



Eden Boys

Name :.....

Tutor Group :.....

Eden Boys' School, Preston

Year 9 Curriculum and Assessment Guidance for Pupils and Parents

2019 - 2020

Nurturing today's young people,
inspiring tomorrow's leaders.



Summary

Our aim at Eden Boys' School is simple – we want to provide the best possible education for you in the most secure Islamic environment.

We will help you to achieve your goals, dreams and ambitions. In return we want you to turn up every day, on time and with the right attitude to **aim** for the best possible standards in your studies; both at **home and in school**, as well as work to your **full potential in all your subjects**.

This summer, the reformed GCSEs in the new 9 - 1 grading were taken by pupils in English Language, English Literature, maths and the second year of the reformed 9 - 1 in geography, history, French, science and computer science. Over the next few years, the Government will continue to introduce new GCSE courses that all pupils will complete. The reformed 9 - 1 GCSE courses have much more content and longer, tougher exams.

In addition, the Government is making it harder to achieve a 'strong pass' – so you will need to get more marks to achieve the new Grade '5' – which replaced the old Grade 'C'.

As a result of these changes to GCSEs, we continue to refine our **new grading system** for all pupils – from Year 7 to Year 11. The new grades continue to be used to:

- **Set aspirational targets in every subject.**
- **Assess and grade your work in classwork, homework and in regular tests.**
- **Report on your progress in the report cards we send home every half-term.**

This booklet explains what the new grades mean and how you will progress through the learning journey in each of your subjects.

New GCSEs and New Grading

The table below shows how the new 9 - 1 grades compare with the 'old' A* - G grades:

New GCSE grade	Old GCSE grade	Notes
9	A*	A grade 9 is a high A*.
8	A*/A	A grade 8 is a low A* or high A.
7	A	A grade 7 is a low or mid A.
6	B	A grade 6 is a high B.
5	B/C	A grade 5 is a low B or high C. This is the minimum grade for a 'strong pass'.
4	C	A grade 4 is a low or mid C.
3	D/E	A grade 3 is a D grade or high grade E.
2	E/F	A grade 2 is a low grade E or high grade F.
1	F/G	A grade 1 is a low F or G grade.

What grade do I need in the new GCSEs?

To match our country's GCSEs with the best education systems in the world, the Government has raised expectations of what counts as a 'good pass'. In the new GCSEs:

- A grade '5' is needed to achieve a 'strong pass'. Pupils who previously achieved a low grade 'C' would only receive a Grade '4' in the new system, so this means that it will be harder for pupils to achieve a 'good pass' in the new GCSEs. As a result, the number of pupils nationally who achieve a 'strong pass' is expected to drop. At our school, we will be working hard so that all pupils can aim to achieve at least a grade '5' in their GCSEs.
- At least a grade '6' is needed if you wish to study A Level courses after their GCSEs. For some A Level courses, a grade '7' is needed.
- Only the very, very brightest pupils will get a Grade '9' in each subject.

How will the new grading system affect each year group?

In September 2016, we introduced a new single grading system for all pupils. We continue to refine this in light of updated reforms. The information alongside explains how the new single grading system applies to you.

How the Grading System Works in Year 9

- 9 - 1 grades are used - the highest possible grade is a Grade '9' and the lowest is a Grade '1'.
- In each subject, a target is set for the end of the GCSE course.
- For each subject, the half-termly report card will predict what the pupil will achieve at the end of the GCSE course.
- A Grade '5' is the minimum grade needed for a 'strong pass'.
- A Grade '6' is the minimum grade needed to study A Levels. Some A Level subjects may need a Grade '7'.

What grade is expected at the end of each year?

Based on your primary school results, progress in the previous year and overall ability level, you will be set a challenging target for each subject at the start of the year.

In Year 9, you will be set a target for the end of the GCSE course.

Based on your primary school results, progress in Year 9 and overall ability at the end of Year 9, your target grade will be reviewed and you will be set a challenging target for each subject at the start of the year. The chart below shows how you should progress from KS2 (SATS in Year 6) to KS4 (GCSE).

End of KS2 Level			Year 7 Starting Grade	Year 7 Target Grade	Year 8 Target Grade	'New' GCSE Target (Year 9 onwards)
Reading	Maths	Reading & Maths Average				
119	113	116	4c	4a	5b	9
115	111	113	3a	4b	5c	8
109	109	109	3b	4c	4a	7
103	106	104.5	3c	3a	4b	7
100	103	101.5	2a	3b	4c	6
97	100	98.5	2b	3c	3a	6
93	95	94	2c	2a	3b	5
87	91	89.5	1a	2b	3c	5
86	88	87	1b	2c	2a	4
85	85	85	1c	1a	2b	4
80	80	80	-	1b	2c	3

How will my progress be reported during the year?

During the year, you will complete regular tests in each of your subjects. These tests will help the teacher to predict the grade you will achieve at the end of the course.

At the start of each half-term, we will send a report card home. For each subject, the report card will show:

- The target grade** - this is the grade you should aim to achieve in the subject by the end of the GCSE course.
- The predicted grade** - this is the grade your teacher thinks you will achieve in the subject at the end of the GCSE course (based on your current progress).

Year 9

Learning Journey in:

English	6
Mathematics (Foundation)	8
Mathematics (Higher)	9
Science	10
PE (Core)	11
French	12
History	14
Geography	15
Computer Science	16
Creative iMedia	18
Religious Education	20
Art	21
PE	22
PSHE	23
GCSE Specifications	24

* Please note the long term plans are subject to change.

English Long Term Plan | Year 9 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	<p>Reading: AO1, AO2 and AO4</p> <p>Fiction reading AO1 - Selecting information AO2 - Criter's use of language & structure AO4 - Critical analysis and informed personal response</p> <p>Fiction writing AO5 - Content AO6 - Technical accuracy + SPaG</p>	<p>Reading: AO1, AO2, AO3 Writing: AO4</p> <p>'Blood Brothers' AO1 - Characters and themes AO2 - Writer's use of language & structure AO3 - Context AO4 - Technical accuracy + SPaG</p>	<p>Reading: AO1, AO2, AO3</p> <p>Poetry AO1 - Ideas and themes AO2 - Writer's use of language & structure AO3 - Context</p>	<p>Reading: AO1, AO2, AO3</p> <p>Non-fiction reading AO1 - Selecting information AO2 - Writer's use of language & structure AO3 - Comparison of writers' ideas</p> <p>Non-fiction writing AO5 - Content AO6 - Technical accuracy + SPaG</p>	<p>Reading: AO1, AO2, AO3 Writing: AO4</p> <p>'Macbeth' AO1 - Characters, plot and theme AO2 - Writer's use of language & structure AO3 - Context AO4 - Technical accuracy + SPaG</p>	<p>Writing: AO5, AO6</p> <p>Fiction writing AO5 - Content AO6 - Technical accuracy + SPaG</p>
Key Content	<p>Language Paper 1 - Fiction extracts (modern texts)</p> <p>(English Language, Paper 1, Section A and B)</p>	<p>Literature Paper 2 - Modern text (character question)</p> <p>(English Literature, Paper 2, Section A)</p>	<p>Literature Paper 2 - Unseen question (27.1 or 27.2)</p> <p>(English Literature, Paper 2, Section B and C)</p>	<p>Language Paper 2 - Non-fiction</p> <p>(English Language, Paper 2, Section A and B)</p>	<p>Literature Paper 1 - Shakespeare (character question + 1 other reference to the play)</p> <p>(English Literature, Paper 1, Section A)</p>	<p>Language Paper 1 - Descriptive writing (dystopian extracts)</p> <p>(English Language, Paper 1, Section B)</p>
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	<p>Democracy Freedom of religion The rule of law Freedom of choice Freedom of thought Fairness and liberty Equality for all Social Class and Revolution</p>		<p>Democracy Freedom of religion The rule of law Freedom of choice Freedom of thought Fairness and liberty Equality for all Social Class and Revolution</p>		<p>Democracy Freedom of religion The rule of law Freedom of choice Freedom of thought Fairness and liberty Equality for all Social Class and Revolution</p>	

