dates See school website for the dates of end of topic and end of year exams.
<b>Curriculum information</b>						
<b>Autumn Term</b>			<b>Summer Term</b>			
<b>First half term:</b> <ul style="list-style-type: none"> <li>● Cells</li> <li>● Atomic structure and the periodic table</li> </ul>	<b>Second half term:</b> <ul style="list-style-type: none"> <li>● Atomic structure and the periodic table continued</li> <li>● Energy</li> <li>● Organisation</li> </ul>	<b>Third half term:</b> <ul style="list-style-type: none"> <li>● Organisation continued</li> <li>● Bonding, structure, and the properties of matter</li> </ul>	<b>Fourth half term:</b> <ul style="list-style-type: none"> <li>● Bonding, structure, and the properties of matter continued</li> <li>● Atomic Structure</li> <li>● Energy Changes</li> </ul>	<b>Fifth half term:</b> <ul style="list-style-type: none"> <li>● Energy Changes continued</li> <li>● Particle Model</li> </ul>	<b>Sixth half term:</b> <ul style="list-style-type: none"> <li>● Revision for end of year exam</li> </ul>	
<b>Recommended Resources</b>			<b>Homework/Independent Study Expectations</b>			
<a href="http://www.aqa.org.uk/">http://www.aqa.org.uk/</a>  <a href="http://www.bbc.co.uk/education/subjects/zrkw2hv">http://www.bbc.co.uk/education/subjects/zrkw2hv</a>			All homework completed on time and to a high standard. Diagrams of equipment must be drawn in pencil.			
<b>Head of Faculty</b>			<b>Extra-Curricular Opportunities</b>			
Dr R Tente <a href="mailto:rtente@edact.org.uk">rtente@edact.org.uk</a>			Please ask your teacher for information about the Science club that starts in the Autumn term.			

	<b>Faculty</b> <b>Science</b>	<b>Year Group</b> <b>9</b> <b>Sets 6</b>	<b>Subject</b> <b>Entry Level Science</b> <b>then</b> <b>GCSE Combined Science</b>	<b>Exam Board</b> <b>OCR</b> <b>Then</b> <b>AQA</b>	<b>Type of Assessment</b> Entry Level Qualification: 72% test-based assessment done throughout the week. 8% practical skills (can-do tasks) assessment done once a half term. 20% coursework moderated externally. Qualification to be completed by the end of the third half term in Year 9. 100% Exam-based assessment at the end of Year 11. Students will sit a total of 6 exams (papers 1 - 6) to test mixture of Biology, Chemistry and Physics content in the specification. Each exam lasts 1 hour 15 minutes. <i>NB Students will achieve two GCSEs at the end of this course</i>	<b>Key Assessment Dates</b> See school website for the dates of end of topic and end of year exams.	
<b>Curriculum information</b>							
<u><b>Autumn Term</b></u>							
<b>First half term:</b> <ul style="list-style-type: none"> <li>● Entry Level: B1 – B12</li> <li>● Biology Can do tasks</li> <li>● Entry Level: C1 – C2</li> </ul>		<b>Second half term:</b> <ul style="list-style-type: none"> <li>● Entry Level: C3 – C12</li> <li>● Chemistry Can do tasks</li> <li>● Entry Level: P1 – P6</li> </ul>		<b>Third half term:</b> <ul style="list-style-type: none"> <li>● Entry Level: P7 – P12</li> <li>● Physics Can do tasks</li> <li>● Entry Level Coursework</li> <li>● Cells</li> </ul>		<b>Fourth half term:</b> <ul style="list-style-type: none"> <li>● Cells continued</li> <li>● Atomic structure and the periodic table Energy</li> </ul>	
<b>Homework/Independent Study Expectations</b>		<b>Fifth half term:</b> <ul style="list-style-type: none"> <li>● Energy continued</li> <li>● Organisation</li> </ul>		<b>Sixth half term:</b> <ul style="list-style-type: none"> <li>● Organisation continued</li> <li>● Revision for end of year exam</li> </ul>		<b>Summer Term</b>	
<u><b>Spring Term</b></u>							
<b>Recommended Resources</b>		<a href="http://www.aqa.org.uk/">http://www.aqa.org.uk/</a> <a href="http://www.bbc.co.uk/education/subjects/zrkw2hv">http://www.bbc.co.uk/education/subjects/zrkw2hv</a>		<b>Homework Frequency</b> Two pieces of homework is set weekly, and should take students 60 minutes to complete. Tasks are recorded on Show My Homework.		<b>Homework/Independent Study Expectations</b>	
<b>Head of Faculty</b>							
Dr R Tente <a href="mailto:rtente@edact.org.uk">rtente@edact.org.uk</a>		<b>Head of Department/Key Stage 4</b>		<b>Extra-Curricular Opportunities</b>		Please ask your teacher for information about the Science club that starts in the Autumn term.	

