Year 9 Curriculum Booklet

St Aloysius' College
2019/2020

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Introduction

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 off.

- 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.

S Kisten
Assistant Headteacher – Curriculum & Outcomes

Art

Head of Department: Mr D. Doherty

The course follows a three-year syllabus that encompasses the four criteria of the GCSE exam, in a variety of media. Pupils work on a three-module format that is designed to encourage an understanding of the development of art, linking in aspects of the modern world, through social, political and historical issues. The course begins as an in depth skill based programme which enables students to become more confident in a range of artistic techniques. Experimentation is key to the course and students develop their ideas and knowledge of artists through sketchbook and independent study. The course is designed to provide students with all the requisite skills and knowledge necessary to become A level students and to pursue an artistic career.

	Autumn 1	Autumn 2
Focus/Context for Learning	Week: 1. Introduction to Fashion 2. Research Designers 3. Observation drawing 4. Work on Artist's style 5. Final Piece 6. Final Piece 7. Enrichment	Week: 1. Research-Kente Cloth 2. Experimentation (e.g. collage, pastels) 3. Final piece: Pattern design 4. Christmas Art Exam week 5. Christmas Exam 6. Enrichment 7. Enrichment

	Spring 1	Spring 2
Focus/Context for Learning	Week: 1. Introduction to Architecture 2. Research on Architects 3. Perspective drawing 4. Development & experimentation 5. Final Piece 6. Enrichment	Week: 1. Research on landscape & Architecture 2. Investigate artists 3. Development and experimentation 4. Final Piece 5. Test/AfL: Peer and Self-assessment 6. Enrichment

	Summer 1	Summer 2
Focus/Context for Learning	Week: 1. Introduction to London Life 2. Research on Artists 3. Development and experimentation (collage/pastels/ICT) 4. Test/Afl: Peer and self-assessment 5. Enrichment	Week: 1. Work on Artist's style 2. Final Piece – London Life 3. Summer Art Exam week 4. Summer Exam 5. Enrichment 6. Enrichment 7. Enrichment

Business Studies

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	**1.1 Enterprise and entrepreneurship** 1.1.1 The dynamic nature of business 1.1.2 Risk and reward 1.1.3 The role of business enterprise *Mini research project* Entrepreneurs Innovation and invention Chindogu	**1.2 Spotting a business opportunity** 1.2.1 Customer needs 1.2.2 Market research *Mini research project*

	Spring 1	Spring 2
Focus/Context for Learning	1.2.3 Market segmentation 1.2.4 The competitive environment **1.3 Putting a business idea into practice** 1.3.1 Business aims and objectives	**1.3 Putting a business idea into practice** 1.3.2 Business revenues, costs and profits 1.3.3 Cash and cash-flow 1.3.4 Sources of business finance

	Summer 1	Summer 2
Focus/Context for Learning	**Topic 1.4 Making the business effective** 1.4.1 The options for start-up and small businesses 1.4.2 Business location 1.4.3 The marketing mix *Mini research project*	**Topic 1.4 Making the business effective** 1.4.4 Business plans **Topic 1.5 Understanding external influences on business** 1.5.1 Business stakeholders 1.5.2 Technology and business *Mini research project*

Computer Science

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.

	Autumn 1	Autumn 2
Focus/Context for Learning	A. Programming techniques B. Analysis C. Design D. Development E. Testing F. Evaluation Conclusions	A. Introduction to SQL B. Python Programming

	Spring 1	Spring 2
Focus/Context for Learning	A. Algorithms B. Programming techniques & Producing robust programs C. Computational logic D. Translators and facilities of languages & Revision Data representation	A. Data Representation • Storage Units & Binary • Binary arithmetic and Hexadecimal B. ASCII and Unicode Images, Sound and Compression

	Summer 1	Summer 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	A. Ethical, legal, cultural and environmental concerns

Design & Technology

Head of Department: Mr E. Frazer

GCSE Design and Technology is a new specification which combines the creative iterative design process and practical making skills necessary to realise a commercial product.