English Long Term Plan | Year 9 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Assessment Objectives and Suggested Assessments	<p>Homework MP1: Reading Task - Language Analysis (not graded)</p> <p>MP2: Writing Task - Narrative Writing (not graded)</p> <p>MP3: Reading Task - Personal Response (Q4) (not graded)</p> <p>End Assessment: Reading & Writing Task - Paper 1 Section A and B (narrative task)(graded)</p> <p>Feedback: Autumn 2 Week 2</p>	<p>Homework MP1: Reading Task - Character Question (not graded)</p> <p>MP2: Writing Task - Non-fiction Writing (not graded)</p> <p>MP3: Writing Task - Non-fiction Writing (not graded)</p> <p>End Assessment: Literature Paper 2 Section A (character question only) (graded)</p> <p>Feedback: Spring 1 Week 2</p>	<p>Homework MP1: Reading Task - Poetry Q1 (not graded)</p> <p>MP2: Reading Task - Poetry Comparison Q2 (not graded)</p> <p>MP3: Reading Task - Poetry Q1 (not graded)</p> <p>End Assessment: Literature Paper 2 Section B and C (graded)</p> <p>Feedback: Spring 2 Week 2</p>	<p>Homework MP1: Reading Task - Q2 (not graded)</p> <p>MP2: Reading Task - Q3 (not graded)</p> <p>MP3: Reading Task - Q4 (not graded)</p> <p>End Assessment: Language Paper 2 Section A and B (graded)</p> <p>Feedback: Summer 1 Week 2</p>	<p>Homework MP1: Reading Task - Close Analysis (not Graded)</p> <p>MP2: Reading Task - Character over the course of the play (not graded)</p> <p>MP3: Writing Task - Non-fiction (not graded)</p> <p>End Assessment: Literature Paper 1 Section A (graded)</p> <p>Feedback: Summer 2 Week 3</p>	<p>Homework MP1: Writing task - Descriptive Writing (not graded)</p> <p>MP2: Reading Task - Close Analysis (not graded)</p> <p>MP3: Writing Task - Fiction (not graded)</p> <p>End Assessment: Writing Task - Paper 1 Section B (descriptive task) (graded)</p> <p>Feedback: Summer 2 Week 5</p>
<p>Websites to help my learning: http://www.bbc.co.uk/schools/ks3bitesize/English/ http://www.englishbiz.co.uk/, www.bbc.co.uk/news http://www.channel4learning.com/support/websites/english.html http://www.channel4learning.com/sites/waywithwords/index.html http://www.bbc.co.uk/learningenglish/</p>				<p>Visits to places that can help my learning: Plays Theatre Libraries</p>		

Mathematics Foundation Tier Long Term Plan | Year 9 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	Confidence, Develop Fluency, Reason Mathematically & Problem Solving					
	N1 Number A1 Algebra	A1 Algebra S1 Statistics	N2 Number A2 Algebra	A2 Algebra G1 Geometry	S2 Statistics	G2 Geometry
Key Content	N1 Number Skills A1 Algebraic Manipulation	A1 Algebraic Manipulation S1 Graphs, Tables & Charts	N2 Fractions & Percentages A2 Equations, Inequalities & Sequences	A2 Equations, Inequalities & Sequences G1 Angles	S2 Averages & Range	G2 Perimeter, Area & Volume 1
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Use of different Number Systems, Roman Numerals; The Qur'aan and Mathematics; Scholars e.g. Al-Khwarizmi, Diophantus; Use of statistics in the media; Census Data; Discussion on the use and misuse of data; Use of different units of measurement in other cultures.		Encryption and Bletchley Park; Coping with less income; Consequences of debt; Egyptian fractions; Special sequences; Fibonacci & Pascal's triangle.		Financial Decision Making; Islamic Art & Culture; Rangoli Designs & Mandalas.	
Key Assessment Objectives and Suggested Assessments	Half-term test - N1	End-of-term test (Cumulative) - N1 & A1	Half-term test (Cumulative) - N1, A1 & S1	End-of-term test (Cumulative) - N1, A1, S1 & N2	EOY exam	Half-term test (Cumulative) - N1, A1, S1, N2, A2, G1, S2 & G2
Websites that can help my learning: www.mymaths.co.uk www.nrich.maths.org.uk www.mathsisfun.com www.vle.mathswatch.com/vle/ www.youtube.co.uk (Khan Academy)				Visits to places that can help my learning: Mosques Museum of Mathematics Bletchley Park National Space Centre Mathematics in cities		

Mathematics Higher Tier Long Term Plan | Year 9 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	Confidence, Develop Fluency, Reason Mathematically & Problem Solving					
	N1 Number A1 Algebra	A1 Algebra S1 Statistics	N2 Number G1 Geometry	G1 Geometry A2 Algebra	G2 Geometry	G3 Geometry
Key Content	N1 Number Skills A1 Algebraic Manipulation & Sequences	A1 Algebraic Manipulation & Sequences S1 Interpreting & Representing Data	N2 Fractions, Ratio & Percentages G1 Angles & Trigonometry	G1 Angles & Trigonometry A2 Graphs	G2 Area & Volume	G3 Transformations & Constructions
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Use of different Number Systems, Roman Numerals; The Qur'aan and Mathematics; Scholars e.g. Al-Khwarizmi, Diophantus; Use of statistics in the media; Census Data; Discussion on the use and misuse of data; Use of different units of measurement in other cultures.		History of Mathematics; Calculating Interest; Encryption and Bletchley Park; Coping with less income; Consequences of debt; Stories about Pi; Pythagoras; Egyptian fractions; Special sequences; Fibonacci & Pascal's triangle.		Making Sense of the World around Us; Shape Patterns Around The World; Islamic Art & Culture; Rangoli Designs & Mandalas.	
Key Assessment Objectives and Suggested Assessments	Half-term test - N1	End-of-term test (Cumulative) - N1 & A1	Half-term test (Cumulative) - N1, A1 & S1	End-of-term test (Cumulative) - N1, A1, S1, N2 & G1	EOY exam	Half-term test (Cumulative) - N1, A1, S1, N2, G1, A2, G2 & G3
Websites that can help my learning: www.mymaths.co.uk www.nrich.maths.org.uk www.mathsisfun.com www.vle.mathswatch.com/vle/ www.youtube.co.uk (Khan Academy)				Visits to places that can help my learning: Mosques Museum of Mathematics Bletchley Park National Space Centre Mathematics in cities		

