

Subject	Preparation	Revision	Extension	Play
English	These tasks are set by the class teacher on any given date.	Tasks will be set that will help prepare students for assessment points. Teachers will direct students to suitable tasks and useful timescales.	These tasks are optional and available to all. Students are informed at the start of each term and reminded throughout.	These tasks are optional and available to all. Students are informed at the start of each term and reminded throughout.
Maths	These tasks are optional and available to all. Students are informed at the start of each term.	These tasks are set each topic (around every 3 weeks). Students are informed by email and will be reminded by their teacher in lessons.	These tasks are set each topic (around every 3 weeks). Students are informed by email and will be reminded by their teacher in lessons.	These tasks are optional and available to all. Students are informed at the start of each term.
Science	Doodle quizzes will be set fortnightly. Students will be informed by the teacher on any given date.	Home learning and exam support booklet – practice exam questions will be set weekly and marked together in lesson time.	These tasks are set on an individual basis. Students will be informed by the teacher on any given date.	These tasks are set on an individual basis. Students will be informed by the teacher on any given date.
MFL	These tasks are set on an individual basis. Students will be informed by the teacher on any given date.	These tasks are set weekly. Students are informed at the start of each term by making a note in their planner.	These tasks are set on an individual basis. Students will be informed by the teacher on any given date.	These tasks are optional and available to all. Students are informed at the start of each term.
Humanities	These tasks are set for the whole year group by an individual teacher on any given date. Deadlines are set individually by their class teacher.	These tasks are set before interim or final assessments by their class teachers. Some Doodle quizzes are set by a teacher for the whole year group to complete.	These tasks are set on an individual basis depending on the students on any given date. Students will be informed by their teacher.	These tasks are set by class teachers and students will be directed to where the work is. Students are informed on any given date.
History	These tasks are set on an individual basis. Students will be informed by the teacher on any given date.	These tasks are set on an individual basis. Students will be informed by the teacher on any given date.	These tasks are set on an individual basis. Students will be informed by the teacher on any given date.	These tasks are optional and available to all. Students are informed at the start of each term.

			teacher on any given date.	
Food	These tasks are set on an individual basis depending on the next lesson to take place. Students will be informed by the teacher and recorded in students' planners.	These tasks are set on an individual basis depending on the lesson which has taken place. Students will be informed by the teacher and recorded in students' planners.	This is set in the penultimate lesson of the sequence of lessons and is recorded in students' planners.	These tasks are optional and available to all. Students are informed at the start of each module.
Computing	Students are encouraged to attempt these before starting each unit of work to best prepare for the work ahead.	These tasks are set as weekly homework activities. Students are informed at the start of a lesson by writing details into their planner.	These tasks are issued on an individual basis. Students will be issued these upon completion of classwork during the lesson.	These tasks are optional and available to all. Students are informed at the start of each topic.
Hair and Beauty	These tasks are set at the beginning of the lessons before the assessment. The criteria will be set on an individual basis depending on what the student has chosen to do. They are emailed the information and write the assessment date in their planners.	The task is set at the end of the lesson as a plenary. Pupils use this as a guide for their assessment PowerPoint.	Tasks are set for pupils to prepare for the next lesson. They use time in lesson or as additional research time at home.	These tasks are optional and available to all. Pupils are encouraged during the topic to explore different areas.
Health & Well-Being	These tasks are set on an individual basis depending on the next lesson to take place. Students will be informed by the teacher.	This task is set the week before the mini skills test by making a note in the planner.	These tasks are either set in lesson or the pupils can go away and research in their own time. In Year 8 this task is done in lesson time.	These tasks are optional and available to all. Students are informed at the start of each module.
Child Development	These tasks are set on an individual basis depending	This task is done as a starter in lesson using prior	Some of this task is done in lesson. Pupils	These tasks are optional and available to

	on the next lesson to take place. Students will be informed by the teacher.	knowledge so no home revision is needed.	use their planner to remember to evaluate their book at home.	all. Pupils are encouraged during the topic.
Health & Social Care	These tasks are set at the beginning of the assessment and depend on the person the pupil has picked. A reminder will be written in their planner.		Some of this task is done in lesson. Pupils use their planner to remember to evaluate their presentation at home.	These tasks are optional and available to all. Pupils are encouraged during the topic.
Music	Tasks are set within class; most are ensemble-based but all have targets set for each student based on practical and written work.	Based on practical and written H2Is, these are set, on average, every 4 weeks. Students do not have to complete homework but are encouraged to refer to musical terminology in workbooks and map out their practical success route.	Practical work is mostly differentiated by outcome so extension work is built in to each practical task; beyond this, students are encouraged to join extra-curricular groups and work on individual practical skills at home.	Tasks and examples are provided during each topic (approx. every half term) related to additional listening, musical practicals and extra-curricular opportunities. Parents are informed of these opportunities via the arts bulletin, email and letters home.
Art & Design	These tasks are set once a term. Students will be informed by the teacher as to the date.	These tasks are set once a term. Students will be informed by the teacher as to the date.	These tasks are optional and available to all. Students are informed at the start of each term.	These clubs are optional and available to all. Students are informed at the start of each term.
Drama	These tasks are entirely optional and intended as helpful suggestions for how students might extend themselves in preparation for practical assessments. They are designed to encourage	Where appropriate, these tasks are entirely optional and intended as helpful suggestions for how students might prepare for a practical assessment. They are designed to encourage	Practical tasks are mostly differentiated by outcome, and extension work is built in to these. These PREP extension tasks are entirely optional but provide an opportunity for	These tasks are entirely optional and are designed to encourage independent enquiry and learning in Drama. We would like students to consider and extend their involvement in Drama and the

	independent enquiry and learning in Drama.	independent enquiry and learning in Drama.	students to further develop their evaluative and reflective skills. They are designed to encourage independent enquiry and learning in Drama. Students are also encourage to extend the boundaries of their learning by getting involved in the extra-curricular drama opportunities offered by the Youth Theatre.	dramatic process beyond the timetabled curriculum. Students and parents are made aware of such opportunities via the arts bulletin, emails and letters home. Students are encouraged to see as much live theatre locally, as possible.
Physical Education	Students will be informed by the teacher on what Physical Education Kit is required for each lesson.	Students are encouraged to view the Physical Education Timetable and join an after-school club.	These tasks are set on an individual basis during after – school fixtures/events.	These tasks are optional and are linked to all lessons/afterschool activities. They will be regularly reinforced by the Physical Education staff.