In Year 9, students develop their theoretical skills and are encouraged to design and make creative and original products in a variety of practical activities, using a range of materials and techniques.

Students are assessed using the GCSE NEA assessment criteria provided by the exam board.

	Autumn 1	Autumn 2
Focus/Context for Learning	**Project: Mini NEA Project.** • Role of the client, user, designer and Manufacturer • Market Pull and Technology Push 3.1.6 Materials and their working properties 3.3.4 Design strategies 3.3.5 Idea generation and development techniques 3.1.5 Mechanical devices • Modelling techniques • Types of joints	**Continuation of projects and theory:** • Manufacturing • Quality Assurance and Control 3.2.9 Surface treatments and finishes 3.1.3 New and Smart materials 3.3.10 Specialist tools and equipment 3.3.11 Specialist techniques and processes • Scale of Production

	Spring 1	Spring 2
Focus/Context for Learning	**Project: Furniture modelling** Design a seating solution The project is designing without having to make and is intended to be 'innovative' designing. • Investigate the work of a designer or company • Types and properties of paper and card. • Forces and stresses – ways to reinforce materials	**Furniture modelling continued:** • Scaled modelling • Modelling materials **Plastics and Properties** • Thermo & Thermosetting • Forming Processes – Injection moulding; Vacuum forming; Blow moulding & Extrusion • Plastics adhesive and finishes

	Summer 1	Summer 2
Focus/Context for Learning	**Project: Environmental Project (Clock/Context to be decided)** • Environment – pollution, global warming • Sustainability – finite/non-finite • Product analysis and evaluation • The six R's • Analysing the design context • Sketching, 2D, 3D drawing • Development using SCAMPER	**Environmental Project** • Modelling – using card • Iteration • 3.1.1 New and emerging technologies • Fabricate and construct a high quality prototype. • Commercial processes • Surface treatments and finishes

English

Head of Department: Ms E. Doorly

	Autumn 1	Autumn 2
Focus/Context for Learning	**Shakespeare's Romeo and Juliet:** • Close analysis, exploration and evaluation • R&J inspired creative writing tasks EXAMINED: 1. LITERATURE PAPER 1, SECTION A (1 HOUR) 2. LANGUAGE PAPER 1, SECTION B (1 HOUR)	**Shakespeare's Romeo and Juliet:** • Close analysis, exploration and evaluation • R&J inspired creative writing tasks EXAMINED: 1. LITERATURE PAPER 1, SECTION A (1 HOUR) 2. LANGUAGE PAPER 1, SECTION B (1 HOUR)

	Spring 1	Spring 2
Focus/Context for Learning	**Stevenson's Strange Case of Dr Jekyll and Mr Hyde:** • Close analysis, exploration and evaluation EXAMINED: 1. LITERATURE PAPER 1, SECTION B (1 HOUR) 2. LANGUAGE PAPER 2, SECTION B (1 HOUR)	**Stevenson's Strange Case of Dr Jekyll and Mr Hyde:** • Close analysis, exploration and evaluation EXAMINED: 1. LITERATURE PAPER 1, SECTION B (1 HOUR) 2. LANGUAGE PAPER 2, SECTION B (1 HOUR)

	Summer 1	Summer 2
Focus/Context for Learning	**AQA Poetry Anthology:** • Close analysis, exploration and evaluation EXAMINED: ANY TWO OF THE FOLLOWING: 1. LIT P1, SECTION A 2. LIT P1, SECTION B 3. LIT P2, SECTION B 4. LANG P1, SECTION B 5. LANG P2, SECTION B	**AQA Poetry Anthology:** • Close analysis, exploration and evaluation EXAMINED: ANY TWO OF THE FOLLOWING: 1. LIT P1, SECTION A 2. LIT P1, SECTION B 3. LIT P2, SECTION B 4. LANG P1, SECTION B 5. LANG P2, SECTION B

Geography

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	**The Challenges of Natural Hazards** • Tectonic Hazards (volcanoes, earthquakes, tsunamis) • Weather Hazards (tropical storms, extreme weather in the UK)	**The Challenges of Natural Hazards** • Climate Change (causes, effects and management strategies)