Science Long Term Plan | Year 9 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	Mathematical skills, practical skills and scientific enquiry, exam technique and application skills	Mathematical skills, practical skills and scientific enquiry, exam technique and application skills	Mathematical skills, practical skills and scientific enquiry, exam technique and application skills	Mathematical skills, practical skills and scientific enquiry, exam technique and application skills	Mathematical skills, practical skills and scientific enquiry, exam technique and application skills	Mathematical skills, practical skills and scientific enquiry, exam technique and application skills
Key Content	<p>Biology: Key Concepts in Biology</p> <p>Chemistry: Atomic Structure & the periodic table</p> <p>Physics: Energy</p>	<p>Biology: Cells & control</p> <p>Chemistry: Ionic Bonding, Covalent Bonding & Types of substances</p> <p>Physics: Waves</p>	<p>Biology: Genetics</p> <p>Chemistry: States of Matter & Mixtures</p> <p>Physics: EM waves</p>	<p>Biology: Natural selection and GM</p> <p>Chemistry: Chemical Changes - Acids</p> <p>Physics: Radioactivity</p>	<p>Biology: Revision</p> <p>Chemistry: Revision</p> <p>Physics: Revision</p>	<p>Biology: Plant structure & function</p> <p>Chemistry: Groups in the periodic table, Rates of Reaction & Heat Energy Changes</p> <p>Physics: Particle Model</p>
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	SMSC - Moral & Social Development FBV - Respect, Tolerance & Individual Liberty		SMSC - Moral, Spiritual and Cultural Development FBV - Rule of Law, Tolerance, Social Responsibility		SMSC - Cultural development FBV - Respect & Social Responsibility	
Key Assessment Objectives and Suggested Assessments	Cumulative test on Key Concepts of Biology, Atomic Structure & the Periodic Table & Energy	Cumulative test on Key Concepts of Biology, Atomic Structure & the Periodic Table, Energy, Cells & Control, Ionic Bonding, Covalent Bonding, Types of Substances & Waves	Cumulative test on Key Concepts of Biology, Genetics, Cells & Control, Atomic Structure & the Periodic Table, Ionic Bonding, Covalent Bonding, Types of Substances, States of Matter & Mixtures, Energy, Waves & EM waves	Cumulative test on Key Concepts of Biology, Genetics, Cells & Control, Natural Selection & GM, Atomic Structure & the Periodic Table, Ionic Bonding, Covalent Bonding, Types of Substances, States of Matter, Mixtures, Chemical Changes Energy, Waves, EM Waves & Radioactivity	EOY exam Exam based on all the topics covered so far throughout the year	Cumulative test on all the topics covered for revision for the end of year exam and also covering Groups in the Periodic Table, Rates of Reaction, Heat energy changes and Particle Model
Websites that can help my learning: http://www.samlearning.com/examrevision/index.html BBC Bitesize www.bbc.co.uk/revision GCSE bitesize revision, www.bbc.co.uk/schools/gcsebitesize/ Learn www.learnthings.co.uk S-Cool www.s-cool.co.uk , www.studysuccess.co.uk , www.gcse.com Revision time www.revisiontime.com Creative Chemistry: www.creative-chemistry.org.uk				Visits to places that can help my learning: Blackpool Zoo Manchester Museum of Science & Industry MAGNA Science Adventure Centre Jodrell Bank Discovery Centre Go Ape Rivington iFLY Manchester		

PE Long Term Plan (Core) | Year 9 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	Students will learn/ understand advanced skills/techniques within the game. Students will be able to select and apply a range of tactics to outwit opponents.	Students will learn/ understand advanced skills/techniques within the game. Students will be able to select and apply a range of tactics to outwit opponents.	Students will learn/ understand advanced skills/techniques within the game. Students will be able to select and apply a range of tactics to outwit opponents.	Students will learn/ understand how to lead a healthy, active lifestyle. Students will be able to apply aspects of fitness to sports performance, as well as design and complete a training plan to improve fitness/performance.	Students will learn/ understand advanced skills/techniques within the game. Students will be able to select and apply a range of tactics to outwit opponents.	Students will learn/ understand a range of advanced batting and fielding techniques and perform them with competence. Students will be able to select and apply a range of tactics to outwit opponents.
Key Content	Football Advanced technical and tactical development leading to competitive conditioned games.	Basketball Competitive conditioned team games. Advanced technical and tactical development.	Handball Advanced technical and tactical development leading to competitive conditioned games.	Fitness Developing an understanding of the components of a healthy, active lifestyle and the components of elite sports performance in line with GCSE PE requirements.	Net/wall activities Lifelong participation in sport and physical activity. Advanced technical and tactical development in singles and doubles games.	Cricket Perform with competence in striking and fielding activities. Development of advanced technical and tactical aspects leading to competitive game situations.
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Students will learn how to perform with an enthusiasm and enjoyment for sport by competing to their full potential. In addition, students will understand the importance of teamwork and team unity and how to compete with respect and fairness towards others. Students will also develop an understanding of the rules and laws of sports from differing cultures.		Promoting a healthy, active lifestyle through sport and physical activity. Students will use their creative skills to plan an appropriate training programme to enhance fitness levels appropriate to their own sport. Students will show respect towards others, understanding the difference between right and wrong, applying this to their own lives.		Students will learn how to perform with an enthusiasm and enjoyment for sport by competing to their full potential. In addition, students will understand the importance of teamwork and team unity and how to compete with respect and fairness towards others. Students will also develop an understanding of the rules and laws of sports from differing cultures.	
Key Assessment Objectives and Suggested Assessments	Based on the ability of students to outwit opponents in the game of Football. Attacking skills - Keeping possession using a range of passing skills, advanced dribbling techniques, turning, advanced shooting techniques and attacking tactics. Defensive skills - Tackling, jockeying and defensive shape/systems. Advanced understanding of the rules of the game.	Based on the ability of students to outwit opponents in the game of Basketball. Attacking skills - Advanced passing and receiving techniques, advanced dribbling skills, shooting techniques and the 3 man weave. Defensive skills - Defensive stance and the effectiveness of zonal and man-to-man marking. Advanced understanding of the rules of the game.	Based on the ability of students to outwit opponents in the game of Handball. Advanced attacking and defensive skills. Further understanding of the rules of the game and key tactical concepts.	Based on the students ability to exercise safely and effectively. To demonstrate a competent level of fitness and a clear understanding of the components of fitness, types of training, body systems, fitness testing and training zones/intensities. GCSE PE theory links: Knowledge of key terminology and topics delivered on the GCSE specification.	Based on the ability of students to outwit opponents in net/wall activities. Badminton - Ability to perform a range of techniques with a high level of control and accuracy. Advanced understanding of the rules of singles and doubles play. Ability to perform a wide range of techniques (forehand and backhand) with consistency, control, accuracy and precision.	Based on the ability of students to outwit opponents in striking and fielding games. Batting skills - Forward defence, off/on drives. Fielding skills - Tactical bowling, advanced throwing and catching techniques. Advanced understanding of the rules of the game, scoring systems and effective batting and fielding tactics.