	<b>Faculty</b> <b>Science</b>	<b>Year Group</b> <b>9</b>	<b>Subject</b> <b>Entry Level Certificate</b>	<b>Exam Board</b> <b>OCT</b>	<b>Type of Assessment</b> Mixed assessment: 20% practical investigation write up 10% can do tasks 70% end of topic tests	<b>Key Assessment Dates</b> Students will complete 15minute end of topic tests after every 2-3 lessons.
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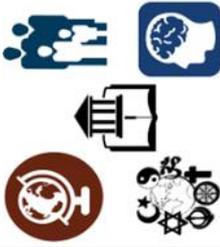
**Curriculum information**

<b><u>Autumn Term</u></b>		<b><u>Spring Term</u></b>		<b><u>Summer Term</u></b>	
<b>First half term:</b> Biology topics: <ul style="list-style-type: none"> <li>Dead or Alive</li> <li>Babies</li> <li>Extinction</li> </ul> Chemistry topics: <ul style="list-style-type: none"> <li>Acids and Alkalis</li> <li>Cooking and Cleaning</li> <li>Colours and Smells</li> </ul> Physic topics: <ul style="list-style-type: none"> <li>Acids and Alkalis</li> <li>Cooking and Cleaning</li> <li>Attractive Forces</li> </ul>	<b>Second half term:</b> Biology topics: <ul style="list-style-type: none"> <li>Casualty</li> <li>Healthy Eating</li> <li>Control Systems</li> </ul> Chemistry topics: <ul style="list-style-type: none"> <li>Heavy Metal?</li> <li>Fibres and Fabrics</li> <li>Clean Air?</li> </ul> Physic topics: <ul style="list-style-type: none"> <li>Pushes and Pulls</li> <li>Let there be Light!</li> <li>Final Frontier</li> </ul>	<b>Third half term:</b> Biology topics: <ul style="list-style-type: none"> <li>Gasping for Breath</li> <li>Creepy Crawlies</li> <li>Fooling your Senses</li> </ul> Chemistry topics: <ul style="list-style-type: none"> <li>Strong Stuff</li> <li>Restless Earth</li> <li>How Fast? How slow?</li> </ul> Physic topics: <ul style="list-style-type: none"> <li>Alternative Energy</li> <li>Deep Impacts</li> <li>Driving Along</li> </ul>	<b>Fourth half term:</b> Biology topics: <ul style="list-style-type: none"> <li>Food Factory</li> <li>Drugs in Society</li> <li>My Genes</li> </ul> Chemistry topics: <ul style="list-style-type: none"> <li>Sorting Out</li> <li>CSI Plus</li> <li>Fuels</li> </ul> Physic topics: <ul style="list-style-type: none"> <li>Hot Stuff!</li> <li>Nuclear Power</li> <li>Full Spectrum</li> </ul>	<b>Fifth half term:</b> Biology topic: <ul style="list-style-type: none"> <li>Body Wars</li> </ul> Chemistry topic: <ul style="list-style-type: none"> <li>What's added to our Food?</li> </ul> Physic topics: <ul style="list-style-type: none"> <li>Medical Rays</li> </ul>	<b>Sixth half term:</b> Course to be confirmed depending on curriculum changes
<b>Recommended Resources</b> <a href="http://www.ocr.org.uk/Images/80809-specification-accredited.pdf">http://www.ocr.org.uk/Images/80809-specification-accredited.pdf</a> <a href="http://www.bbc.co.uk/education/subjects/zrkw2hv">http://www.bbc.co.uk/education/subjects/zrkw2hv</a>		<b>Homework Frequency</b> Homework is set weekly and should take students between 30-60 minutes to complete. Work is set through SMHW.		<b>Homework/Independent Study Expectations</b> All homework completed on time and to a high standard. Diagrams of equipment must be drawn in pencil.	
<b>Head of Faculty</b> Dr R Tente ĩ <a href="mailto:tente@edact.org.uk">tente@edact.org.uk</a>		<b>Head of Department/Key Stage 4</b>		<b>Extra-Curricular Opportunities</b> Please ask you teacher for information about the STEM club that runs weekly.	

