

Year 10 Curriculum Booklet



St Aloysius' College
2019/2020

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Welcome to our Curriculum Evening. Thank you for attending this important evening.

Tonight, is all about your child and how the St Aloysius' College community can make further impact on your sons' personal, social and educational journey to their GCSE exams and beyond. This evening will accomplish three important aims for you and your son:

- To further develop and build on a positive and supportive relationship between parents, students and staff.
- To support you, the parent with information that will enable you to ensure that your son achieves the academic outcomes that he is capable of.
- To continue to nurture aspiration in your son so that he can make effective decisions when it comes to his education

We are here for you and your son's education and to use this partnership to work closely together to ensure all avenues of success are taken full advantage of between now and the time your son leaves education at St Aloysius College.

This booklet contains information on subject curricula and more information that will be communicated this evening.

Should you require any additional assistance or support at any time, please do not hesitate to contact your son's Head of Year.

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Assistant Headteacher – Curriculum & Outcomes

Head of Department: Mr D. Doherty

	Autumn 1	Autumn 2
Focus/Context for Learning	<p>Week:</p> <ol style="list-style-type: none"> 1. Introductory Course to Graphics 2. Research on Graphic Designers 3. And 4 – Experimentation (traditional and experimental recording materials) 5. Work in Graphic Designer's style 6. Test/AfL: Peer and self-assessment 7. Enrichment 	<p>Week:</p> <ol style="list-style-type: none"> 1. Portfolio of Work: Theme individual and group discussions 2. Research on Graphic Designers 3. Work in Graphic Designers' Style 4. Work in Graphic Designers' style 5. Christmas Exam 6. Enrichment 7. Enrichment
	Spring 1	Spring 2
Focus/Context for Learning	<p>Week:</p> <ol style="list-style-type: none"> 1. Portfolio of work: contextual studies 2 and 3 – Experimentation (traditional and experimental recording materials) 1. Development of ideas informed by contextual and other sources 2. Test/AfL: Peer and Self-Assessment 3. Enrichment 	<p>Week:</p> <ol style="list-style-type: none"> 1. Portfolio of work: Refine Ideas 2 and 3 – Select appropriate resources, media, materials, techniques and processes 4- Develop their ideas through investigations informed by contextual and other sources 5- Test/AfL: Peer and Self-assessment 6 – Enrichment
	Summer 1	Summer 2
Focus/Context for Learning	<p>Week:</p> <ol style="list-style-type: none"> 1. Portfolio of Work: Recording 2. Design Ideas Proposals – Tutorials 3. Design Ideas Proposals – Research 4. Design Development – Record ideas and development 5. Design Development – Theme discussions 6. Test/AfL: Peer and self-assessment 7. Enrichment 	<p>Week:</p> <ol style="list-style-type: none"> 1. Summer Graphics Exam – Tutorials 2. Summer Graphics Exam – Research 3. Summer Graphics Exam – Experimentation 4. Summer Graphics Moderation- 5. Enrichment 6. Enrichment 7. Enrichment

Head of Department: Mr M. Caceres

You'll start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? You'll learn how to develop an idea, spot an opportunity and turn it into a successful business. You will understand how to make a business effective, manage money and see how the world around us affects businesses and all the people involved.

	Autumn 1	Autumn 2
Focus/Context for Learning	<u>2.1 Growing the business</u> 2.1.1 Business growth 2.1.2 Changes in business aims and objectives 2.1.3 Business and globalisation 2.1.4 Ethics, the environment and business	<u>2.1 Growing the business</u> 2.1.3 Business and globalisation 2.1.4 Ethics, the environment and business
	Spring 1	Spring 2
Focus/Context for Learning	<u>2.2 Making marketing decisions</u> 2.2.1 Product 2.2.2 Price 2.2.3 Promotion 2.2.4 Place 2.2.5 Using the marketing mix to make business decisions	<u>2.3 Making product decisions</u> 2.3.1 Business operations 2.3.2 Working with suppliers 2.3.3 Managing quality 2.3.4 The sales process
	Summer 1	Summer 2
Focus/Context for Learning	<u>2.4 Making financial decisions</u> 2.4.1 Business calculations 2.4.2 Understanding business performance <u>2.5 Making people decisions</u> 2.5.1 Organisational structures 2.5.2 Effective recruitment 2.5.3 Effective training and development	<u>Exam Practice & Revision</u> <u>Theme 1 & Theme 2</u>

Head of Department: Ms M. Acquah

Computing and computer technology are part of just about everything that touches our lives from the cars we drive, to the movies we watch, to the ways businesses and governments deal with us. Understanding different dimensions of computing is part of the necessary skill set for an educated person in the 21st century. Whether one wants to be a scientist, develop the latest killer application, or just know what it really means when someone says 'the computer made a mistake', studying computing will provide you with valuable knowledge. Computing requires and develops capabilities in solving deep, multidimensional problems requiring imagination and sensitivity to a variety of concerns. Computing:

- Enables you to make a positive difference in the world.
- Computing offers many types of lucrative careers.
- Computing jobs are here to stay, regardless of where you are located.
- Expertise in computing helps even if your primary career is something else.
- Computing offers great opportunities for true creativity and innovativeness.
- Computing has space for both collaborative work and individual effort.
- Computing is an essential part of well-rounded academic preparation.
- Future opportunities in computing are without boundaries.