French Long Term Plan | Year 9 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	<p>Baseline Assessment.</p> <p>Deduce meaning from a range of detailed passages using three tenses.</p> <p>Translate longer sentences showing an awareness of grammar.</p> <p>Use style and register appropriately in familiar settings.</p> <p>Understand adapted authentic texts.</p> <p>Combining two tenses.</p>	<p>Deduce meaning from a range of detailed passages using three tenses.</p> <p>Translate longer sentences showing an awareness of grammar.</p> <p>Use style and register appropriately in familiar settings.</p> <p>Understand adapted authentic texts.</p> <p>Combining two tenses.</p>	<p>Deduce meaning from a range of detailed passages using three tenses.</p> <p>Narrate in a variety of topics using three tenses.</p> <p>Translate longer sentences and linked ideas accurately.</p> <p>Use and adapt language creatively.</p> <p>Combining three tenses.</p>	<p>Deduce meaning from a range of detailed passages using three tenses.</p> <p>Narrate in a variety of topics using three tenses.</p> <p>Translate longer sentences and linked ideas accurately.</p> <p>Use and adapt language creatively.</p> <p>Combining three tenses.</p>	<p>Deduce meaning in longer passages which include a combination of tenses and complex structures.</p> <p>Write extended texts on a variety of topics.</p> <p>Adaptation of previously learnt language for new purposes.</p> <p>Use coping strategies to deal with unknown vocabulary and structures.</p> <p>Combining four tenses.</p>	<p>Deduce meaning in longer passages which include a combination of tenses and complex structures.</p> <p>Write extended texts on a variety of topics.</p> <p>Adaptation of previously learnt language for new purposes.</p> <p>Use coping strategies to deal with unknown vocabulary and structures.</p> <p>Combining four tenses.</p>
Key Content	<p>Qui suis-je?</p> <ul style="list-style-type: none"> • Describing people • Friendship • Family • Going out • Role models <p>Present tense revision Reflexive verbs Near future tense Perfect tense Using two tenses together</p>	<p>Le temps de loisirs</p> <ul style="list-style-type: none"> • Sport • Music • Social media • TV and Film <p>Depuis + present tense Comparatives Irregular verbs in the present tense Negatives Perfect tense Using tenses together</p>	<p>Jours ordinaires, jours de fetes</p> <ul style="list-style-type: none"> • Food • Daily life • Celebrations • Traditions <p>Partitive article Adjectival agreement Pouvoir and devoir Venir de + infinitive Using three tenses together</p>	<p>De la ville à la campagne</p> <ul style="list-style-type: none"> • Town • Region • Things to do • Plans • Weather <p>Superlative Asking questions Si clauses Negatives</p>	<p>Le grand large</p> <ul style="list-style-type: none"> • Ideal holiday • Hotel review • Restaurants • Traveling • Disastrous holidays <p>Nous form of verbs Comparative Present and Perfect tenses Expressions with avoir Three time frames</p>	<p>Au collège</p> <ul style="list-style-type: none"> • Subjects • French school system • School rules • Healthy living <p>Direct Object Pronouns Ils form of verbs Il faut and il est interdit Adverbs Imperfect tense Three time frames together</p>
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Promoting healthy lifestyle and sports ethic. Values of solidarity.		Appreciation of different cultures. Respect and Tolerance. Exploring cultural diversity.		Community cohesion, living together. Understand and appreciate viewpoints of others. Social responsibility.	

French Long Term Plan | Year 9 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Assessment Objectives and Suggested Assessments	<p>Reading and Listening</p> <p>Reading: Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p>Translation into English.</p> <p>Listening: Mixture of English and TL rubrics. Responses mainly non-verbal with one extended answer task.</p>	<p>Writing</p> <p>Writing: Photo card stimulus.</p> <p>Short passage in response to bullet point stimulus.</p>	<p>Reading and Listening</p> <p>Reading: Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p>Translation into English.</p> <p>Listening: Mixture of English and TL rubrics. Responses mainly non-verbal with one extended answer task.</p>	<p>Writing</p> <p>Writing: Short passage in response to bullet point stimulus.</p> <p>Short sentence translation into French.</p>	<p>EOY exam Reading, Listening and Writing</p> <p>Writing: Photo card stimulus.</p> <p>Short passage in response to bullet point stimulus.</p> <p>Listening: Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p>Reading: Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p>Translation into English.</p>	<p>Speaking and Translation</p> <p>Speaking: Role-play.</p> <p>Photo card.</p> <p>General conversation.</p> <p>Translation: Translation of passage into French.</p>
<p>Websites that can help my learning: http://www.bbc.co.uk/schools/gcsebitesize/french/ http://www.linguascope.com https://www.memrise.com/</p>				<p>Visits to places that can help my learning: Alliance Française at the French Embassy (cultural events) Trip to France</p>		

History Long Term Plan | Year 9 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	Causation Chronological understanding Key features of an event	Analysis and evaluation of Sources	Combination of Autumn 1 and Autumn 2	Key features of an event Causation and consequence	Cause and consequence Key features Analysis and evaluation of interpretations	Combination of Autumn, Spring and Summer terms
Key Content	Conflict and Tension 1918-39: Treaty of Versailles & League of Nation	Conflict and Tension 1918-39: League of Nations & Outbreak of WWII	Conflict and Tension 1918-39: Outbreak of WWII & Exam Practice	America 1840-95: Expansion Plains Indian, Expansion West pre 1840, Mormons and Miners	America 1840-95: Conflict Causes, impact and consequences of the US Civil War	America: 1840-95: Consolidation, Homesteaders Indian policy, Struggle for the plains
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Development of a European/International governing body Democracy vs Dictatorship Fairness Respect		Origins of American Law and decision making process Freedom of Religion Freedom of Thought Democracy/Rule of Law		Freedom of choice Liberty Equality for all	
Key Assessment Objectives and Suggested Assessments	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: Explain and analyse historical events and periods studied using second-order historical concepts. Short questions testing knowledge of the Treaty of Versailles and extended essay question testing application of terms of the Treaty.	AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Source utility question.	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: Explain and analyse historical events and periods studied using second-order historical concepts. AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Students to complete AQA Paper 1: Section A	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: Explain and analyse historical events and periods studied using second-order historical concepts. Extended essay type question testing application of knowledge of migration West pre-1850.	AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. 3 questions testing knowledge and application of the causes of the American Civil War and students understanding of reasons why historical interpretations differ.	EOY exam. Full Paper 1
Websites that can help my learning: http://www.aqa.org.uk/subjects/history/gcse/history-8145 Conflict and Tension 1918-39: http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/ http://www.johndclare.net/ America 1840-95: http://www.revisegcsehistory.co.uk/downloads/complete-notes/The%20American%20West.pdf (please note that 'The Cattle Industry' and 'Law and Order' will NOT be assessed on your GCSE paper) https://www.activehistory.co.uk/Miscellaneous/menus/Year_9/american_civil_war/American_Civil_War.htm				Visits to places that can help my learning: Harris Museum - Preston The Battlefields of Belgium The Great Plains of America		

Geography Long Term Plan | Year 9 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	Map skills. Social, economic, political and environmental perspectives. Knowledge of global interrelationships.		Place and space understanding. Map skills Social, economic, political and environmental perspectives. Knowledge of global interrelationships.		Economic understanding. Evaluation of key perspectives. Political understanding. Evaluation of effectiveness.	
Key Content	Natural Hazards: Tectonic Hazards	Natural Hazards: Weather Hazards and Climate Change	Ecosystems: Tropical Rainforests	Ecosystems: Cold Environments	Urban Issues and Challenges	Urban Issues and Challenges
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Management ethics, environmental understanding, social implications, conflict and politics.		Interdependence, environmental ethics, international collaboration.		National Pride, migration, cultural understanding, deprivation and sustainability.	
Key Assessment Objectives and Suggested Assessments	End of unit test APP feedback 2x classwork 1x homework	End of unit test APP feedback 2x classwork 1x homework	End of unit test APP feedback 2x classwork 1x homework	End of unit test APP feedback 2x classwork 1x homework	EOY exam 2x classwork 1x homework	2x classwork 1x homework
Websites that can help my learning: http://www.geographyalltheway.com				Visits to places that can help my learning: Ecosystems: Blackpool Zoo, Brockholes Urban Environments: Bristol Regeneration Zone, Liverpool Albert Dock		