## Design & Enterprise: Home Learning & Assessment Policy Summary

<b>Child Development KS4</b>					
<b>Topic</b>	<b>Assessment</b>	<b>Preparation</b>	<b>Revision</b>	<b>Extension</b>	<b>Play</b>
Year 9 – babysitting, nutrition, comparing equipment	Exam to see if they have babysitting skills Make a meal for a 4 year old. Compare equipment	Speak to people they know who babysit and see what skills they have. Use supermarket to investigate meals Visit shops to look at equipment	Revise lesson content to pass the test on babysitting skills. Use lesson material to analyse meals and compare equipment	Evaluate your skills used in babysitting. Complete mini projects set in lesson. Taste test meals at home. Complete the assessment and research equipment that you are using.	Arrange to babysit for a family member or friend to use your key skills. Cook at home. Find friends with baby equipment to look at and practice using.
Year 10 RO18 – Health and Wellbeing for Child Development	End of Unit exams, Exam for RO18 at the end of year 10 (counts towards their final grade RO19 Equipment comparison assessment	Bringing in examples of leaflets on pregnancy from the doctors and any other paraphernalia they find on pregnancy. Visit shops to look at equipment that is available and the key features of it.	Revise for each Learning Objective test using their materials produced in lessons. Complete practice exam questions set. Use lesson material to recognize key features of equipment.	Completing work and mini assessment tasks set in lesson e.g. Health and Wellbeing in pregnancy leaflets, reproduction flow chart. Research and choose equipment to use in the assessment.	Arrange to speak to pregnant women and people wanting to start a family to use as real life examples and case studies. Watching programmes such as one born every minute.
Year 11 – Child Study	RO20 Child Study	Visit their child and carry out a questionnaire with the parents to see stage of development	Look back at their work and pick out key stages of development that their child should be reaching	Conduct visits to their child so that they can gather data. Visit other children to use as comparisons.	Visit their child and get to know them. Visit other children so that they can compare them

## Design & Enterprise: Home Learning & Assessment Policy Summary

Health and Social Care KS4					
Topic	Assessment	Preparation	Revision	Extension	Play
Year 9 – Key skills and communication, Nutrition	<p>Recognising Key communication skills in Health and Social Care</p> <p>Produce a meal for a client</p>	<p>Observe different people in Health and Social Care contexts using communication skills</p> <p>Research into needs of different clients.</p> <p>Visit supermarket to look at/research meal ideas.</p>	<p>Revise lesson content to build knowledge on how to communicate and the dietary needs of clients.</p>	<p>Evaluate your communication skills and ask people to assess you on them.</p> <p>Look at the effects of diets on yourself and individuals you know.</p>	<p>Practice using different communication skills with different people</p> <p>Watch programmes such as Holby City and Casualty to observe communication skills.</p> <p>Practice cooking at home.</p>
Year 10 Component 1 – Human Lifespan Development	<p>Identify the growth and development factors for a person</p>	<p>Interviewing and speaking to your case study person on their life stages and areas of development</p> <p>Researching into the lives of case studies to note development achievements, specific life events that they may have experienced and to record how these events effected them</p>	<p>Use workbooks to remember the key life stages to research into your person</p>	<p>Tasks from lesson to extend learning on certain development at different life stages. E.G researching into when they hit key areas of development</p>	<p>Watch programmes related to Health and Social Care to pick out key life stages and development.</p> <p>Talk to different people who work in Health and Social Care to get their opinions.</p>
Year 11 – Health and Social Care Values	<p>Using Care Values</p> <p>and external exam</p>	<p>Prepare a role play for demonstrating the key values</p> <p>Create revision resources</p>	<p>Look back at their work and pick out the key values and how to use them</p> <p>Complete practice exam papers and set revision tasks</p>	<p>Evaluate their skills and how to use them in a wider context</p> <p>Extension Access specific alternative websites to complete revision tasks</p>	<p>Watch television programmes relating to Health and Social Care to see the values being demonstrated.</p> <p>Visit places where Health and Social care takes place (nursery, old people home, doctors) and watch the care values in action.</p>

## Design & Enterprise: Home Learning & Assessment Policy Summary

<b>Computing Year KS4</b>					
<b>Topic</b>	<b>Assessment</b>	<b>Preparation</b>	<b>Revision</b>	<b>Extension</b>	<b>Play</b>
Computer Theory	Students will access a variety of past paper questions throughout the course some of which will be in-class assessments, which will be directly in a timely manner by the teacher.	revision from bbc bitesize, Cambridge elevate, past papers and exa MOOC	Students will access a variety of past paper questions throughout the course some of which will be in-class assessments, which will be directly in a timely manner by the teacher.	Further programming experiences in Python (code academy)	Code combat and other such resources
Practicing Writing of algorithms	Students will access a variety of past paper questions throughout the course some of which will be in-class assessments, which will be directly in a timely manner by the teacher.	Practising Python techniques learned and exploring the next stages	Students will access a variety of past paper questions throughout the course some of which will be in-class assessments, which will be directly in a timely manner by the teacher.	Further programming experiences in Python (code academy)	
NEA	The NEA is 20% of the final qualification that is controlled assessment coursework	Look at examples on shared drive and own research	Understand clearly how to succeed at NEA and what exam board are looking for	Understand clearly how to succeed at NEA and what exam board are looking for	