	Autumn 1	Autumn 2
Focus/Context for Learning	A. Systems architecture B. Memory & storage C. Wired and wireless networks D. Network topologies, protocols and layers E. System security F. Systems software G. Ethical, legal, cultural and environmental concerns	A. Algorithms B. Programming techniques & Producing robust programs C. Computational logic D. Translators and facilities of languages & Revision E. Data representation

	Spring 1	Spring 2
Focus/Context for Learning	A. Data Representation <ul style="list-style-type: none"> • Storage Units & Binary • Binary arithmetic and Hexadecimal • ASCII and Unicode • Images, Sound and Compression. 	A. Introduction to SQL B. Python Programming

	Summer 1	Summer 2
Focus/Context for Learning	A. Programming techniques B. Analysis C. Design D. Development E. Testing F. Evaluation G. Conclusions	Programming Project

Head of Department: Mr E. Frazer

The GCSE Design and Technology course is a new specification made up of two components. Component 1—Written Examination (50%) and Component 2—Non-examined assessment (50%) of the entire course.

The NEA coursework combines the creative iterative design process and practical making skills necessary to enable students to produce a commercially viable product that will meet a need.

	Autumn 1	Autumn 2
Focus/Context for Learning	Specialist Technical Principle 2.1 Selection of materials 2.2 Forces and stresses 2.3 Ecological & social footprint. 2.4 Sources & origins of materials 2.6 Stock forms: types & sizes Practical Focus Tasks Assessment: regular test and exam practice questions.	Specialist Technical Principles 2.7 Scales of production 2.8 Specialist techniques & processes 2.9 Surface treatments & finishes Mini NEA Project: Assessment Objective 1 (AO1) <ul style="list-style-type: none"> - Identifying & investigating design possibilities. - Explore the Situation - Identify needs and wants End of term exam
	Spring 1	Spring 2
Focus/Context for Learning	Designing & making principles 3.1 Investigating primary and secondary data 3.2 Environmental, social and economic challenge 3.3 Design strategies 3.4 Famous & past designers 3.5. Communication of design ideas Mini NEA Project – AO1 <ul style="list-style-type: none"> - Develop Ideas - Refine Ideas - Final design idea 	Designing & making principles 3.6 Prototype development 3.7 Tolerances 3.8 Specialist techniques & processes Mini NEA Project: AO2 – Design and make prototype that are fit for purpose <ul style="list-style-type: none"> • Production of prototype • Testing and evaluation Assessment: regular test and exam practice questions.
	Summer 1	Summer 2
Focus/Context for Learning	Core technical principles <ol style="list-style-type: none"> 1. New & emerging technologies 2. Energy generation and storage 3. Development of new and modern materials 4. Mechanical devices Assessment: regular test and exam practice questions.	AQA - NEA Contextual Challenge (50%) <ul style="list-style-type: none"> • Introduce NEA contextual challenge. Assessment Objective 1 <ul style="list-style-type: none"> - Identifying and investigating design possibilities. - Design brief and specification End of term exam.

Head of Department: Ms E. Doorly

	Autumn 1	Autumn 2
Focus/Context for Learning	<p><u>Language Paper 1 & 2:</u></p> <ul style="list-style-type: none"> • Close reading • Analysis, Exploration, Evaluation • Creative, Argue, Persuade Writing skills <p>EXAMINED:</p> <p>1. LANGUAGE PAPER 1 & 2 (1 HOUR 45 MIN EACH)</p>	<p><u>Language Paper 1 & 2:</u></p> <ul style="list-style-type: none"> • Close reading • Analysis, Exploration, Evaluation • Creative, Argue, Persuade Writing skills <p>EXAMINED:</p> <p>1. LANGUAGE PAPER 1 & 2 (1 HOUR 45 MIN EACH)</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p><u>Shakespeare's Romeo and Juliet:</u></p> <ul style="list-style-type: none"> • Revision of J&H – exam practice • Close reading • Analysis, Exploration, Evaluation <p>EXAMINED:</p> <p>1. LITERATURE PAPER 1 (1 HOUR 45MIN)</p>	<p><u>Shakespeare's Romeo and Juliet:</u></p> <ul style="list-style-type: none"> • Revision of J&H – exam practice • Close reading • Analysis, Exploration, Evaluation <p>EXAMINED:</p> <p>1. LITERATURE PAPER 1 (1 HOUR 45MIN)</p>
	Summer 1	Summer 2
Focus/Context for Learning	<p>Dennis Kelly's DNA & AQA Poetry Anthology – relationships cluster</p> <ul style="list-style-type: none"> • Unseen poetry approaches • Close reading • Analysis, Exploration, Evaluation <p>EXAMINED:</p> <p>1. LITERATURE PAPER 2 (2 HOURS 15 MIN)</p>	<p>Dennis Kelly's DNA & AQA Poetry Anthology – relationships cluster</p> <ul style="list-style-type: none"> • Unseen poetry approaches • Close reading • Analysis, Exploration, Evaluation <p>EXAMINED:</p> <p>1. LITERATURE PAPER 2 (2 HOURS 15 MIN)</p>

Head of Department: Ms G. Briody

“If geography itself has any significance it is that we are made to life our eyes from our small provincial selves to the whole complex and magnificent world.”