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	<p>Systems Architecture To be able to: give the specific effects on performance time of improving the clock speed and number of cores on a CPU, describe how data/instructions are fetched from main memory, and give a thorough description of the Fetch-Execute cycle including use of all associated buses and registers.</p> <p>Translators and Facilities of Language To be able to evaluate: the advantages and disadvantages of programming in Low and High Level languages, and the reasons why a programmer would make use of all three language translators during the development of software.</p> <p>Memory Can: create a detailed visualisation of how RAM and ROM work using all of the keywords, explain how RAM uses addresses, and give a detailed explanation of virtual memory including disk thrashing, paging/ swapping, fragmented memory addressing issues.</p>	<p>Computational Logic Can: create and describe complex logic circuits that use 4 or more inputs, develop complex truth tables using 3rd Level Circuits, and create a half or full adder circuit.</p> <p>Storage Explain how each type of storage device works, compare the use of different types of storage media, fully explain why the choice of storage device is appropriate, estimate the file size of text files, databases, image and sound files taking into account overheads and convert file size calculations into an appropriate measurement.</p> <p>Algorithms Explain how abstraction, decomposition and algorithmic thinking are components of computational thinking, apply abstraction, decomposition and algorithmic thinking to problems, write an algorithm to perform a linear and binary search, write an algorithm to perform a bubble, merge and insertion sort, follow iteration and subroutines within flowcharts and write complex algorithms using pseudocode.</p>	<p>System Software To describe in detail the steps required to: compress a file (by lossless or lossy), encrypt data, perform Disk Defragmentation and to justify in which situations it would be best to use incremental over full backups and vice versa.</p> <p>Programming Techniques (start) Use descriptive naming that identifies the purpose and the type of data from the variable identifier.</p>	<p>Programming Techniques (finish) Create sophisticated pseudocode/flowchart solution to solve a real world problem, use functions that return Boolean values to chunk selection statements, use nested selection for validation, use stepping to generate interfaces and automate testing of the programs, understand how recursion works, as an alternative to iteration, merge data from multiple files and perform searches for any data type, merge and resize arrays combining data read from multiple files, use a mixture of functions and procedures with parameter passing and returning, avoiding the use of global variables, use descriptive naming that identifies the purpose and the type of data from the variable identifier, advise another learner on the best data type.</p>	<p>Wired and Wireless Networks Understands the benefits and draw backs of a client-server network and a peer-to-peer network, can identify and explain the factors that affect the performance of a network and explain how these factors can be improved or possibly overcome, can understand the benefits of a virtual network and how they can be used.</p> <p>Producing Robust Programs Uses the correct terminology and can explain the various keywords, can identify and explain the Syntax/Logic errors and explain their reasoning.</p>	<p>Network Topologies, Protocols and Layers Uses the correct terminology and can explain the various keywords, explains packet switching in detail and accurately.</p> <p>Data Representation Know how data needs to be converted into a binary format to be processed by a computer, know how to convert positive denary whole numbers into 8 bit binary numbers and vice versa, understand how a digital image is made up and be able to recognise the affect changing the resolution has on an image, understand how sound is stored into binary values, understand and be able to explain why the factors affect memory storage and how this can be overcome through file compression.</p>

Computer Science Long Term Plan | Year 9 | 2019-20

<p>Key Content</p>	<p>Systems Architecture The purpose of the CPU, Von Neumann architecture, common CPU components and function, fetch and execute instructions stored in memory, CPU performance factor, embedded systems.</p> <p>Translators and Facilities of Language Characteristics and purpose of different levels of programming language, including low level languages, translators, assemblers, compilers, interpreters, common tools available in an integrated development environment (IDE).</p> <p>Memory The difference between and purpose of RAM and ROM, the need for virtual memory and flash memory.</p>	<p>Computational Logic Binary form, simple logic diagrams using the operations AND, OR and NOT, truth tables, combining Boolean operators using AND, OR and NOT to two levels, applying logical operators in truth tables, computing-related mathematics.</p> <p>Storage The need for secondary storage, data capacity, common storage types, suitable storage devices for a given application, the advantages and disadvantages of these.</p> <p>Algorithms Computational thinking, standard searching algorithms, pseudocode and flow diagrams, interpret, correct or complete algorithms.</p>	<p>System Software The purpose and functionality of systems software, operating systems, utility system software.</p> <p>Programming Techniques (start) The use of variables, constants, operators, inputs, outputs and assignments.</p>	<p>Programming Techniques (finish) The use of the three basic programming constructs used to control the flow of a program, iteration (count and condition controlled loops), the use of basic string manipulation, the use of basic file handling operations, the use of records to store data, the use of SQL to search for data, the use of arrays (or equivalent) when solving problems, including both one and two dimensional arrays, how to use sub programs (functions and procedures) to produce structured code, the use of data types, the common arithmetic operators, the common Boolean operators.</p>	<p>Wired and Wireless Networks Types of networks, factors that affect the performance of networks. The different roles of computers in a client-server and a peer-to-peer network, the hardware needed to connect stand-alone computers into a Local Area Network, the internet as a worldwide collection of computer networks, the concept of virtual networks.</p> <p>Producing Robust Programs Defensive design considerations, maintainability, the purpose of testing, types of testing, how to identify syntax and logic errors, selecting and using suitable test data.</p>	<p>Network Topologies, Protocols and Layers Star and mesh network topologies, Wifi, ethernet, the uses of IP addressing, MAC addressing, and protocols, the concept of layers, packet switching.</p> <p>Data Representation Units, Numbers, Characters, Images, Sound, Compression.</p>
<p>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</p>	<p>Computing provides opportunities for reflection of awe and wonder about the achievements in Computer Science today and the possibilities for the future.</p>		<p>Computer Science lets students have the opportunity to reflect on how computers can sometimes perform better in certain activities than people.</p>	<p>Computer Science empowers students to apply their skills and to gain knowledge of how programming links between subjects for instance maths.</p>		
<p>Key Assessment Objectives and Suggested Assessments</p>	<p>GCSE-style assessment: Systems Architecture, Translators and Facilities of Language & Memory</p>	<p>GCSE-style assessment: Systems Architecture, Translators and Facilities of Language, Memory, Computational Logic, Storage & Algorithms</p>	<p>GCSE-style assessment: Systems Architecture, Translators and Facilities of Language, Memory, Computational Logic, Storage, Algorithms, System Software & Programming Technique</p>	<p>GCSE-style assessment: Systems Architecture, Translators and Facilities of Language, Memory, Computational Logic, Storage, Algorithms, System Software & Programming Techniques</p>	<p>GCSE-style assessment: Systems Architecture, Translators and Facilities of Language, Memory, Computational Logic, Storage, Algorithms, System Software, Programming Techniques, Networks & Robust Programs</p>	<p>GCSE-style assessment: Systems Architecture, Translators and Facilities of Language, Memory, Computational Logic, Storage, Algorithms, System Software, Programming Techniques, Networks & Robust Programs</p>
<p>Websites that can help my learning: https://www.khanacademy.org https://www.codecademy.com https://codecombat.com</p>				<p>Visits to places that can help my learning: Bletchley Park - Milton Keynes The National Museum of Computing - Milton Keynes Centre for Computing History - Cambridge Museum of Science and Industry - Manchester</p>		