## Construction KS4

Topic	Assessment	Preparation	Revision	Extension	Play
<p><b>Year 9 – C&amp;G</b></p> <p>Students are starting a new BTEC course which requires them to gain an understanding of the Construction Industry. Students to work on a coursework folder to go alongside each unit. Each term students make a product in the context of plan, do review.</p> <p>All PREP tasks will link to the course preparing students for Yr 10 &amp; 11. 25% of exam theory will be covered in Year 9 which will also be part of the PREP framework</p>	<p><b>Assessing</b></p> <p>Knowledge Understanding Planning Making Evaluation</p> <p><b>Through</b></p> <p>Questioning (Direct) Written questions Self-assessment Peer assessment Grading of product</p> <p><b>Timing of assessment</b></p> <p>Term 1 – Unit 1 &amp; 6 Term 2 – Unit 2 &amp; 6 Term 3 – Unit 3 &amp; 6</p>	<p><b>Term 1 to 3</b></p> <p>Skill building tasks to prepare for Yr10 &amp; 11 construction assessments on the following 4 units;</p> <p>Unit 1 Construction Technology</p> <p>Unit 2 Construction and Design</p> <p>Unit 3 Scientific and Mathematical Applications for Construction</p> <p>Unit 6 Exploring Carpentry &amp; Joinery Principles &amp; Techniques</p>	<p><b>Term 1 – Evaluation and Test</b></p> <p>Students to use BTEC Construction text book (can be accessed on P drive) and complete end of topic tests, namely unit 1 &amp; 6.</p> <p><b>Term 2 - Evaluation and Test</b> Students to use BTEC Construction text book (can be accessed on P drive) and complete end of topic tests, namely unit 2 &amp; 6</p>	<p><b>Term 1 – Alternative Ideas</b></p> <p>Using completed prep work research students can plan and design alternative tiled trivet ideas including design and manufacturer.</p> <p><b>Term 2 – Iconic buildings</b></p> <p>Students to research and produce a 4-week case study on an iconic building. The final outcome should have a mixture of interesting facts and images of the chosen object. A student led presentation will form part of the</p>	<p><b>Term 1 to 3</b></p> <p>Within each coursework project across all three terms students will be encouraged to include additional information. By doing this each folder will follow the 4 units (see prep section) but they will also have an individual element. Below are some areas where students will be encouraged to be different</p> <ul style="list-style-type: none"> <li>- Initial ideas</li> <li>- Modelling</li> <li>- Modifications</li> </ul> <p><b>Examples</b></p> <p>Term 1-Oblique or Isometric designs for carpentry project</p> <p>Term 2-Planning tiling to include numeracy</p>

	<p><b>Teacher, self and peer assessed work</b> + <b>Verbal Feedback</b> (2018-19 working party)</p>	<p><b>Term 3</b> Students will be expected to research the following areas within the Construction Industry</p> <p>A1 building performance requirements A2 Common structural forms for low rise construction</p>	<p><b>Term 3 Evaluation and Test</b> Students to use BTEC Construction text book (can be accessed on P drive) and complete end of topic tests, namely unit 3 &amp; 6.</p>	<p>assessment.</p> <p><b>Term 3 – PIC Controllers</b> Explore the world of power tools and plant machinery. How could you engineer an outcome using a different system? Use the Yr10 engineering Volvo project to inspire and guide you. <b>Exam Theory</b> External assessment theory 25% of exam theory will be covered in Year 9 which will also be part of the PREP framework</p>	<p><b>Term 3</b> Modifications and testing Self, peer or industry</p>
<p><b>Year 10 –BTEC Construction</b> BTEC L2 Construction course introducing students to a variety of construction trades and profession preparing the student for a vocational post 16 route.</p>	<p><b>Assessing</b> Knowledge Understanding Planning Making Evaluation <b>Through</b> Questioning (Direct) Written questions Self-assessment Peer assessment Grading of product -</p>	<p><b>Term 1 – Unit 1</b> Construction Technology. Students will explore the build environment researching modern methods of construction, contacting construction companies to establish links with industry</p>	<p><b>Term 1 – Skills Revision</b> Students to produce sequence of make and skills guidance sheets in order to reinforce new skills gained within lesson time. Research and create a step by step guide of how to complete 4 simple woodworking joints.</p>	<p><b>Term 1</b> Research history of construction and produce a timeline of key events which have shaped how we work in the construction industry.</p>	<p><b>Term 1</b> Compile a report on the planning and building of the A14 improvements. Use multimedia to compile your report</p>

<p><b>Theory</b> Students will also be expected to revise and extend knowledge after theory lessons</p>	<p><b>Timing of assessment</b> Term 1 – Unit 1 &amp; 6 Term 2 – Unit 2 &amp; 6  Term 3 – Unit 3 &amp; 6</p> <p><b>Teacher, self and peer assessed work</b> + <b>Verbal Feedback</b> (2018-19 working party)</p>	<p><b>Term 2 – Unit 2 &amp; 6</b>  Understand the importance of safe use of tools including H&amp;S legislation that protects the users. Complete a Risk assessment using the HSE template.</p> <p><b>Term 3</b> Unit 3 &amp; 6 Scientific and Mathematical Applications for Construction. Construction materials Explore and understand materials used in construction to assist you when using a variety of materials in the workshop.</p>	<p><b>Term 2 – Legislation revision</b>  Produce revision material such as a guide and timetable to assist you in understanding tools, machinery and H&amp;S implications</p> <p><b>Term 3</b> Unit 203 Construction materials Test and evaluate a range of construction materials.</p>	<p><b>Term 2 – Machinery</b>  Students to produce a fact sheet to explain how chosen construction machinery works.</p> <p>Watch Volvo concept video on the future of earth moving. Design your own futuristic machine in line with Volvo vision.</p> <p><b>Term 3</b> Unit 3 Construction materials Examine and present how new (smart) construction materials are shaping the world of construction. Chose a modern building as a case study</p>	<p><b>Term 2 – Tools and machinery in the built environment</b>  Explore the build environment around you, what tools and machinery can you see in action. If appropriate take pictures and compile a display.</p> <p><b>Term 3 – Materials in the built environment</b>  Explore the build environment around you, what construction materials can you see used on buildings and structures. If appropriate take pictures and compile a display.</p>
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## Design Technology Year 10