– **Reportedly Richard Burton (1821-1890) to the Royal Geographical Society.**

	Autumn 1	Autumn 2
Focus/Context for Learning	UK Physical Landscapes: Rivers <ul style="list-style-type: none"> Hydrographs and factors affecting river discharge Rivers management Case Study – River Tees 	Changing Economic World <ul style="list-style-type: none"> Reducing the development gap. Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change Case Study – Nigeria
	Spring 1	Spring 2
Focus/Context for Learning	Changing Economic World <ul style="list-style-type: none"> Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth. 	The Living World <ul style="list-style-type: none"> Ecosystems (interaction between biotic and abiotic components) Tropical rainforests (causes and effects of deforestation, the need for sustainable management) Case Study – Amazon Rainforest
	Summer 1	Summer 2
Focus/Context for Learning	The Living World <ul style="list-style-type: none"> Hot deserts (opportunities and challenges, causes and effects of desertification) Case Study – Western Deserts, USA 	UK Physical Landscapes: Coasts <ul style="list-style-type: none"> Processes Landforms of erosion and deposition Case Study – Jurassic Coastline

Head of Department: Mrs G. Rimmer

In Year 10, you will complete your study of America 1920-1973.

You will then move on to study Power and the People 1215 – 1980. A thematic study of the changing relationship between monarchy and the people, studying the rise and development of Parliament.

	Autumn 1	Autumn 2
Focus/Context for Learning	America 1920-1973 continued The Great Depression and The New Deal Popular culture in the 1930s. The impact of the Second World War on the USA The Rock and Roll generation. McCarthyism and the Red Scare.	The Civil Rights Movement and the role of Martin Luther King John F Kennedy and the New Frontier LB Johnson and the Great Society The Women's Movement

	Spring 1	Spring 2
Focus/Context for Learning	Power and the People 1) Challenging Royal authority and feudalism: Magna Carta Simon De Montfort The Peasants Revolt 2) Challenging Royal authority The Pilgrimage of Grace The Civil War and the execution of Charles 1	The American Revolution 3) Reform and Reformers The Anti Slavery Campaign Voting reform and the Chartists The Great Reform Act 1832 The Anti Corn Law League The Growth of Trade Unionism in the 19 th century

	Summer 1	Summer 2
Focus/Context for Learning	4) Equality and Rights The campaign to get Votes for Women Industrial relations 1926 General Strike Minority Rights , the Brixton Riots and the Scarman Report.	Conflict and Tension in Asia 1950-1975 The Korean War A study in depth

Head of Department: Ms A. Toprak

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

	Autumn 1	Autumn 2
Focus/Context for Learning	Sequences and graphs Mensuration Calculations Proportion Equations and formulae Assessment: Daily past exam questions, weekly quizzes, half termly unit tests	Equations and formulae Number Probability Angles Constructions Transformations Calculations Assessment: Daily past exam questions, weekly quizzes, half termly unit tests AP1
	Spring 1	Spring 2
Focus/Context for Learning	Equations and formulae Data Proportion Sequences and graphs Number Angles Assessment: Daily past exam questions, weekly quizzes, half termly unit tests	Mensuration Probability Sequences and graphs Calculations Assessment: Daily past exam questions, weekly quizzes, half termly unit tests
	Summer 1	Summer 2
Focus/Context for Learning	Proportion Equations and formulae Number Assessment: Daily past exam questions, weekly quizzes, half termly unit tests	Transformations Angles Constructions Assessment: Daily past exam questions, weekly quizzes, half termly unit tests AP2

Head of Department: Ms L. Singleton

	Autumn 1	Autumn 2
Focus/Context for Learning	<u>Component 2A – Crime Drama</u> <ul style="list-style-type: none"> Studying the set product <i>Luther</i>, in terms of Media Language, Representation, Audience and Industries Practice exam questions 	<u>Component 2A – Crime Drama (All Contexts)</u> <ul style="list-style-type: none"> Continuing study of the set product <i>Luther</i>, and also the historical example 'The Sweeney'. Comparisons between the two and exam questions regarding contexts
	Spring 1	Spring 2
Focus/Context for Learning	<u>Component 2A – Print Marketing</u> <ul style="list-style-type: none"> Analysing the set product <i>Quality Street</i> and <i>This Girl Can</i> adverts, focusing on Media Language and Representation 	<u>Component 1B – Radio (Industries and Audience)</u> <ul style="list-style-type: none"> Analysing the set product <i>The Archers</i> radio show, focusing on Audience and Industries
	Summer 1	Summer 2
Focus/Context for Learning	<u>Component 3 – Controlled Assessment</u> <ul style="list-style-type: none"> Preparation for and work on controlled assessment project. This will involve creating and original media product (DVD cover, film poster, magazine) using original images, along with a written explanation of the product. 	<u>Component 3 – Controlled Assessment</u> <ul style="list-style-type: none"> Continuation of controlled assessment project

Head of Department: Mr D. Gaye

	Autumn 1	Autumn 2
Focus/Context for Learning	<ul style="list-style-type: none"> Revising family and describing people Revising places in town and activities Talking about friends and what makes a good friend Using irregular verbs in the present tense Talking about family relationships Using reflexive verbs in the present tense 	<ul style="list-style-type: none"> Describing a night out with friends Using the perfect tense Talking about life when you were younger Using the imperfect tense Discussing role models
	Spring 1	Spring 2
Focus/Context for Learning	<ul style="list-style-type: none"> Using the present ,perfect and imperfect tense Revising sport and music Revising technology, films and TV Talking about sport Using depuis+ the present tense Talking about your life online Using the comparative Talking about books and reading More practice of the imperfect tense 	<ul style="list-style-type: none"> Talking about television programmes Using direct object pronouns(le, la,les) Talking about actors and films Using superlative adjectives Test (all four skills)
	Summer 1	Summer 2
Focus/Context for Learning	<ul style="list-style-type: none"> Talking about food and meals Discussing and shopping for clothes Describing your daily life Using pouvoir and devoir Talking about food for special occasions Using the pronoun en Using the polite language Asking questions in the Tu and Vous forms 	<ul style="list-style-type: none"> Describing family celebrations Using venir de + infinitive Talking about where you live, weather and transport Describing a town and asking the way