Faculty	Year Group	Subject	Exam Board	Type of Assessment	Key Assessment Dates
	9	GCSE Geography	AQA	100% exam – 3 exams in the Summer of Year 11	See school website
<b>Curriculum Information</b>					
<p><b>Autumn Term</b></p> <p>Students will learn about tectonic and weather hazards – their causes impacts and how societies deal with such events. This is followed by climate change – its causes, the impacts it is having on different of scales and how societies are attempting to adapt and mitigate the risks posed. Extreme weather events, through a range of case study examples will also be studied. Students will be assessed on each sub-topic after revision lessons consolidating the acquired knowledge and identify any misconceptions.</p>		<p><b>Spring Term</b></p> <p>Students will learn about ecosystems at a small, local scale (e.g. pond), as well as at a large, global scale (e.g. biomes). This is followed by a detailed study of two large scale ecosystems – tropical rainforests and hot deserts (characteristics, challenges, opportunities, threats and management). Students will be assessed on each sub-topic after revision lessons consolidating the acquired knowledge and identify any misconceptions.</p>		<p><b>Summer Term</b></p> <p>In the first half of the summer term, students will begin urban issues and challenges. This will focus on why urban areas are growing so rapidly and the implications. This is followed by an in-depth case study of the issues faced by a city in a Low Income Country (LIC) or Newly Emerging Economy (NEE). After revision and preparation for the end of year exams, an in-depth study of a UK city and the issues &amp; challenges it faces, is covered in the remainder of the term.</p>	
<p><b>Recommended Resources</b></p> <p><a href="http://www.coolgeography.co.uk/">http://www.coolgeography.co.uk/</a>  <a href="http://www.aqa.org.uk/subjects/geography">http://www.aqa.org.uk/subjects/geography</a>  <a href="http://www.bbc.co.uk/geography">www.bbc.co.uk/geography</a>  <a href="http://revisionworld.com/gcse-revision/geography">http://revisionworld.com/gcse-revision/geography</a>  <a href="http://www.tutor2u.net/geography">http://www.tutor2u.net/geography</a></p>		<p><b>Homework Frequency</b></p> <p>Homework is set on a weekly basis and should take students 60 minutes to complete. Half of this will be set via online learning platforms – Especially Seneca Learning.</p> <p>Work is recorded in Show My Homework and students may be asked to upload homework on this website.</p>		<p><b>Homework/Independent Study Expectations</b></p> <p>All homework completed on time and to a high standard using relevant geographical knowledge and key terms.</p>	
<p><b>Head of Faculty</b></p> <p>To Be Confirmed</p>		<p><b>Head of Department</b></p> <p>Miss A O’Sullivan  <a href="mailto:aosullivan@edact.org.uk">aosullivan@edact.org.uk</a></p>		<p><b>Extra-Curricular Opportunities</b></p> <p>Please ask your teacher for information about extra Geography revision sessions that are being made available</p>	