Topic	Assessment	Preparation	Revision	Extension	Play
Pewter Casting - Level 2 CAD/CAM Vectorising Bit Maps Vector Graphics (Autumn 1)	Annotation and quality of sketches. Evaluation Peer assessment and self-evaluation	Computer equipment in B5 2D Design Programme Access to the internet Research in vector graphics Use of the Laser cutter Use of the Vinyl cutter	Understanding the use of CAD and computer (CNC) processes to rasterise and cut images using CNC. Bitmap Vs Vector images.	Create, modify more complex vector graphics.	Create a key ring using the laser.
CAD – Use of Photoshop and Illustrator (Autumn 2)	Use of technology and CAD. Design approach and Analysis.	Computer in B5 Photoshop and Illustrator (Creative Suite Studio) Student portfolio of evidence	Annotation and quality of graphic work Presentation of folder	Using filters and complex tasks using Photoshop Use Illustrator combined with Photoshop to manipulate text and graphics.	Challenge one. Best Poster design in the class will win a prize and a 'CC'. Best design will be exhibited on the 'Wall of Fame' in B4.
The Guided Train Project: Partnership SVC & CRC (Spring 1)	Initial ideas. Development of ideas. Final models and prototypes	Work on a final idea. Isometric Projection. Make sure is technically well drawn and add construction details. Get cutting lists – Ready for making	Add annotation and analysis to explain the final idea. Cutting list and rational use of material and components.	Research how you could enhance your model. Look into Aerodynamics' Shape and form of the Guided Train	Work out interesting and creative solution towards your final product.
The Guided Train Project: Partnership SVC & CRC  CAD/CAM Solidworks CNC (3D Printer)	Use of equipment Use of Solidworks following the CRC lesson. Final CAD drawing (experimentation)	Trip to CRC – Visit 1 CAD room at CRC Lesson plan and resources. Topic: Solid works basic level 3D Printer	Evidences in portfolio Self-assessment and evaluation. Quality of the CNC products and manufacturing	Attend catch up sessions or the PD after school club, to allow you experiment and enhance the design of the 'Guided Train' design	Windscreen and side windows of the Guided Train Design. Look at producing moulds that will allow you to morphed and change the

CRC visit 1 (Spring 2)	Final CAD drawing of the wheels for the guided train (to be process from CAD using the CRC 3D Printer)		techniques and processes. Peer assessment		flat pieces of Acrylic into interesting organic 3D forms.
The Guided Train Project: Partnership SVC & CRC  Engineering Creation of the middle carriage using metal (still) Workshop at CRC visit 2 (Summer 1 and 2)	Engendering techniques and processes to create the middle carriage of the Guided Train Using the laser cutter to produce final design.	Lesson plan and resources CAD Technical drawing of the middle carriage. Engineering workshop at CRC 2 teachers and 3 Technicians to help y10 D&T students to Read a CAD drawing in order to produce a middle carriage of the Guided Train following specific client instructions.	Make sure dimensions are correct and in millimetres. Use equipment such as rulers, compass, and a well-sharpened pencil, etc. to help you overcome any technical issues when reading a CAD drawing.	Complete a CAD drawing for a third carriage. The third carriage will be developed entirely by the students. Making use of they have learn from the CRC experience.  Attend catch up sessions or the PD after school club if necessary.	Improve some aspects of your CAD drawing to make it more interesting and challenging. This will allow CNC (Computer Numerical Control) process to do the hard job and obtain creative maximum, top quality results. A final product you would like to buy form a shop.

## Engineering KS4

Topic	Assessment	Preparation	Revision	Extension	Play
<p><b>Year 9 - GCSE</b></p> <p>Students are starting a new GCSE course which requires them to produce a 3D product and a coursework folder to go alongside. Each term students will design and make a product and also produce an eight section folder.</p> <p>All PREP tasks will link to the coursework folder with most of the outcomes and work produced being used within the folder.</p> <p>GCSE theory 25% of exam theory will be covered in Year 9 which will also be part of the PREP framework</p>	<p><b>Assessing</b> Knowledge Understanding Planning Making Evaluation</p> <p><b>Through</b> Questioning (Direct) Written questions Self-assessment Peer assessment Grading of product</p> <p><b>Timing of assessment</b> Term 1 – Phone Holder Term 2 – Mechanical/Structural Term 3 – Electronics 555</p> <p><b>Teacher, self and peer assessed work</b></p>	<p><b>Term 1 to 3</b></p> <p>Coursework folder tasks to prepare for Yr11 GCSE</p> <p>(Red = Homework preparation)</p> <ol style="list-style-type: none"> <li>1) Front Cover</li> <li>2) <b>Brief</b></li> <li>3) <b>Research</b></li> <li>- <b>Image Board</b></li> <li>- <b>Product Analysis</b></li> <li>4) Initial Ideas</li> <li>5) Technical Drawing</li> <li>6) Development of final idea</li> <li>7) Modelling and prototype</li> <li>8) <b>Evaluation</b></li> <li>- <b>Self-Evaluation</b></li> <li>- <b>Testing</b></li> <li>- Modifications (Self and peer assessment)</li> </ol>	<p><b>Term 1 – Evaluation and Test</b></p> <p>Students to evaluate final product using self and peer assessment. Test product against specification.</p> <p><b>Term 2 - Evaluation and Test</b></p> <p>Students to evaluate final product using self and peer assessment. Test product against specification.</p>	<p><b>Term 1 – Alternative Ideas</b></p> <p>Using completed prep work research students can plan and design alternative phone holder ideas</p> <p><b>Term 2 – Famous structures</b></p> <p>Students to research and produce a 4 week case study on a famous structure. The final outcome should have a mixture of interesting facts and images of the chosen object. A student led presentation will form part of the assessment.</p>	<p><b>Term 1 to 3</b></p> <p>Within each coursework folder across all three terms students will be encouraged to include additional pages. By doing this each folder will follow the eight sections (see prep section) but they will also have an individual element. Below are some areas where students will be encouraged to be different</p> <ul style="list-style-type: none"> <li>- Initial ideas</li> <li>- Modelling</li> <li>- Modifications</li> </ul> <p><b>Examples</b></p> <p>Term 1 Oblique or Isometric</p> <p>Term 2 2D or 3D modelling and/or CAD</p>