Head of Department: Mr D. Gaye

	Autumn 1	Autumn 2
Focus/Context for Learning	<ol style="list-style-type: none"> 1. Discussing holiday activities and the weather. 2. Talk about holidays preferences. 3. Talk about a past holiday. <ol style="list-style-type: none"> 1. Describe a trip to Barcelona. <p>Grammar awareness:</p> <ul style="list-style-type: none"> - Present tense regular and irregular verbs. - Use verbs of opinion to refer to different people. 	<ol style="list-style-type: none"> 1. Booking accommodation and dealing with problems. 2. Give an account of a holiday in the past 3. Give opinions on school subjects. 4. Describe the school uniform and the school day. <ul style="list-style-type: none"> - Preterite and imperfect tenses. - Using verbs with 'usted'
	Spring 1	Spring 2
Focus/Context for Learning	<ol style="list-style-type: none"> 1. Describe your school. 2. Talk about school rules and problems. 3. Talk about plans for a school exchange. 4. Talk about school activities and achievements. <p>Grammar awareness:</p> <ul style="list-style-type: none"> - Using adjectives and negatives. - Using phrases followed by the infinite. 	<ol style="list-style-type: none"> 1. Talk about socialising and family. 2. Describe people (physically and in character). 3. Talking about social networks. 4. Make arrangements. <ul style="list-style-type: none"> - Using the near future tense. - Using the past, present and future tenses together.
	Summer 1	Summer 2
Focus/Context for Learning	<ol style="list-style-type: none"> 1. Talk about reading preferences. 2. Describe relationships. 3. Talk about free-time activities. 4. Talk about tv programs and films. <p>Grammar awareness:</p> <ul style="list-style-type: none"> - Using a range of connectives. - Using ser and estar. - Using stem-changing verbs. - Using adjectives of nationality. 	<ol style="list-style-type: none"> 1. Talk about what you usually do. 2. Talk about sports. 3. Talk about what's trending 4. Discuss different types of entertainment. 5. Talk about who inspires you. <ul style="list-style-type: none"> - Using suelo + infinitive. - Using the perfect tense. - Using algunos/ otros/ muchos/ demasiados.

Head of Department: Mr T. Graham

Students will develop their knowledge of all 8 set works in the Edexcel GCSE Music in detail.

Students will work on both their solo & ensemble performance repertoire.

Students revise their composition skills and then aim to complete a draft 'Free Composition'

	Autumn 1	Autumn 2
Focus/Context for Learning	<p>SW1: Brandenburg – Level 1 analysis SW4: Killer Queen – Level 1 analysis</p> <p>Solo Instrument Study</p> <p>Composition Techniques 1-6 revision Composition Technique 7: Music structures & forms</p>	<p>SW6: Star Wars – Level 1 analysis SW7: Release – Level 1 analysis</p> <p>Solo Instrument Study</p> <p>Composition Technique 8: Composing with expression: articulation & dynamics</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p>SW2: Sonata No8 – Level 1 analysis SW3: Music for a While – Level 1 analysis</p> <p>Ensemble Instrument Study Planning a 'Free Composition'</p>	<p>SW5 Defying Gravity – Level 1 analysis SW8 Samba em Preludio – Level 1 analysis</p> <p>Ensemble Instrument Study 'Free Composition' starting ideas draft submission & written account</p>
	Summer 1	Summer 2
Focus/Context for Learning	<p>SW1: Brandenburg – Level 2 detailed analysis SW4: Killer Queen – Level 2 detailed analysis</p> <p>Solo Instrument Study</p> <p>'Free Composition' second draft submission & written intentions for the complete work</p>	<p>SW6: Star Wars – Level 2 detailed analysis SW7: Release – Level 2 detailed analysis</p> <p>Solo Instrument Study</p> <p>Composition Technique 8: Composing with expression: articulation & dynamics</p>

Head of Department: Mr S. Henderson

In GCSE PE we follow the OCR syllabus which comprises 40% practical and 60% theory. Pupils will be taught in a variety of practical and theory lessons. Theoretical topics studied include Skeleton, Muscles, Fitness training, drugs in sport, sponsorship and media. In practical lessons pupils are introduced to a variety of activities, improving their skills and tactical awareness.

	Autumn 1	Autumn 2
Focus/Context for Learning	<p>1.1a The structure and function of the skeletal system</p> <p>1.1b The structure and function of the muscular system</p> <p>1.1c Movement analysis</p>	<p>1.1d The cardiovascular and respiratory systems</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p>1.1e The effects of exercise and the body systems</p> <p>2.1c Ethical and socio-cultural issues in physical activity and sport</p>	<p>2.2 Sport psychology</p>
	Summer 1	Summer 2
Focus/Context for Learning	<p>GCSE Coursework Focus – practical and theory</p>	<p>Recap on previous topics covered throughout the year</p>

Head of Department: Mr S. Henderson

Physical education is compulsory for all Year 10 students. Emphasis is placed on recreational and sporting activities for personal enjoyment and fitness as well as promoting and developing high levels of skill in particular sports. Students have the opportunity to participate in Badminton, Athletics, Cricket, Tennis, Handball, Basketball, Football, Rugby, and Health Related Fitness.

The core Physical Education programme aims to build upon many of the activities covered in Key Stage 3, in order to develop the depth of understanding which would allow the student to continue to enjoy that activity once they leave school.