	Spring 1	Spring 2
Focus/Context for Learning	**Urban Issues and Challenges** • Urban growth creates opportunities and challenges for cities in LICs and NEEs • Case Study NEE – Rio de Janeiro, Brazil	**Urban Issues and Challenges** • Urban change in cities in the UK leads social, economic and environmental opportunities and challenges • Case Study - London

	Summer 1	Summer 2
Focus/Context for Learning	**Urban Issues and Challenges** • Urban sustainability (energy, water) • Case Study – Stratford and East Village	**UK Physical Landscapes: Rivers** • Fluvial Processes • Landforms of erosion and deposition

History

Head of Department: Mrs G. Rimmer

During this year, you will begin to study for your GCSE History. The course begins with an overview of the 20th Century world and the rapid changes that took place before starting an in depth study of The USA.

	Autumn 1	Autumn 2

Focus/Context for Learning	**Unit 1**
	
	• The causes of World War 2:
	• The Treaty of Versailles
	• The League of Nations
	   – The rise of the Nazis and the establishment of the Nazi dictatorship.
	   – Appeasement
		Unit 2 - WW2 to include:
		
		• Blitzkrieg
		• The Home Front
		• Operation Barbarossa
		• Pearl Harbor
		• A study in depth of one area of war
		• DDay

	Spring 1	Spring 2
Focus/Context for Learning	**The Holocaust** • This study will include a visit to Belsize Park Synagogue • The Cold War: How and why did the USA and the USSR fall out after WW2	**Unit 4** • America 1920-1973: • Opportunity and Inequality • The 1920s • Why was there an economic boom in the 1920s? • Why was Henry Ford so important?

	Summer 1	Summer 2
Focus/Context for Learning	**America continued.** • Why didn't everybody benefit from the boom? • Social and Cultural developments in the USA: • The Roaring 20s • How was life changing for women in the 1920s? • What was Prohibition and why did it fails?	**A land of Opportunity?** • The experience of Black Americans in the 1920 • The Ku Klux Klan • The Red Scare • Why were Sacco and Vanzetti executed? • What was the Wall Street Crash and why is it important?

Mathematics

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**

Media Studies

Head of Department: Ms L. Singleton

	Autumn 1	Autumn 2
Focus/Context for Learning	**Introduction to Media Studies and Theoretical Framework** • Understanding how to analyse Media products using the four key concepts - Media Language, Representation, Audience and Industries **Component 1A – Newspaper front covers (Language)** • Analysing the first set products – *The Guardian* and *The Sun* newspaper front covers	**Component 1A – Magazine covers** • Studying the two magazine cover set products – *Pride* and *GQ* – in terms of Media Language and Representation, and starting to practise GCSE style questions **Intro to practical work – Photoshop magazine covers** • Using knowledge of magazine cover conventions to create media products, developing Photoshop skills

	Spring 1	Spring 2
Focus/Context for Learning	**Component 1B – Film marketing** • Exploring the set product Spectre film website in terms of Audience and Industries **Component 1A Film Marketing** • Analysing the set products *Spectre* and *The Man With The Golden Gun* film posters, in terms of Media Language and Representation	**Continuation of Film Marketing with Practical Work – Film** • Further development of practical skills and theoretical knowledge through creating film posters

	Summer 1	Summer 2
Focus/Context for Learning	**Component 1B – Videogame** • Analysing the set product *Pokemon Go*, in terms of Industries and Audience	**Component 1B – Newspapers (Industries and Audience)** • Exploring the set product The Sun newspaper, with a focus on Industries and Audience

MFL: French

Head of Department: Mr D. Gaye

	Autumn 1	Autumn 2
Focus/Context for Learning	• Module 1 Qui suis-je? Identity and culture • 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	• Describing a night out with friends • Using the perfect tense • Talking about life when you were younger • Using the present and perfect tenses together • Discussing role models