	<b>Faculty</b> <b>Social Sciences</b>	<b>Year Group</b> <b>9</b>	<b>Subject</b> <b>GCSE History</b>	<b>Exam Board</b> <b>AQA</b>	<b>Type of Assessment</b> 100% exam – 2 exams in the Summer of Year 11	<b>Key Assessment Dates</b> See school website
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<b>Curriculum Information</b>						
<p><b>Autumn Term</b></p> <p>Students will learn a mixture of skills, concepts and knowledge about Elizabethan England, 1568-1603. This unit will focus on Elizabeth's upbringing, how she became Queen, what it was like to live in Elizabethan times - in particular the theatre, the poor and sailing to countries beyond Europe. Students will be assessed on each sub-topic after revision lessons consolidating the acquired knowledge and identifying any misconceptions.</p>	<p><b>Spring Term</b></p> <p>Students will learn a mixture of skills, concepts and knowledge about Elizabethan England, 1568-1603. This term the focus will be on religious conflict (Protestants and Catholics), the threat posed to Elizabeth by Mary, Queen of Scots and conflict with Spain. Students will be assessed on each sub-topic after revision lessons consolidating the acquired knowledge and identifying any misconceptions.</p>	<p><b>Summer Term</b></p> <p>Students will learn a mixture of skills, concepts and knowledge about migration to and from Britain over the last one thousand years. Students will focus on the processes of colonisation and the impact of the British Empire</p> <p>Students will be assessed on each sub-topic after revision lessons consolidating the acquired knowledge and identifying any misconceptions. There is an end of Year 9 examination to check students' progress and attainment.</p>	<p><b>Recommended Resources</b></p> <p><a href="http://www.aqa.org.uk/subjects/history">http://www.aqa.org.uk/subjects/history</a>  <a href="http://www.bbc.co.uk/history">www.bbc.co.uk/history</a>  <a href="http://revisionworld.com/gcse-revision/history">http://revisionworld.com/gcse-revision/history</a>  <a href="http://www.tutor2u.net/history">http://www.tutor2u.net/history</a></p> <p><b>Head of Faculty</b></p> <p>To Be Confirmed</p>			
<p><b>Homework Frequency</b></p> <p>Homework is set once a week and should take students between 45 minutes to complete.</p> <p>Learning activities are recorded on Show My Homework and students may be asked on occasion to upload homework on this website.</p>						
<p><b>Homework/Independent Study Expectations</b></p> <p>All homework completed on time and to a high standard using relevant historical knowledge, skills and concepts.</p>						
<p><b>Extra-Curricular Opportunities</b></p> <p>Please ask your History teacher for information about extra History revision sessions that will be available.</p>						

	Faculty	Year Group	Subject	Exam Board	Type of Assessment	Key Assessment Dates
Social Sciences	9	GCSE Religion and Life	AQA Specification A	100% Exam	October 2021 February 2022 June 2022	

**Curriculum Information**

<i>Autumn Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
Introduction/Religion and Life/PHSE Including <ul style="list-style-type: none"> <li>● Abortion</li> <li>● Euthanasia</li> <li>● Animal experimentation</li> <li>● The origins of the universe</li> <li>● The death penalty</li> <li>● Stewardship</li> <li>● Equality</li> <li>● Origins of life</li> </ul>	Christianity beliefs /PHSE <ul style="list-style-type: none"> <li>● The nature of God</li> <li>● The oneness of God and the Trinity</li> <li>● Creation</li> <li>● The incarnation</li> <li>● The crucifixion</li> <li>● Resurrection</li> <li>● Life after death</li> <li>● Heaven and Hell</li> </ul>	Christianity practices / PHSE <ul style="list-style-type: none"> <li>● Salvation</li> <li>● Worship</li> <li>● Prayer</li> <li>● Sacraments</li> <li>● The role of the church</li> <li>● Persecution</li> <li>● Relationships and families</li> </ul>