	Autumn 1	Autumn 2
Focus/Context for Learning	Basketball/Handball: More time is devoted to pupils developing skills under the tutelage of their peers. Pupils are taught how to design skill based warm ups and how to officiate.	Badminton: Pupils should be at a stage to independently use a range of badminton shots to outwit an opponent. Taking part in whole class tournaments and competition. Games should be pupil led throughout the activity. Table Tennis: More time is allocated to allow pupils to take part in tournaments and matches organised in lessons. The pupils will also have the opportunity to officiate for a large portions of the unit.
	Spring 1	Spring 2
Focus/Context for Learning	Health Related Fitness: Students have time to design and execute their own fitness activities based on the components and methods learned in previous years. Sport specific fitness lessons are a feature in this unit. Recording and measuring data in lessons to monitor performance is also a feature.	Rugby: The full sided game of 15 a side rugby forms a large part of this unit. 8 player scrums are taught complemented by a full back line. Position specific duties are taught in greater depth.
	Summer 1	Summer 2
Focus/Context for Learning	Athletics: Pupils will have a thorough knowledge of the rules which apply to each jump, run and throw. They will be able to measure and officiate within lessons in paired and group activities.	Cricket: Pupils are allowed to play the game in the traditional form with overs etc. where time allows. They are able to learn how to umpire at the bowlers end and behind the stumps. More groups will have access to the hard ball game.

	Autumn 1	Autumn 2
Focus/ Context for Learning	<u>5.1 Social influence</u> 5.1.1 Know the terms. 5.1.2 Understand factors affecting bystander intervention. 5.1.3 Understand conformity to majority influence and factors affecting conformity to majority influence. 5.1.4 Understand obedience to authority and factors affecting obedience to authority figures. 5.1.5 Understand the behaviour of crowds and the individuals within them and the effect of collective behaviour.	<u>5.1 Social influence</u> 5.1.6 Understand possible ways to prevent blind obedience to authority figures. 5.2 Studies Understand the aims, procedures, and findings (results and conclusions), strengths and weaknesses of: 5.2.1 Piliavin et al (1969) Good Samaritanism: An Underground Phenomenon? 5.2.2 Haney, Banks, and Zimbardo (1973) 5.3 Issues and debates 5.3.1 Understand social and cultural issues in psychology
	Spring 1	Spring 2
Focus/ Context for Learning	<u>7.1 The self</u> 7.1.1 Understand the concepts of the self and self-concept, including: Lewis (1990) a. existential self b. categorical self Rogers (1959) c. self-image d. self-esteem e. ideal self f. self-actualisation g. congruence h. incongruence. 7.1.2 Understand the role of identity and free will in the development of self, including strengths and weaknesses of each theory: a. Erikson (1959) the eight stages of identity development b. Baumeister (2008) the consequence of belief in free will. 7.1.3 Understand the Humanistic Theory of Self, including strengths and weaknesses of each theory: a. humanistic explanations of the development of self-esteem b. humanistic explanations of the development of personality Rogers (1951) c. conditional positive regard d. unconditional positive regard e. conditions of worth f. congruence g. incongruence h. Maslow (1943) hierarchy of needs.	<u>7.1 The self</u> 7.1.4 Understand the role of internal and external influences on the self and self-esteem, including: a. temperament b. experience. 7.1.5 Understand how personality can be measured, including: a. personality scales b. personality types 7.1.6 Understand the use of trait theory as a measure of personality, including strengths and weaknesses of trait theory: a. Allport (1936) cardinal, central and secondary personality traits b. Cattell (1946) 16PF personality factor assessment. 7.2 Studies Understand the aims, procedures and findings (results and conclusions), strengths.
	Summer 1	Summer 2
Focus/ Context for Learning	<u>6.1 Criminal psychology</u> 6.1.1 Understand learning theories as an explanation of criminality, including strengths and weaknesses of each theory. 6.1.2 Understand biological explanations of criminality, including personality types (Eysenck, 1964), to include strengths and weaknesses of the theory. 6.1.3 Understand the effects of punishments on recidivism, including strengths and weaknesses of each punishment.	<u>6.1 Criminal psychology</u> 6.1.4 Understand two treatments to rehabilitate and reduce criminal and antisocial behaviour and increase pro-social behaviour, including strengths and weaknesses of each treatment: a. token economy programmes b. anger-management programmes. 6.2 Studies Understand the aims, procedures and findings (results and conclusions), strengths and weaknesses of: 6.2.1 Bandura, Ross and Ross (1961) 6.2.2 Charlton et al (2000)

Religious Education



	Autumn 1	Autumn 2
Focus/Context for Learning	Catholic Christianity-Practices The Sacramental Nature of Reality Liturgical Worship The Funeral Rite Prayer	Catholic Christianity-Practices Forms of Popular Piety Pilgrimage Catholic Social Teaching Catholic Mission and Evangelism
	Spring 1	Spring 2
Focus/Context for Learning	Catholic Christianity-Beliefs and Teachings The Trinity The Trinity in the Bible Creation Creation and the Nature of Humanity	Catholic Christianity-Beliefs and Teachings The Incarnation The Paschal Mystery The Significance of the Paschal Mystery Eschatology
	Summer 1	Summer 2
Focus/Context for Learning	Catholic Christianity- Sources of Wisdom and Authority The Bible Interpretation of the Bible The Magisterium The Second Vatican Council The Church as the Body of Christ The Four Marks of the Church Mary as a Model of the Church Personal and Ethical Decision Making	Catholic Christianity- Sources of Wisdom and Authority The Church as the Body of Christ The Four Marks of the Church Mary as a Model of the Church Personal and Ethical Decision Making