Creative iMedia Long Term Plan | Year 9 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	Write a summary of how and why digital graphics are used, identify suitable file types and formats, demonstrates the connection between the properties of digital graphics and their suitability for use, demonstrates an understanding of how different purposes and audiences influence the design and layout of digital graphics.	Write an interpretation from the client brief, can identify target audience requirements, evidences skills/knowledge/ understanding from other units in the specification, produces a work plan, produces a visualisation diagram, identifies assets needed, identifies resources needed, demonstrates an understanding of legislation. R081 The purpose, use and content of moodboards, creating a moodboard, the purpose, use and content of mindmaps, creating a mindmap.	Understand the purpose, use and content of visualisation diagrams, creating a visualisation diagram, client requirements, analysing pre-production documents.	Understand the purpose, use and content of storyboards, creating a storyboard, the purpose, use and content of scripts, creating a script, naming and file conventions, target audience, hardware, techniques and software used to digitize or create pre-production documents.	Research, work plans, production schedules, health and safety, legislation, properties and limitations of file formats.	Provides evidence of sourcing and creating assets, provides evidence of preparing the assets for use, provides evidence of using of a range of tools and techniques to create the digital graphic, provides evidence of saving and exporting the digital graphic in suitable formats and properties, provides evidence of saving electronic files using suitable file and folder names and structures, writes a review of the finished graphic demonstrating what worked and what did not and identifies areas for improvement and further development of the final digital graphic.
Key Content	R082 LO1 Researching a digital graphic.	R082 LO2 Planning a digital graphic. R081 Pre-production exam: understand the purpose and content of pre-production documents, be able to plan pre-production documents, be able to produce pre-production documents, be able to review pre-production documents.	R081 Pre-production exam: understand the purpose and content of pre-production documents, be able to plan pre-production documents, be able to produce pre-production documents, be able to review pre-production documents.	R081 Pre-production exam: understand the purpose and content of pre-production documents, be able to plan pre-production documents, be able to produce pre-production documents, be able to review pre-production documents.	R081 Pre-production exam: understand the purpose and content of pre-production documents, be able to plan pre-production documents, be able to produce pre-production documents, be able to review pre-production documents.	R082 LO3/4 Producing and evaluating a digital graphic.

Creative iMedia Long Term Plan | Year 9 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Students are encouraged to reflect from the position of a particular audience viewpoint. When creating digital products, students look at the impact of age, gender and disability on individuals' choice/use of digital devices.		Students explore ideas, feelings and meaning whilst interpreting a project brief. Students learn about respecting copyright and copyright law when developing digital products. Students gain an understanding of the requirements and communication needs of all groups of people when developing digital products.		Students are encouraged to recognise their own creativity when coming up with solutions to a design brief. Students consider accessibility issues when evaluating and developing digital products.	
Key Assessment Objectives and Suggested Assessments	OCR Creative iMedia past paper	OCR Creative iMedia past paper	OCR Creative iMedia past paper	OCR Creative iMedia past paper	Actual OCR Creative iMedia exam	Controlled Assessment
Websites that can help my learning: http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/ http://www.ocr.org.uk/Images/254751-unit-r081-resources-links.pdf http://www.ocr.org.uk/Images/137682-unit-r082-resources-link.pdf http://www.ocr.org.uk/Images/137682-unit-r084-resources-link.pdf				Visits to places that can help my learning: BBC (Manchester) Museum of Science and Industry (Manchester)		

Religious Studies Long Term Plan | Year 9 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	Demonstrate knowledge with reference to authority. Understanding of divergent views. Critical analysis and evaluation. Use of key terminology.	Demonstrate knowledge with reference to authority. Understanding of divergent views. Critical analysis and evaluation. Use of key terminology.	Demonstrate knowledge with reference to authority. Understanding of divergent views. Critical analysis and evaluation. Use of key terminology.	Demonstrate knowledge with reference to authority. Understanding of divergent views. Critical analysis and evaluation. Use of key terminology.	Demonstrate knowledge with reference to authority. Understanding of divergent views. Critical analysis and evaluation. Use of key terminology.	Demonstrate knowledge with reference to authority. Understanding of divergent views. Critical analysis and evaluation. Use of key terminology.
Key Content	Religion, Crime and Punishment Causes of Crime Punishment, Death Penalty and Forgiveness	Religion, Peace and Conflict Violence, Terrorism and War	Religion and Life Origins and Value of Human Life Origins and Value of the Universe	Religion and Life Origins and Value of Human Life Origins and Value of the Universe	Revision and Gap fill Relationships and Families Sexuality, Equality and Gender Roles	Relationships and Families Sexuality, Equality and Gender Roles
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Exploring beliefs and experience. Respecting faiths, beliefs and values. Appreciate cultural influences. Engage with British Values including tolerance and respect. Recognise right and wrong. Respect the law. Understand consequences. Investigate moral and ethical issues. Rule of law and liberty.		Exploring beliefs and experience. Respecting faiths, beliefs and values. Appreciate cultural influences. Engage with British Values including tolerance and respect. Recognise right and wrong. Respect the law. Understand consequences. Investigate moral and ethical issues. Rule of law and liberty.		Exploring beliefs and experience. Respecting faiths, beliefs and values. Appreciate cultural influences. Engage with British Values including tolerance and respect. Recognise right and wrong. Respect the law. Understand consequences. Investigate moral and ethical issues. Rule of law and liberty.	
Key Assessment Objectives and Suggested Assessments	AO1: Demonstrate knowledge and understanding of religion and beliefs. AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence. Question and Answer Assessment - Modelled According to AQA GCSE RE Theme E: Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.	AO1: Demonstrate knowledge and understanding of religion and beliefs. AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence. Question and Answer Assessment - Modelled According to AQA GCSE RE Theme D: Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.	AO1: Demonstrate knowledge and understanding of religion and beliefs. AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence. Question and Answer Assessment - Modelled According to AQA GCSE RE Theme D & E: Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.	AO1: Demonstrate knowledge and understanding of religion and beliefs. AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence. Question and Answer Assessment - Modelled According to AQA GCSE RE Theme B, D & E Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.	EOY exam Question and Answer Assessment - Modelled According to AQA GCSE RE Theme B, D & E Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.	AO1: Demonstrate knowledge and understanding of religion and beliefs. AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence. Question and Answer Assessment - Modelled According to AQA GCSE RE Theme A, B, D & E Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.
Websites that can help my learning: https://revisionworld.com/gcse-revision/rs-religious-studies http://www.rsrevision.com/contents/index.htm http://www.bbc.co.uk/education/subjects/zb48q6f http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-4050			https://www.truetube.co.uk/ http://request.org.uk/ https://www.senecalarning.com/ https://studywise.co.uk/gcse-revision/religious-studies/		Visits to places that can help my learning: Places of Worship, Community Centres and Prison, War Memorials and Galleries, Science Museums, Civil Service Organisations, Public Health Services	