	Spring 1	Spring 2
Focus/Context for Learning	• Module 2: Le temps des loisirs: Identity and culture • 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	• Talking about your life online • Using the comparative • Talking about books and reading • More practice of the imperfect tense • 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	• Module 3; Identity and culture • Talking about food and meals • Discussing and shopping for clothes • Describing your daily life • Using pouvoir and devoir • Using quel(s)/ quelle(s) and ce/ cet/cette/ces • Describing festivals and traditions • Asking questions using est-ce que..? and qu'est-ce que…?	• Talking about food for special occasions • Using the pronoun en • Using the polite language • Asking questions in the Tu and Vous forms • Using the present and near future tenses

MFL: Spanish

Head of Department: Mr D. Gaye

Autumn 1	Autumn 2
Focus/Context for Learning	
• Where you went on holiday. Using the preterite. • Holidays and weather. Irregular verbs in the preterite. • Accommodation. The imperfect tense. • Bookings and complaints. Verbs with 'usted'.	• Personal information and means of transport. • Present tense and adjectives of opinion. • Planning a day out. • Near future. • Visiting a city and festivals. • Present and preterite tense.

Spring 1	Spring 2
Focus/Context for Learning	
• Yourself and your family. • Possessive adjectives. • *Ser* and *Estar*. • Relationships and character traits. • Making plans. Near future.	• Part-time jobs. • *Tener que* + infinitive. • Work experience. • Preterite and imperfect tense. • Future plans. • Expressing the future in various ways.

Summer 1	Summer 2
Focus/Context for Learning	
• Keeping fit. • Preterite and near future tenses. • Advice on lifestyle. • Conditional tense of *deber*. • Issues facing young people. • Near future tense.	• Hobbies and pocket money. • Conjugated verbs and infinitives. • New technology. • Comparatives.

Music

Head of Department: Mr T. Graham

Creating music as both a composer & performer is at the heart of all learning intentions. We encourage our learners to engage with this philosophy by participating in the wider context of the music curriculum, through involvement in our 'Music Extra Curricular Program' of which we pride ourselves in both the diversity and inclusive approaches for all children.

	Autumn 1	Autumn 2
Focus/Context for Learning	**GCSE Skill Building: Rhythm & Notation** • Rhythm notation & melody composition • Developing ideas: repetition & variation • Pitch notation: learning to perform from a score • Logic Pro introduction skills • Practical: Logic sequencing work • Written: Analysing skills	**GCSE Skill Building: Chords & Scales** • Major & Minor scales & keys • Chord formulae • Chord sequences & modulation • Logic Pro composition skills • Practical: Ensemble performance & Logic Composition • Written: All the theory Covered

	Spring 1	Spring 2
Focus/Context for Learning	**Edexcel GCSE Music - Area of Study 2: Vocal Music (Set work: Killer Queen by Queen)** • Introduction to exam board specifications & Areas of Study • Detailed analysis of the set work • Analysis of the 'wider' repertoire – similar but unfamiliar pieces	**Edexcel GCSE Music – Area of Study 1: Instrumental Music 1700-1820 (Set work: Brandenburg Concerto by JS Bach)** • Detailed analysis of the set work • Analysis of the 'wider' repertoire – similar but unfamiliar pieces

	Summer 1	Summer 2
Focus/Context for Learning	**Edexcel GCSE Music - Area of Study 3: Music for Stage and Screen (Set work Star Wars theme)** • Detailed analysis of the set work • Analysis of the 'wider' repertoire – similar but unfamiliar pieces	**Edexcel GCSE Music – Area of Study 4: Fusions (Set work: Release by Afro Celt Sound System)** • Detailed analysis of the set work • Analysis of the 'wider' repertoire – similar but unfamiliar pieces

PE (GCSE)

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	1.2a Components of fitness	1.2b Applying the principles of training

	Spring 1	Spring 2
Focus/Context for Learning	2.3 Health fitness and well-being	1.2c Preventing injury in physical activity and training

	Summer 1	Summer 2
Focus/Context for Learning	2.1a Engagement patterns of different social groups in physical activities and sports	2.1b Commercialisations of physical activity and sport

PE

Head of Department: Mr S. Henderson

In year 9 all students will participate in one double lesson per week. They will undertake the following activities at Key Stage 3 where the primary focus will developing knowledge and skills and cardiovascular fitness across a range of activities. The national curriculum forms the foundation of the schemes of work and all some of the boys are put into ability groups.