<b>Recommended Resources</b>	<b>Homework Frequency</b>	<b>Homework/Independent Study Expectations</b>
<a href="http://www.aqa.co.uk">www.aqa.co.uk</a> <a href="http://www.bbc.co.uk">www.bbc.co.uk</a> <a href="http://www.request.org.uk">www.request.org.uk</a>	Homework is set weekly on show my homework, and should take students between 30-60 minutes to complete. Work is recorded in student planners and on Show My Homework.	All homework completed on time and to a high standard Homework will generally be past paper questions. It will also include many quizzes set on SMHW.
<b>Head of Department</b> Mr J Taylor jtaylor@edact.orguk	<b>Head of Key Stage 4</b> - Mir J Taylor <a href="mailto:jtaylor@edact.org.uk">jtaylor@edact.org.uk</a>	<b>Extra-Curricular Opportunities</b> Please ask your teacher about revision classes and opportunities.

		<b>Faculty</b> <b>Social Sciences</b>	<b>Year Group</b> <b>9</b>	<b>Subject</b> <b>GCSE Sociology</b>	<b>Exam Board</b> <b>AQA</b>	<b>Type of Assessment</b> 100% Exam	<b>Key Assessment Dates</b> October 2021 January 2022 June 2022
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Curriculum information –

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<b>Family</b> Students learn: <ul style="list-style-type: none"> <li>the diverse nature of families in the UK</li> <li>changing work patterns</li> <li>role and authority relationships</li> <li>patterns of fertility and expectations of life</li> <li>different sociological approaches to the family, both positive and critical</li> <li>changes in the pattern of divorce in Britain since 1945 and the consequence of divorce for family members</li> <li>contemporary family-related issues, such as the quality of parenting, the relationship between teenagers and adults, care of the disabled/elderly and arranged marriage</li> </ul>	<b>Research Methods</b> Students learn: <ul style="list-style-type: none"> <li>what makes sociology distinctive</li> <li>what the research process included</li> <li>different types of research methods</li> <li>how primary and secondary sources of data differ</li> <li>How to plan a simple research project</li> <li>how sociological research may be useful in making and implementing policies, for example in the fields of education, welfare and criminal justice.</li> </ul>	<b>Education</b> Students learn: <ul style="list-style-type: none"> <li>how the education is structured and have an understanding of related debates such as those about faith schools, testing, special needs, and alternative forms of educational provision</li> <li>why there are variations in educational achievement in terms of class, gender and ethnicity.</li> </ul>
<b>Recommended Resources</b> <a href="http://www.aqa.co.uk">www.aqa.co.uk</a> <a href="http://www.bbc.co.uk">www.bbc.co.uk</a> <a href="http://www.tutor2u.net/sociology">www.tutor2u.net/sociology</a> <a href="http://www.youtube.com">www.youtube.com</a> <a href="http://www.podology.com">www.podology.com</a> <a href="http://www.discoversociety.org/">www.discoversociety.org/</a> <a href="http://www.esrc.ac.uk/public-engagement/social-science-for-schools/index.aspx">http://www.esrc.ac.uk/public-engagement/social-science-for-schools/index.aspx</a>	<b>Homework Frequency</b> Homework is set weekly on Show My Homework, and should take students between 30-60 minutes to complete.  Work is recorded in student planners and on Show My Homework.	<b>Homework/Independent Study Expectations</b> All homework completed on time and to a high standard.  Students should be keeping up to date with news and events relating to their studies.  Homework will be set using their workbook.
<b>Head of Faculty</b> Mr J Taylor <a href="mailto:jtaylor@edact.org.uk">jtaylor@edact.org.uk</a>	<b>Key Stage 4 Co-ordinator</b> Mr J Taylor <a href="mailto:jtaylor@edact.org.uk">jtaylor@edact.org.uk</a>	<b>Extra-Curricular Opportunities</b> Please ask your teacher about opportunities.