Art Long Term Plan | Year 9 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	Artist Research <ul style="list-style-type: none"> How to "Read" a painting to find the symbolic meaning Research <ul style="list-style-type: none"> How life and death is celebrated in different cultures Responding <ul style="list-style-type: none"> Responding to the artists techniques, samples Media Exploration <ul style="list-style-type: none"> Oil Pastels Watercolour Acrylic Pencil Shading Mixed Medium Printing Techniques 		Observational Drawing/ Recording <ul style="list-style-type: none"> Photography Photo Editing Observational Drawing AO2 Experimenting with appropriate media 	Developing Ideas <ul style="list-style-type: none"> Linking the artists studied to the observational drawings Creativity and originality 	Consolidation of skills to produce a final piece	Artist Research <ul style="list-style-type: none"> Personal research (pupils pick artists to study from a list) Research <ul style="list-style-type: none"> Personal Theme Responding <ul style="list-style-type: none"> Personal Response
Key Content	AO1 <ul style="list-style-type: none"> Research Artists Explore Annotate Theme Development Ao2 <ul style="list-style-type: none"> Experiment with a range of media Linking techniques to artist themes 		AO3 <ul style="list-style-type: none"> Ideas Observational Drawing Linking to Artists Developing 	AO3 <ul style="list-style-type: none"> Ideas Observational Drawing Linking to Artists Developing 	AO4 <ul style="list-style-type: none"> Final Piece Of Work Meaningful Informed Response Body Of Work 	Start Yr10 Work: Collections AO1 <ul style="list-style-type: none"> Research Artists Explore Annotate Theme Development
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Participation in the arts. Use of imagination and creativity in students learning. Willingness to reflect on their experiences- draft, redraft and refine/ self/ peer assessment/ critique. Due to the subjective nature of Art: respect for different people's feelings and values. Researching artists from different religious, ethnic and socioeconomic backgrounds. How Art impacts on society. Understanding and appreciation of the wide range of cultural influences that have shaped Art.					
Key Assessment Objectives and Suggested Assessments	Artist research: Gustav Klimt Gerrard King Ali Gulec	Media samples: 1 skill of each technique	Observational studies	Developed studies	Final piece	Artist research
Websites that can help my learning: www.britishmuseum.org www.tate.org www.royalacademy.org.uk				Visits to places that can help my learning: Harris Museum Tate Modern Liverpool		

PE Long Term Plan (Edexcel) | Year 9 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	Students will demonstrate a secure knowledge and understanding of the physical, social and emotional health benefits of sport and physical activity. In addition, they will be able to explain the effects of an individual's lifestyle choices on their physical, social and emotional health and well-being.	Students will demonstrate a secure knowledge and understanding of the consequences of a sedentary lifestyle. In addition, they will be able to explain the exercise related function of the different food groups and apply these to a range of sports performers. Furthermore, they will be able to explain why athletes may manipulate their diet (e.g. through "carbo-loading," etc.).	Students will demonstrate a secure knowledge and understanding of the names and locations of the major muscles and bones within the muscular/skeletal systems. Furthermore, they will be able to describe the functions of the 2 systems and explain how the muscles and bones work together to perform a range of sporting actions.	Students will demonstrate a secure knowledge and understanding of the structure and functions of the cardio-respiratory system.	Students will be able to apply their knowledge of the structure and functions of cardio-respiratory system to participation in sport and physical activity (e.g. transportation of air, gaseous exchange, transportation of oxygenated/deoxygenated blood, etc.)	Students will demonstrate a secure knowledge and understanding of the aerobic and anaerobic energy systems and apply them to sports performance. In addition, students will be able to explain the short and long term effects of exercise on the body systems and their benefit to sports performance.
Key Content	Health, Fitness and well-being (Component 2). Content includes the following topics - Physical, emotional and social health, the effects of fitness on well-being and lifestyle choices. Analysis of data Practical Focus - Handball	Health, Fitness and Well-being (Component 2). Content includes the following topics - Sedentary lifestyles, diet and nutrition, hydration and dietary manipulation. Analysis of data Practical focus - Handball	Applied Anatomy and Physiology (Component 1). Content includes the following topics - The structure and functions of the muscular-skeletal system. Practical Focus - Table Tennis	Applied Anatomy and Physiology (Component 1). Content includes the following topics - The structure and functions of the muscular-skeletal and the cardio-respiratory systems. Practical focus - Table Tennis	Applied Anatomy and Physiology (Component 1). Content includes the following topics - The structure and functions of the cardio-respiratory system. Practical focus - Volleyball	Applied Anatomy and Physiology (Component 1). Content includes the following topics - Aerobic and anaerobic exercise and the short and long-term effects of exercise. Practical focus - Football
Spiritual, Moral, Social And Cultural Theme (SMSC) Fundamental British Values (FBV)	Students will have the opportunity to learn about the components of a healthy, active lifestyle and some of the key factors that may influence health and safety in sport. They will also develop a clear understanding of the physical, social and emotional aspects of participating in sport and physical activity.		Students will have the opportunity to learn about the structure and functions of the human body.		Students will have the opportunity to learn about the structure and functions of the human body.	
Key Assessment Objectives and Suggested Assessments	Exam based starter activities (multiple choice/ short answer/long answer questions). Assessed homework tasks. End of unit assessment (AP1).	Exam based starter activities (multiple choice/ short answer/long answer questions). Assessed homework tasks. End of unit assessment (AP2).	Exam based starter activities (multiple choice/ short answer/long answer questions). Assessed homework tasks. End of unit assessment (AP3).	Exam based starter activities (multiple choice/ short answer/long answer questions). Assessed homework tasks. End of unit assessment (AP4).	Exam based starter activities (multiple choice/ short answer/long answer questions). Assessed homework tasks. End of unit assessment (AP5).	Exam based starter activities (multiple choice/ short answer/long answer questions). Assessed homework tasks. Completion of exam style questions based on the topic delivered.
Websites that can help my learning: www.brianmac.co.uk www.teachpe.co.uk https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2009.html		BBC Bitesize – GCSE Physical Education (Edexcel) www.getrevising.co.uk YouTube – GCSE PE related videos (as instructed by class teachers)			Visits to places that can help my learning: Sports Stadiums/facilities; Professional Sporting Events Outdoor Education Centres; Sports Museums; Sports Centres	

PSHE Long Term Plan | Year 9 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Topic	Living in the wider world: FBV	Risk: Prevent	Relationships: Contextual Safeguarding	Personal Identity: Growing up	Health and Well Being: Mental and emotional well being.	Wellbeing: Contextual Safeguarding
Key Content	Rights and responsibilities as active citizens Democracy Liberty Rule of Law	Understanding danger Prevent Radicalisation Right Wing Extremism Terrorism Radical Leaders and Groups	Safe and Unhealthy Relationships Abuse Exploitation Stalking and Harassment Domestic violence Operation Encompass	Sexual relationships Staying safe Consent Sexting Pornography	Mental Health Stress Suicide Body Image	Conflict Management Growth Mind-set Resilience Anxiety
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Tolerance & Respect; Liberty; Fairness, Freedom of Association; Social Responsibility; Rule of Law.		Tolerance & Respect; Liberty; Fairness, Freedom of Association; Social Responsibility; Rule of Law.		Tolerance & Respect; Liberty; Fairness, Freedom of Association; Social Responsibility; Rule of Law.	
Key Assessment Objectives and Suggested Assessments	AO3: Analyse and evaluate a range of evidence relating to issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements. Active citizenship questions: rights and responsibilities questions.	AO3: Analyse and evaluate a range of evidence relating to issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements. Active citizenship questions: rights and responsibilities questions, life in modern Britain questions, rights and responsibilities questions. AQA Citizenship model questions.	AO3: Analyse and evaluate a range of evidence relating to issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements. Active citizenship questions: questions on the citizenship action of others and themselves.	AO3: Analyse and evaluate a range of evidence relating to issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements. Active citizenship questions: questions on the citizenship action of others and themselves.	AO3: Analyse and evaluate a range of evidence relating to issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements. Active citizenship questions: questions on the citizenship action of others and themselves.	AO3: Analyse and evaluate a range of evidence relating to issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements. Active citizenship questions: rights and responsibilities questions, life in modern Britain questions, rights and responsibilities questions. AQA Citizenship model questions.
Websites that can help my learning: www.bbc.co.uk/news www.nhs.uk/ www.childline.org.uk www.parliament.uk/education				Visits to places that can help my learning: Outreach visit from Education Parliament Local Community Link Centre		