	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.

Psychology

	Autumn 1	Autumn 2
Focus/ Context for Learning	**DEVELOPMENT** • Early brain development. • The role of education and intelligence, including Piaget's Theory of Cognitive Development, and the four stages of cognitive development. • The effects of learning on development using Carol Dweck's mind-set theory.	**DEVELOPMENT** • The effects of learning on development using • Daniel Willingham's learning theory. • The aims, procedures and findings (results and conclusions), strengths and weaknesses of: Piaget and Inhelder (1956) Three mountains task & Gunderson et al. (2013) • Understand morality issues in psychology and the individual.

	Spring 1	Spring 2
Focus/ Context for Learning	**THE BRAIN AND NEUROPSYCHOLOGY** • The structure and function of the brain. • The lateralisation of function in the hemispheres, • Neurons and synapses.	**THE BRAIN AND NEUROPSYCHOLOGY** • Understand the impact of neurological damage on cognitions and behaviour. • The aims, procedures and findings (results and conclusions), Damasio et al (1994) The Return of Phineas Gage & Sperry (1968) Hemisphere isconnection and Unity in Conscious Awareness. • How psychology has changed over time.

	Summer 1	Summer 2
Focus/ Context for Learning	**MEMORY** • The structure and process of memory and information Processing. • The features of short-term and long-term Memory. • Retrograde and anterograde amnesia. • The active process of memory through the Theory of Reconstructive Memory (Bartlett, 1932), including strengths and weaknesses of the theory.	**MEMORY** • The structure and process of memory through the Multi-store Model of Memory (Atkinson and Shiffrin, 1968). • The aims, procedures, and findings (results and conclusions), Bartlett (1932) War of the Ghosts & Peterson and Peterson (1959) • Short-term Retention of Individual Verbal Items. • Understand the reductionism and holism debate.

Religious Education

Autumn 1	Autumn 2
Focus/Context for Learning	
Judaism – Beliefs and Teachings • The Almighty • The Shekhinah • The Messiah • The Covenant at Sinai	**Judaism – Beliefs and Teachings** • The Covenant with Abraham • The Sanctity of Life • Moral Principles and the Mitzvot • Life after Death

Spring 1	Spring 2
Focus/Context for Learning	
Judaism-Practices • Public Acts of Worship • The Tenakh and Talmud • Private Prayer • The Shema and Amidah	**Judaism-Practices** • Ritual and Ceremony • Shabbat • Festivals • Features of the Synagogue

Summer 1	Summer 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

Science

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	Cells Particle model of matter Chemistry of the Earth's atmosphere	Transport Energy Using resources

	Spring 1	Spring 2
Focus/Context for Learning	Health and disease Electricity	Atomic structure and Periodic table Homeostasis and Control Bonding structure and the properties of matter

	Summer 1	Summer 2
Focus/Context for Learning	Revision and Practical skills	Revision and Practical skills

Show My Homework

Show My Homework Parent Guide
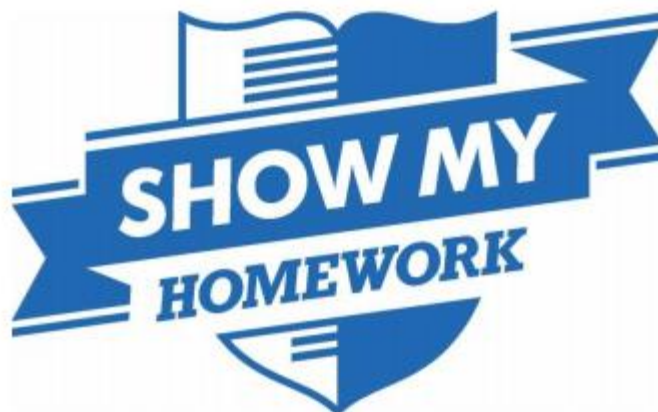
We use Show My Homework because...

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

Show My Homework

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.