		<p><b>Term 3</b> Students will be expected to research the following areas within Electronics</p> <ol style="list-style-type: none"> <li>1) Electronic component theory</li> <li>2) PCB construction</li> <li>3) 555 Astable</li> </ol>	<p><b>Term 3</b> <b>Evaluation and Test</b> Students to evaluate final product using self and peer assessment. Test product against specification.</p>	<p><b>Term 3 – PIC Controllers</b> Explore the world of programmable ICs. How could you create the same 555 pulse outcome using a different system?</p> <p><b>Exam Theory</b> GCSE theory 25% of exam theory will be covered in Year 9 which will also be part of the PREP framework</p>	<p><b>Term 3</b> Modifications and testing Self, peer or industry</p>
<p><b>Year 10 -GCSE</b> PREP based tasks will only be used in the autumn and spring terms. Summer term onwards in Year 10 will be GCSE coursework.</p> <p><b>Theory</b> Students will also be expected to revise and extend knowledge after theory lessons</p>	<p><b>Assessing</b> Knowledge Understanding Planning Making Evaluation <b>Through</b> Questioning (Direct) Written questions Self-assessment Peer assessment Grading of product - <b>Timing of assessment</b> Term 1 – Tool Box project Term 2 – Volvo project Term 3 – Yr11</p>	<p><b>Term 1 – 2D Designs</b> Students will use the laser cutter to design and manufacture their lid for the tool box. As part of the preparation for this task they need to produce a series of logo ideas which can then be transferred onto CAD</p>	<p><b>Term 1 – Skills Revision</b> Students to produce sequence of make and skills guidance sheets in order to reinforce new skills gained within lesson time.</p> <ul style="list-style-type: none"> <li>- Marking and cutting metal</li> <li>- Lathe</li> <li>- Metal bending</li> <li>- 2D Design</li> <li>- Laser Cutter</li> </ul>	<p><b>Term 1</b> Research automation and produce a timeline of key events which have shaped this modern way of manufacturing</p>	<p><b>Term 1</b> Watch and compile a range of videos on Asimo the Honda automated robot. Has he got AI?</p>



## English: Home Learning & Assessment Policy Summary

English Year 10					
Topic	Assessment	Preparation	Revision	Extension	Play
<p>Autumn 1</p> <p>Introduction to non fiction extracts and writing.</p> <p>Introduction to poetry</p> <p>English Literature: A Christmas Carol</p>	<p>Complete marked class work on:</p> <p>Writing to argue</p> <p>Comparing 2 poems</p>	<p>Plan an argument-style piece of writing in response to a controversial statement.</p> <p>Mindmap how the poems learnt link together and can be compared.</p>	<p>Revise key areas of technical accuracy and spelling which need to be worked on and have been identified through marked work and class work.</p> <p>Use educational resources on youtube and bbc bitesize to consolidate knowledge learnt in class.</p>	<p>Read a range of short stories.</p> <p>Use educational resources on youtube and BBC bitesize to develop and extend knowledge by looking at GCSE material.</p>	
<p>Autumn 2</p> <p>English Literature: A Christmas Carol</p>	<p>Analyse how a theme or character is presented in an extract and developed across the whole novel.</p>	<p>Research Victorian society and values.</p> <p>Read the novel at home as it is being studied in class.</p>	<p>Create mindmaps on key characters and themes.</p> <p>Learn quotations.</p> <p>Use educational resources on youtube and bbc bitesize to consolidate knowledge learnt in class.</p>	<p>Read around the subject by works by the same author or on a similar theme.</p> <p>Use educational resources on youtube and BBC bitesize to develop and extend knowledge by looking at GCSE material.</p>	<p>Watch the different film versions.</p>