GCSE Specifications Overview of Assessment

Exam Board	Subject
AQA	English Language
AQA	English Literature
Edexcel	Mathematics
Edexcel	Combined Science
Edexcel	Biology
Edexcel	Chemistry
Edexcel	Physics
AQA	French
AQA	History
AQA	Geography
Edexcel	Computer Science
OCR	Creative Media
AQA	Religious Studies
AQA	Art
Edexcel	Physical Education

GCSE Specifications Overview of Assessment

English Language

Paper 1: Fiction Reading and Writing	Paper 2: Non-fiction reading and writing	NEA
Written examination: 1 hour and 45 minutes	Written examination: 1 hour and 45 minutes	Written examination: 1 hour and 45 minutes
50% of the qualification	50% of the qualification	0% of the qualification
80 marks	80 marks	

English Literature

Paper 1: Shakespeare and the 19th-Century Novel 'Macbeth' and 'A Christmas Carol'	Paper 2: Modern Texts and Poetry 'An Inspector Calls', 'Power and Conflict Poetry' and 'Unseen Poetry'
Written examination: 1 hour and 45 minutes	Written examination: 2 hours and 15 minutes
40% of the qualification	60% of the qualification
64 marks	96 marks

GCSE Specifications Overview of Assessment

Mathematics

Paper 1: Non Calculator	Paper 2: Calculator allowed	Paper 3: Calculator allowed
Written examination: 1 hour and 30 minutes	Written examination: 1 hour and 30 minutes	Written examination: 1 hour and 30 minutes
80 marks	80 marks	80 marks
$\frac{1}{3}$ of the qualification	$\frac{1}{3}$ of the qualification	$\frac{1}{3}$ of the qualification

Science (Combined / Separate)

Combined	Separate
Written examination: 6 Exams in Total 2 Biology, 2 Chemistry, 2 Physics 1 hour and 10 minutes each	Written examination: 6 Exams in Total 2 Biology, 2 Chemistry, 2 Physics 1 hour and 45 minutes each
Maximum 60 marks on each paper	Maximum 100 marks on each paper

GCSE Specifications Overview of Assessment

French

Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing
Written examination: 45 minutes	Speaking examination: 10-12 minutes	Written examination: 1 hour	Written examination: 1 hour and 15 minutes
25% of the qualification	25% of the qualification	25% of the qualification	25% of the qualification
50 marks	60 marks	60 marks	60 marks

History

Paper 1: Understanding the Modern World	Paper 2: Shaping the Nation
Germany, 1890-1945 Conflict and Tension between East and West, 1945-1972	Britain: Migration, Empires and the People; c.790 to present day Elizabethan England, c.1568-1603
Written examination: 1 hour and 45 minutes	Written examination: 1 hour and 45 minutes
50% of the qualification	50% of the qualification
84 marks	84 marks

GCSE Specifications Overview of Assessment

Geography

Paper 1: Living with the Physical environment	Paper 2: Challenges in the human environment	Paper 3: Geographical Applications
Written examination: 1 hour and 30 minutes	Written examination: 1 hour and 30 minutes	Written examination: 1 hour and 15 minutes (Pre-release resources booklet)
35% of the qualification	35% of the qualification	30% of the qualification
88 marks	88 marks	76 marks

Computer Science

Paper 1: Principles of Computer Science	Paper 2: Application of Computational Thinking
Written examination: 1 hour and 40 minutes	Written examination: 2 hours
50% of the qualification	50% of the qualification
80 marks	80 marks

GCSE Specifications Overview of Assessment

Creative iMedia

R081	R082	R---	R---
Pre-production skills	Creating Digital Graphics	TBA	TBA
Written paper 1 hour and 15 minutes	Centre assessed tasks Approx 10 hours	Centre assessed tasks Approx 10 hours	Centre assessed tasks Approx 10 hours
OCR set and marked	OCR moderated	OCR moderated	OCR moderated
25% of the qualification	25% of the qualification	25% of the qualification	25% of the qualification

Religious Studies

Paper 1	Paper 2
Written examination: 1 hour and 45 minutes	Written examination: 1 hour and 45 minutes
50% of the qualification	50% of the qualification
101 marks	101 marks

GCSE Specifications Overview of Assessment

Art

Component 1: 2 projects	Component 2: Exam preparation portfolio	Exam
Coursework: Sep - Jan	Preparation for exam	Supervised: 10 hours
60% of the qualification		40% of the qualification

PE

Component 1 Paper 1: Fitness and Body Systems	Component 2 Paper 2: Health and Performance	Component 3 & 4
Written examination: 1 hour and 40 minutes	Written examination: 1 hour and 15 minutes	Practical Performance (3 sports) Personal Exercise Programme (PEP)
36% of the qualification	24% of the qualification	40% of the qualification
90 marks	70 marks	125 marks

Revision Tips and Techniques

Go through your subject revision list and start writing notes on the topic

IN YOUR OWN WORDS.

Highlight the keywords and important bits in your notes. Use a key if you need to.

As you go through your notes, think about how you will be tested. What questions could be asked? Write questions for yourself as you go along, the simplest ones could be just recalling facts.

There's lots to revise so break down each topic into smaller chunks. Revise that chunk, and then test yourself.

Avoid distractions and really concentrate. Follow your revision timetable and stick to it!

DON'T PANIC!



Research



Analyse



Explore



Recall



Evaluate

Revision Tips and Techniques

WHERE SHOULD YOU REVISE

- KITCHEN
- OUTSIDE
- EVERYWHERE
- AFTER SCHOOL CLUBS
- LIBRARY
- BEDROOM
- STUDY

UNSURE! ASK FOR HELP TO ANSWER QUESTIONS

READ

COVER

- PAST PAPERS
- REVISION GUIDES
- DO HOMEWORK

WRITE

LISTEN

- MATHSWATCH
- TEACHER REVISION SESSIONS
- GROUPWORK

SEARCH THE APP STORES FOR GCSE REVISION APPS

VISUAL LEARNERS = POSTIT NOTES

30 MINUTES IS 1/48 OF A DAY. GIVE IT UP FOR A WHILE AND IN SUMMER YOU WILL SMILE!

HANDY WEBSITES

- MATHSWATCH
- YOUTUBE
- BBCBITESIZE
- MYMATHS
- EDEXCEL
- QA

REVISION TIMETABLE	
MONDAY	Maths
TUESDAY	Maths
WEDNESDAY	Maths
THURSDAY	Maths
FRIDAYS	Evening Club
WEEKEND	Maths



Revision Tips and Techniques



Notes

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Notes

A series of horizontal dotted lines for writing notes.

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