Learning Apps

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.

Go4Schools

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.

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.

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.

Go4Schools

Once logged in, what will you see?

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

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

GO 4 PARENTS AND GUARDIANS

Mrs M Adams

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

Chloe ADAMS — Timetable
George ADAMS — Timetable
Sophie ADAMS — Timetable

Click here to accesss the online inbox.

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

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

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

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.

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

GO 4 PARENTS AND GUARDIANS

ADAMS, Sophie - Year 11 (Current)

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

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.

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	Value
Design & Technology	-0.67
English Language	no data yet
English Literature	+0.67
French	+0.33
History	+1.67
Maths	-1.67
Physical Education	-0.33
Religious Studies	+1
Science	-1.33

Well below target | Below target | On target | Above target

Go4Schools
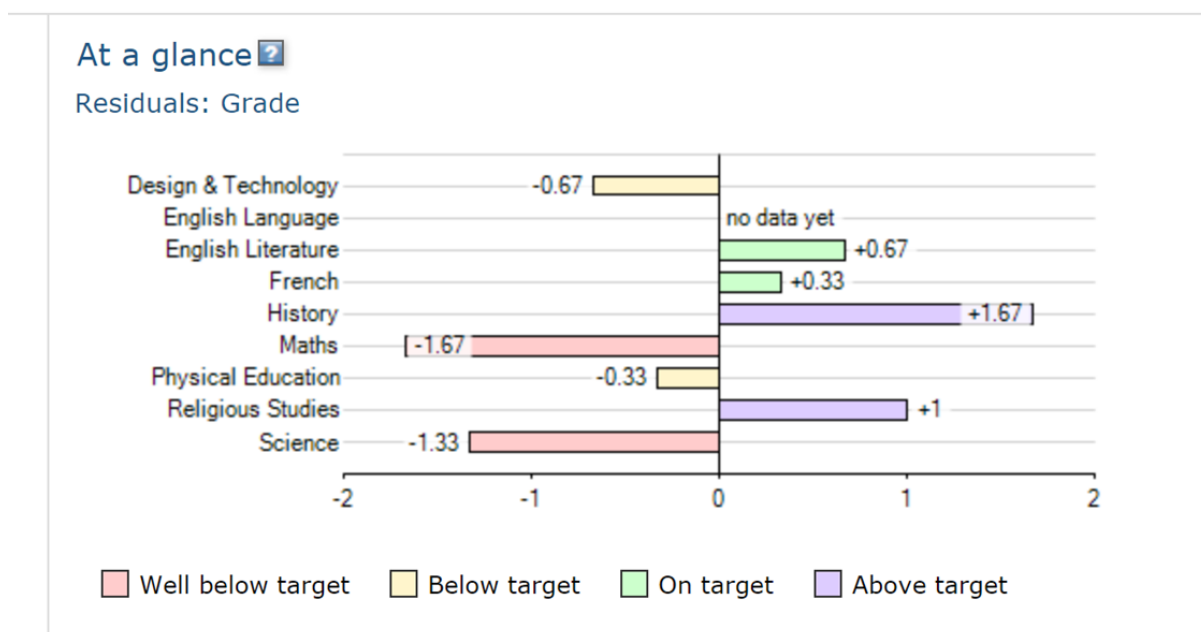
Attendance Data

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%
Authorised absences	0
Unauthorised absences	0
Unknown marks	0
Possible sessions	74

- Attendance
- Authorised absences
- Unauthorised absences
- Unknown marks

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 Gamb	-	-	-		
Maths Ms K Royston	9B	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 09:15	10:15 10:15	11:20	11:40 12:40	12:40 14:20	14:20 15:20
	Tutorial	Mathematics	Biology	French	Geography	French
	11G/Tu	11n/Ma1	11NT/Bi	11Z/Fr1	11Y/Gg1	11Z/Fr1
	Dr A ARMSBY CONNEL	Mrs T TWEEDIE	Mr A AL-ADELI	Miss A AKANOVA	Mrs L LALONDE	Miss A AKANOVA

View full timetable

Go4Schools

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