## Ethics Year 10

Topic	Assessment	Preparation	Revision	Extension	Play
Buddhism: Beliefs and Teachings	Interim assessment: Multiple choice knowledge test End of Unit assessment: 12-marker evaluate exam question	Revise Year 8 work on Buddhism, focusing on beliefs such as the 8-fold path, the life of the Buddha, the 4 Noble Truths, the 3 poisons and the meaning of enlightenment.	Create an A3 mindmap and question cards using notes from classwork.	Using the revision guide detailed above, create a 20 question quiz.	Create a poster detailing key Buddhist beliefs i.e. 8-fold path, 4 Noble Truths.  Create a storyboard of the life of the Buddha, focusing on his enlightenment.
Buddhism: Practices	Interim assessment: Multiple choice knowledge test End of Unit assessment: 12-marker evaluate exam question	Revise Year 8 work on Buddhist practices, such as the life of monks.	Create an A3 mindmap and question cards using notes from classwork.	Research the ROKPA charity	
Christianity: Beliefs and Teachings	Interim assessment: Multiple choice knowledge test End of Unit assessment: 12-marker evaluate exam question	Revise Year 8 work on Christianity, such as the Parable of the Good Samaritan, and Christian responses to evil and suffering.	Create an A3 mindmap and question cards using notes from classwork.	In a Bible, find the quotes: Exodus 20: 2-3 Genesis 1: 1-3 Romans 6: 23	Create a piece of artwork inspired by an element of Christianity, such as the Creation or the Resurrection.
Christianity: Practices	Interim assessment: Multiple choice knowledge test End of Unit assessment: 12-marker evaluate exam question	Revise year 7 work on the Corrymeela community.	Create an A3 mindmap and question cards using notes from classwork.	Research the Trussell Trust, the Oasis Project, Parish Nursing Ministries UK, the Alpha Course, Christ for All Nations, the Corrymeela Community, and Pastor Baber George.	Create a poster promoting a Christian charity, such as CAFOD or Christian Aid, encouraging volunteers and donations. Illustrate where such donations would go.
Revision of all themes	Practice exam questions from past papers.	Look through past papers which will be emailed to pupils.	Using the revision guide, create notes and mindmaps.		

## Food Preparation & Nutrition Years 9-11

Topic	Assessment	Preparation	Revision	Extension	Play
Food	Preparation Making Evaluating Knowledge and Understanding through past paper questions	These tasks are set on an individual basis depending on the next lesson to take place. These are usually centred on bringing ingredients or a contribution. Students will be informed by the teacher and recorded in students' planners.	These tasks are set on an individual basis depending on the lesson which has taken place. These will usually be centred on preparation for end of topic tests. Students will be informed by the teacher and recorded in students' planners.	This is set in the penultimate lesson of the sequence of lessons and is recorded in students' planners.	These tasks are in part optional and available to all. Students are informed at the start of each module.  Practise cooking dishes prior to practical. Make dish again at home. Shopping for food. Participation in inter-house activity. Watch food programmes at home/online, e.g. Sorted food; Great British Bake-Off, Masterchef

## MFL: KS4 Home Learning & Assessment Policy Summary

French KS4 Year 10					
Topic	Assessment	Preparation	Revision	Extension	Play
<p><b>Module 4 De la ville à la campagne</b></p> <p>(Theme 2: Local, national, international and global areas of interest)</p>	<p>Autumn 1:</p> <p>Weekly vocab/translation homework</p> <p>Preparation of Speaking and Writing paragraphs</p> <p>Speaking assessment</p>	<p>Toolkit</p> <p>Active Learn</p> <p>Memrise</p> <p>Vocab Express</p>	<p>Doodle activities :</p> <p>To be determined on half termly basis.</p>	<p>Create a <b>Kahoot</b> revision quiz on the topics</p> <p>Create a grammar wheel on tenses</p> <p>Create GCSE revision cards on theme</p> <p>Create GCSE revision mindmap on theme</p> <p>Record yourself describing a photo</p> <p>Record yourself doing a GCSE role- play with a partner</p> <p>Record model answers for Speaking Exam on Voki</p>	<p>Tune in to a French radio station</p> <p><a href="http://www.listenlive.eu/france.html">http://www.listenlive.eu/france.html</a></p> <p>Mary Glasgow subscription</p> <p>Watch an age-appropriate French series</p> <p>Become a Languages Leader</p>
<p><b>Module 6 Au college</b></p> <p>(Theme 3: Current and future study and employment)</p>	<p>Autumn 2:</p> <p>Weekly vocab/translation homework</p>	<p>Toolkit</p> <p>Active Learn</p> <p>Memrise</p> <p>Vocab Express</p>	<p>Doodle activities :</p> <p>To be determined on half termly basis.</p>	<p>Create a <b>Kahoot</b> revision quiz on the topics</p>	<p>Tune in to a French radio station</p> <p><a href="http://www.listenlive.eu/france.html">http://www.listenlive.eu/france.html</a></p> <p>Mary Glasgow subscription</p>

	<p>Preparation of Speaking and Writing paragraphs</p> <p>Listening, Reading and Writing assessment</p>			<p>Create a grammar wheel on tenses</p> <p>Create GCSE revision cards on theme</p> <p>Create GCSE revision mindmap on theme</p> <p>Record yourself describing a photo</p> <p>Record yourself doing a GCSE role- play with a partner</p> <p>Record model answers for Speaking Exam on Voki</p>	<p>Watch an age-appropriate French series</p> <p>Become a Languages Leader</p>
<p><b>Module 2 Le temps des loisirs</b></p> <p>(Theme 1: Identity and culture)</p>	<p>Spring 1 : Weekly vocab/translation homework</p> <p>Preparation of Speaking and Writing paragraphs</p> <p>Speaking assessment</p>	<p>Toolkit</p> <p>Active Learn</p> <p>Memrise</p> <p>Vocab Express</p>	<p>Doddle activities : To be determined on half termly basis.</p>	<p>Create a <b>Kahoot</b> revision quiz on the topics</p> <p>Create GCSE revision cards on theme</p> <p>Create GCSE revision mindmap on theme</p> <p>Record yourself describing a photo</p> <p>Record yourself doing a GCSE role- play with a partner</p>	<p>Tune in to a French radio station <a href="http://www.listenlive.eu/france.html">http://www.listenlive.eu/france.html</a> Mary Glasgow subscription</p> <p>Watch an age-appropriate Spanish series</p> <p>Become a Languages Leader</p>