Head of Department: Ms H. Clarke

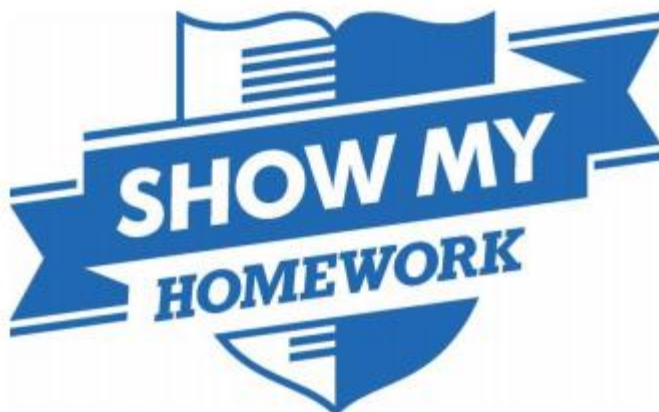
For Science to be a department of excellence, collaboration, motivation and engagement.

Every child is entitled to a good education and we are committed in ensuring all pupils make greater than expected progress across all Key Stages, by developing scientific enquiry, numeracy and literacy through practical activity and outstanding teaching.

Learning is our priority.

	Autumn 1	Autumn 2
Focus/Context for Learning	<u>Separate Science</u> Digestive system & Enzymes Atomic structure Bonding structure and the properties of matter	<u>Separate Science</u> Organs Forces
	<u>Combined Science</u> Digestive system & Enzymes Atomic structure Bonding structure and the properties of matter	<u>Combined Science</u> Photosynthesis Forces Organic chemistry
	Spring 1	Spring 2
Focus/Context for Learning	<u>Separate Science</u> Organic chemistry Heart, lungs, blood and respiration	<u>Separate Science</u> Electro-magnetism Chemical changes (Y2)
	<u>Combined Science</u> Interdependence Electromagnetism	<u>Combined Science</u> Chemical analysis Biodiversity
	Summer 1	Summer 2
Focus/Context for Learning	<u>Separate Science</u> Inheritance	<u>Separate Science</u> Quantitative chemistry & Chemical analysis
	<u>Combined Science</u> Revision and Practical skills	<u>Combined Science</u> Revision and Practical skills

Show My Homework Parent Guide



We use Show My Homework because...

Show My Homework is a simple homework calendar the school uses to ensure homework is set and communicated with parents across the school. Teachers can use it to set homework quickly and ensure students and parents always have the information they need about homework available via the Web, Mobile and Tablet devices.

We believe that homework is important because good quality homework supports learning in school. It also:

helps to develop independent study skills

encourages students to realise that learning can, should and does occur outside of school

reinforces the partnership between home and school and enables parents to have a stake-holding in their child's learning

significantly extends the learning hours and learning opportunities available to students.

encourages students to see their family, home and community resources as sources of information, ideas & encouragement

Show My Homework



As a school, we will support students by...

making available accommodation such as the school library and ICT rooms on a regular basis, at break and lunchtime

opening and staffing the Library before and after school wherever possible,

providing a daily homework club in the SEN department with assistance if and when required

offering students studying for exams the opportunity to complete homework at school in Study Zone

Students should...

listen to homework instructions in class

visit smhw via the school website

download the apple or android app if they have a smart phone to see their homework

copy down instructions for the task and the deadline date into their journal if this has been requested by the teacher

ensure that homework is complete and handed in to meet the deadline

attempt all work and give their best

inform the class teacher of any difficulties

Class Teachers should...

ensure that homework is set on Show My Homework for all classes

give full and comprehensive instructions

set deadlines for completed work and ensure that they are met.

ensure students are given feedback on their homework in a timely manner

provide help and support where necessary

The role of parents is crucial if a child is to gain success from homework.

To reinforce its value through positive feedback will give students the confidence to persevere, work hard and reach high standards of achievement. Parents can assist by...

making it clear to their child that they value homework and believe it is important in ensuring best progress at school

taking an interest in homework tasks and encouraging their child to give their best

accessing Show My Homework regularly, or using the mobile device app, to track the homework being set

provide, as far as possible, a suitable working environment in which homework can be undertaken successfully

negotiating with the student when homework is to be done as a student's free time is important too

checking the time spent on individual tasks

ensuring that outside clubs do not hamper a child's quality of work and put a child under undue pressure

checking presentation and content of all homework being returned to school

providing the school with information about any problems through the school planner or by contacting the school directly

Parents need a PIN to access their child's details on Show My Homework. These have been sent in the post to all parents.

To request a copy of the letter with PIN and login details, please e-mail enquiries@sta.islington.sch.uk giving your child's full name and tutor group.

Online Learning Apps



Many departments in the school have invested in online learning apps to take advantage of the excellent range of resources available to our students. These are extremely useful to build student's knowledge which can allow them to get ahead, catch up or revise. Some apps enable students to access the course textbook at home (e.g. Kerboodle) which provides a useful resource when completing homework or revising. Others enable students to test themselves on knowledge to build their retention and prepare for assessments.

All Apps can be accessed by going through the Student Hub on the school website.