				Record model answers for Speaking Exam on Voki	
<b>Module 5 Le grand large...</b>  (Theme 2: Local, national, international and global areas of interest; Identity and Culture)	Spring 2:  Weekly vocab/translation homework  Preparation of Speaking and Writing paragraphs  Listening, Reading and Writing assessment	Toolkit Active Learn Memrise Vocab Express	Doodle activities : To be determined on half termly basis.	Create a <b>Kahoot</b> revision quiz on the topics  Create a grammar wheel on tenses  Create GCSE revision cards on theme  Create GCSE revision mindmap on theme  Record yourself describing a photo  Record yourself doing a GCSE role- play with a partner  Record model answers for Speaking Exam on Voki	Tune in to a French radio station <a href="http://www.listenlive.eu/france.html">http://www.listenlive.eu/france.html</a> Mary Glasgow subscription Watch an age-appropriate Spanish series  Become a Languages Leader
<b>Preparation for Year 10 exam</b>	Summer 1&2:  Summative assessment AQA GCSE paper sat in Listening, Speaking, Reading and Writing	Toolkit Active Learn Memrise Vocab Express	Doodle activities : To be determined on half termly basis.	Create a <b>Kahoot</b> revision quiz on the topics  Create a grammar wheel on tenses	Tune in to a French radio station <a href="http://www.listenlive.eu/france.html">http://www.listenlive.eu/france.html</a> Mary Glasgow subscription Watch an age-appropriate Spanish series

				Create GCSE revision cards on theme Create GCSE revision mindmap on theme	Become a Languages Leader
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## Humanities: Home Learning & Assessment Policy Summary

Geography Year 10					
Topic	Assessment	Preparation	Revision	Extension	Play
Resource Management in the UK	Complete part of a GCSE exam paper	Read the news articles emailed out by teachers.	Complete a revision dartboard to summarize the content learnt.	Research stories in the news about UK Resources. E.g. Fracking, Food Miles, Water Issues, etc.	Complete doodle skills quiz <a href="https://www.doddlearn.co.uk/app/login">https://www.doddlearn.co.uk/app/login</a>
Global Water Management	Complete part of a GCSE exam paper	Read the news articles emailed out by teachers.	Complete a revision dartboard to summarize the content learnt.	Research stories in the news about Climate Change	Watch the movie "Before the Flood".  Complete doodle skills quiz <a href="https://www.doddlearn.co.uk/app/login">https://www.doddlearn.co.uk/app/login</a>
Weather Hazards	Complete part of a GCSE exam paper	Read the news articles emailed out by teachers.	Complete a revision dartboard to summarize the content learnt.	Research stories in the news about UK Coastlines	Complete doodle skills quiz <a href="https://www.doddlearn.co.uk/app/login">https://www.doddlearn.co.uk/app/login</a>
Urban Issues in a LIC/NEE: Rio de Janeiro example.	Complete part of a GCSE exam paper	Read the news articles emailed out by teachers.	Complete a revision dartboard to summarize the content learnt.	Research stories in the news about Tectonic Hazards	Complete doodle skills quiz <a href="https://www.doddlearn.co.uk/app/login">https://www.doddlearn.co.uk/app/login</a>

## MFL: Home Learning & Assessment Policy Summary

German Year 10					
Topic	Assessment	Preparation	Revision	Extension	Play
Unit 1 Auf in die Schule (Theme 3)	Autumn 1:  Weekly vocabulary learning and test  Preparation of Speaking and Writing paragraphs  Speaking and Listening assessment	Toolkit Activelearn Vocab Express Language Gym Grammar and Translation Workbook	Activelearn Reading and Listening Activities Doddlelearn: activities as set by class teacher Attend after school Catch-up sessions with FLA, as necessary	Create a <b>Kahoot</b> revision quiz on the topics  Create a grammar wheel on tenses  Create GCSE revision cards on theme  Create GCSE revision mindmap on theme  Record yourself describing a photo  Record yourself doing a GCSE role- play with a partner  Record model answers for Speaking Exam on Voki	Borrow a German book from the Resource Centre (RC).  Mary Glasgow subscription  Watch an age-appropriate German series or film  Become a Languages Leader



				<p>Record yourself describing a photo</p> <p>Record yourself doing a GCSE role- play with a partner</p> <p>Record model answers for Speaking Exam on Voki</p>	
<p>Unit 4 Willkommen bei mir!</p> <p>(Theme 1 and 2)</p>	<p>Spring 2:</p> <p>Weekly vocabulary learning and test</p> <p>Preparation of Speaking and Writing paragraphs</p> <p>Reading and Writing assessment</p>	<p>Toolkit</p> <p>Activelearn</p> <p>Vocab Express</p> <p>Language Gym</p> <p>Grammar and Translation Workbook</p>	<p>Activelearn</p> <p>Reading and Listening Activities</p> <p>Doddlelearn: activities as set by class teacher</p> <p>Attend after school Catch-up sessions with FLA, as necessary</p>	<p>Create a <b>Kahoot</b> revision quiz on the topics</p> <p>Create a grammar wheel on tenses</p> <p>Create GCSE revision cards on theme</p> <p>Create GCSE revision mindmap on theme</p> <p>Record yourself describing a photo</p> <p>Record yourself doing a GCSE role- play with a partner</p> <p>Record model answers for Speaking Exam on Voki</p>	<p>Borrow a German book from the RC</p> <p>Mary Glasgow subscription</p> <p>Watch an age-appropriate German series or film</p> <p>Become a Languages Leader</p>