Using GO 4 Schools, you will be able to view your child's progress online and access the following information at any time:

- **Timetable** – Your child's daily and weekly timetable
- **Attendance** – Shown from the start of the academic year
- **Progress Reports** – Assessment point reports which are published 2 times a year
- **Behaviour information** – A summary of positive and negative events, plus any managed detentions your child has been issued

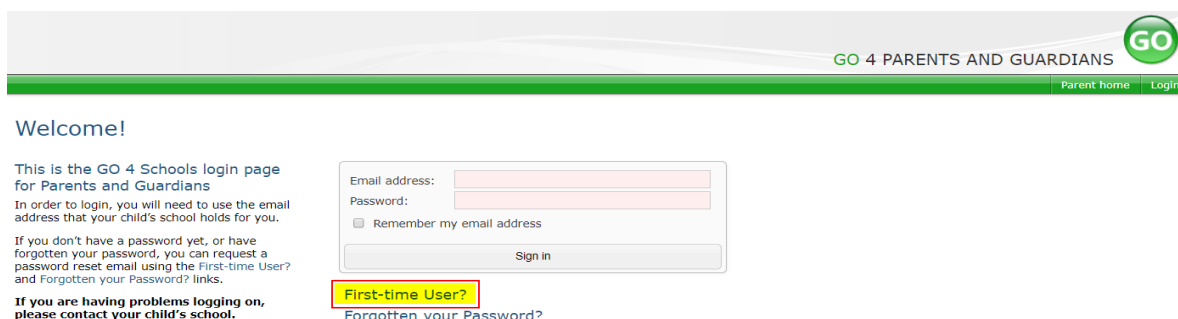
Your child's page is constantly updated, providing you with the latest information.

You will also have access to this information via a mobile app. Additional help documents for the Mobile App are available to parents and more information can be found at <http://www.go4schools.com/MobileApp.aspx>.

Accessing your Go 4 Schools Account

To access the site, please go to www.go4schools.com and click on the Parents icon at the top of the main page to arrive at the log-in screen. The email address you use to enter the site must be the one we have registered for you on our school system.

To request a password for GO 4 Schools, please click on the 'First-time User' link shown below.



Welcome!

This is the GO 4 Schools login page for Parents and Guardians

In order to login, you will need to use the email address that your child's school holds for you.

If you don't have a password yet, or have forgotten your password, you can request a password reset email using the First-time User? and Forgotten your Password? links.

If you are having problems logging on, please contact your child's school.

Email address:

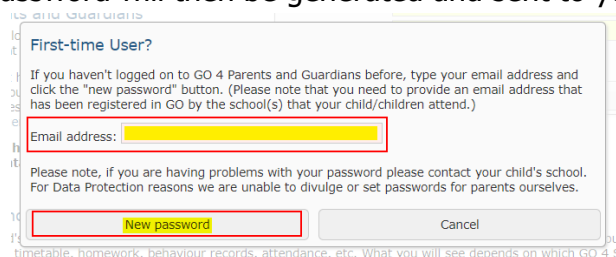
Password:

☐ Remember my email address

[First-time User?](#)

[Forgotten your Password?](#)

Then enter your email address into the First-time User 'Email address' field and click 'New password'. A randomised password will then be generated and sent to your email address.



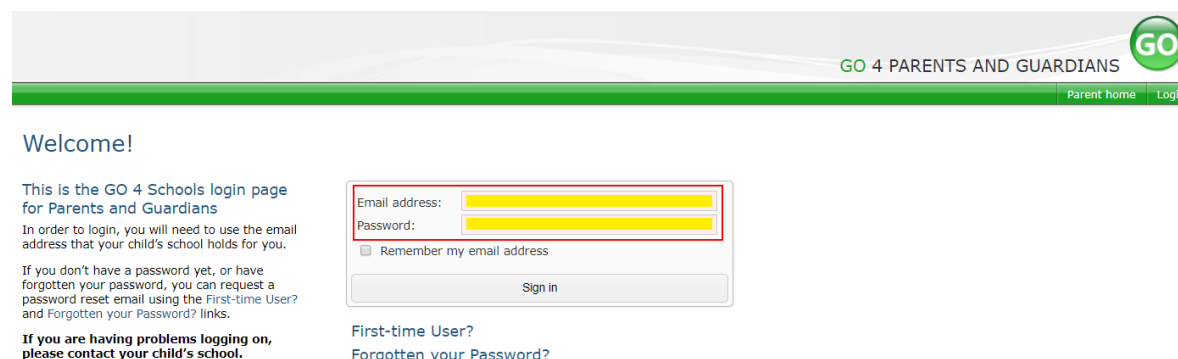
First-time User?

If you haven't logged on to GO 4 Parents and Guardians before, type your email address and click the "new password" button. (Please note that you need to provide an email address that has been registered in GO by the school(s) that your child/children attend.)

Email address:

Please note, if you are having problems with your password please contact your child's school. For Data Protection reasons we are unable to divulge or set passwords for parents ourselves.

You will then be able to log into the site using your email and generated password then view your child's page using the parent and guardian login page, shown below.



Welcome!

This is the GO 4 Schools login page for Parents and Guardians

In order to login, you will need to use the email address that your child's school holds for you.

If you don't have a password yet, or have forgotten your password, you can request a password reset email using the First-time User? and Forgotten your Password? links.

If you are having problems logging on, please contact your child's school.

Email address:

Password:

☐ Remember my email address

[First-time User?](#)

[Forgotten your Password?](#)



Once logged in, what will you see?

GO 4 PARENTS AND GUARDIANS

Logged in as: Mrs M Adams | Parent home | **My Inbox** | My settings | Logout

Mrs M Adams

Click on your child's name below to view their current progress.

Chloe ADAMS

George ADAMS

Sophie ADAMS

Timetable

Timetable

Timetable

Click 'Timetable' to view the child's timetable.

Click the child's name to view their full GO 4 Schools profile.

Click here to access the online inbox.

Click here to access you 'My settings' page to change your password or update your email notification preferences.

Parent home view
When you log in you will see names of your children that attend the school.

GO 4 PARENTS AND GUARDIANS

Logged in as: Mrs M Adams | Parent home | My Inbox | **My settings** | Logout

ADAMS, Sophie - Year 11 (Current)

Click these quick links to access unread progress reports.

Click these quick links to access information about your child from previous academic years.

Click these quick links to jump to a particular section of information. You can also quickly view 'managed detention' information by clicking here.

There are unread progress reports for this student:
22 Oct 2018
07 Nov 2018

2019 (Current Year 11), 2018 (Year 10), 2017 (Year 9), 2016 (Year 8), 2015 (Year 7)

Today's timetable, ongoing and recent homework tasks, academic Mentorings, detailed progress, attendance, behaviour, progress and reports, key grades/levels achieved

There are managed detentions coming up

Clicking a child's name will display the information held in GO 4 Schools about them. The top of the page give you these quick links.

At a glance

This is a quick overview of your child's current progress against their target grades for each subject. A value of zero indicates that your child is on target, a negative value indicates below target and a positive value indicates above target

At a glance ?

Residuals: Grade

Subject	Residual	Category
Design & Technology	-0.67	Below target
English Language	no data yet	
English Literature	+0.67	On target
French	+0.33	On target
History	+1.67	Above target
Maths	-1.67	Well below target
Physical Education	-0.33	Below target
Religious Studies	+1	Above target
Science	-1.33	Well below target

Well below target

Below target

On target

Above target

25



Attendance Data

This information is always shown up to the previous day. Full attendance information, including weekly attendance figures, can be viewed by clicking the 'view detailed attendance link' shown in the yellow box.

Attendance

[View detailed attendance record](#)

Attendance	100.00%	<div><div></div><div>Attendance</div></div> <div><div></div><div>Authorised absences</div></div> <div><div></div><div>Unauthorised absences</div></div> <div><div></div><div>Unknown marks</div></div>
Authorised absences	0	
Unauthorised absences	0	
Unknown marks	0	
Possible sessions	74	

Detailed Progress

This table shows the current levels in each subject. Also included is the target grade and colour coding to inform of progress.

Detailed progress

Subject	Year 7 Baseline	EoY 9 TARGET	Current Grade	Mark sheet summary
English Language Ms S Chambers	102	3H	2H (36%)	Assessment Point 2H
English Literature Ms S Chambers	-	3H	2M (33%)	Assessment Point 2M
Geography G Briody	-	3H	3M (42%)	Assessment Point 3M
Graphic Products Mr L Northey	-	3H	2H (36%)	Assessment Point 2H
Head of Year Comments Ms A Gamba	-	-	-	
Maths Ms K Royston	98	3L	1M (24%)	Assessment Point 1M
PE BTEC Mr C Simpson View subject description	-	-	-	Unit 1 (external assessment) Fitness for Sport and Exercise - Unit 2 Practical Sports Performance - Unit 3 Applying the Principles of Personal Training - Unit 6 Leading Sports Activities -

Behaviour Data

This will give you an overview of positive and negative behaviour pointes.

Attendance	91.91%
Registration group	10P (Mr A Emsley)
Positive behaviour points	83
Negative behaviour points	-9
More	

[View full profile](#)

Daily Timetable

You can click the 'View full timetable' link to view the full week timetable for your child or click for more detailed information on your child's daily timetable including timings and teachers.

Today's timetable

Tu	08:50 Tutorial 116/Tu Dr A ARMSBY CONNEL	09:15 Mathematics 11n/Ma1 Mrs T TWEEDIE	10:15 Biology 11NT/BI Mr A AL-ADELI	11:20	11:40 French 11Z/Fr1 Miss A AKANOVA	12:40	12:40 Geography 11Y/Gg1 Mrs L LALONDE	14:20	14:20 French 11Z/Fr1 Miss A AKANOVA	15:20
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[View full timetable](#)

Progress Reports

This shows grades for your child as they were captured by reports and compares them against current grades. At the bottom of each report column you can access a report by clicking the 'View report' link. You can then also download and print copies of the reports which will be available for the whole of the year.

Progress and reports

Subject	07 Nov 2018	14 Dec 2018	19 Jun 2019	Current Grade
English Language	-	-	2H	2H
English Literature	-	2H	-	2M
Geography	-	2L	3M	3M
Graphic Products	-	2L	2H	2H
Maths	-	1L	1M	1M
PE BTEC	-	-	-	-
Physical Education	-	-	-	2H
Religious Studies	-	2H	3M	3M
Science	-	3L	4H	4H
Attendance	100.00%	98.46%	99.08%	99.10%
	View report	View report	View report	

Communication Settings

By clicking on "My settings" it will allow you to set whether you receive email notifications from GO 4 Schools, as well as show you the default setting the school has set.

My settings

Your login email address is:

Homework

The below table defines the global school settings and if any, the year group settings.

Scope	Email	Notification
School	Enabled	Enabled

Automatic daily summaries of homework are sent every evening after 16:00.

Scope	Email	Notification
Default	Enable ▼	Enable ▼

Behaviour

The below table defines the global school settings and if any, the year group settings.

Scope	Email	Notification
School	Enabled	Enabled

Automatic daily/weekly summaries of behaviour are sent every evening after 18:00, as configured.

Scope	Email	Notification
Default	Enable ▼	Enable ▼

Behaviour update emails

How often should we send you email updates about behaviour events?

[By default \(emails will be sent Weekly\) ▼](#)

If you do not wish to receive updates about your child's behaviour please contact your child's school.

We will send updates only if new events have been recorded by Demonstration School.

[Save](#)

Notes



Notes



Notes



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