<p>Module 5 Ich liebe Wien! (Theme 1)</p>	<p>Summer 1:  Weekly vocabulary learning and test  Preparation of Speaking and Writing paragraphs  No assessment due to Year 10 exam in Summer 2</p>	<p>Toolkit Activelearn Vocab Express Language Gym Grammar and Translation Workbook</p>	<p>Activelearn Reading and Listening Activities Doddlelearn: activities as set by class teacher Attend after school Catch-up sessions with FLA, as necessary</p>	<p>Create a <b>Kahoot</b> revision quiz on the topics  Create a grammar wheel on tenses  Create GCSE revision cards on theme  Create GCSE revision mindmap on theme  Record yourself describing a photo  Record yourself doing a GCSE role- play with a partner  Record model answers for Speaking Exam on Voki</p>	<p>Borrow a German book from the RC  Mary Glasgow subscription  Watch an age-appropriate German series or film  Become a Languages Leader</p>
<p>Preparation for Year 10 exam</p>	<p>Summer 2:  Summative assessment AQA GCSE paper sat in Listening, Speaking, Reading and Writing</p>	<p>Toolkit Activelearn Vocab Express Language Gym Grammar and Translation Workbook</p>	<p>Activelearn Reading and Listening Activities Doddlelearn: activities as set by class teacher Attend after school Catch-up sessions with FLA, as necessary</p>	<p>Create a <b>Kahoot</b> revision quiz on the topics  Create a grammar wheel on tenses  Create GCSE revision cards on theme  Create GCSE revision mindmap on theme</p>	<p>Borrow a German book from the RC  Mary Glasgow subscription  Watch an age-appropriate German series or film  Become a Languages Leader</p>

				<p>Record yourself describing a photo</p> <p>Record yourself doing a GCSE role- play with a partner</p> <p>Record model answers for Speaking Exam on Voki</p>	
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## Design & Enterprise: Home Learning & Assessment Policy Summary

Hair Ks4					
Year Group	Assessment	Preparation	Revision	Extension	Play
Ks4		<p>The criteria is always hair first term learning health and safety both practical and written. The second term they move to beauty learning health and safety both practical and written. They follow set tasks as laid out by VTCT.</p> <ol style="list-style-type: none"> <li>1. Hair and Beauty Sector</li> <li>2. Project</li> <li>3. Science</li> <li>4. Marketing</li> </ol>	<p>The tasks are set at the end of the lesson as a plenary giving students plenty of time to prepare for the next lesson. They follow a separate unit each half term in preparation for a formal test in both written and practical lessons. They are shown written examples of previous student work to get an idea of the grading criteria. PASS MERIT DISTINCTION</p>	<p>Tasks are set for pupils to prepare for the next lesson or to encourage students to practice/revisit what they are unsure about. They use time in lesson or as additional research time at home. I encourage students to prepare themselves by having a look at online VTCT resources and visiting other recommended sites.</p>	<p>These tasks are optional and available to all. Pupils are encouraged during the topic to explore different areas. They will use text books and the internet to learn as much as they can about technique and application. I also encourage students to take photos of any practical work they have undertaken at home to show progression.</p>

## History Year 10

Topic	Assessment	Preparation	Revision	Extension	Play
Cold War	<ol style="list-style-type: none"> <li>Origins of Cold War</li> <li>Development of Cold War</li> <li>End of Cold War</li> </ol>	Find out who were the leaders of the United States and Soviet Union during the Cold War and create timeline.	Revision given to students prior to assessments. All students have had a resources on Doddle assigned to them.	Research impact of Cold War on modern day current affairs.	Watch Crash Course to learn overview of Cold War: <a href="https://www.youtube.com/watch?v=y9HjvHZfCUI">https://www.youtube.com/watch?v=y9HjvHZfCUI</a>

## History Year 11

Topic	Assessment	Preparation	Revision	Extension	Play
Anglo-Saxons/Normans	<ol style="list-style-type: none"> <li>Why did William win the Battle of Hastings?</li> <li>To what extent did the Normans transform England?</li> </ol>	Review on Doddle PowerPoints that focus on Anglo-Saxons and Norman Conquest	Create character profiles of key individuals studied in the course.	Doddle Quiz on Battle of Hastings: <a href="https://www.doddlelearn.co.uk/app/teacher/launchcontent/e4b5b162-5cb1-4bad-98e3-b5d708d662e1">https://www.doddlelearn.co.uk/app/teacher/launchcontent/e4b5b162-5cb1-4bad-98e3-b5d708d662e1</a>	Part 1-1066: A Year to Conquer England <a href="http://www.dailymotion.com/video/x5dl9p1">http://www.dailymotion.com/video/x5dl9p1</a>

## Design & Enterprise: Home Learning & Assessment Policy Summary

<b>ICT Year KS4</b>					
<b>R081 &amp; R082 are core units, students depending on ability will either have the choice to submit two more or be directed to do so by their teacher</b>					
<b>Topic</b>	<b>Assessment</b>	<b>Preparation</b>	<b>Revision</b>	<b>Extension</b>	<b>Play</b>
R081	Students will access a variety of past paper questions throughout the course some of which will be in-class assessments, which will be marked in a timely manner by the teacher.	Revision from Past Papers, BBC Bitesize, and Previous knowledge gained during KS3.	Students will access a variety of past paper questions throughout the course some of which will be in-class assessments, which will be marked in a timely manner by the teacher.	Research individual topics in more detail and prepare questions to ask the class teacher at an appropriate time. Utilise YouTube to engage in TED talks about technology.	
R082	Students will learn the basics of Microsoft Office applications and develop specific expertise in the use of Microsoft Excel.	Ensure full understanding of the marking criteria either on the teams page or by looking in the specification at	Students will practice a variety of small projects to improve computer skills and learn the project development life cycle.	<a href="https://helpx.adobe.com/uk/photoshop/tutorials.html">https://helpx.adobe.com/uk/photoshop/tutorials.html</a> and suitable online youtube tutorials to improve skills	Play with photoshop with remote desktop to create images and Memes
R083 – R092 For more information ask to see the students Microsoft Teams Page	4 units need to be submitted, R081, R082 and 2 from the remaining 10. All units in the range R083 – R092 are 100% portfolio based More details can be found at <a href="https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/">https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/</a>	Ensure full understanding of the marking criteria either on the teams page or by looking in the specification at	Students will practice a variety of small projects to improve computer skills and learn the project development life cycle.	Find suitable online youtube tutorials to improve skills	Play with the software in question to improve skills

## MATHEMATICS: Home Learning & Assessment Policy Summary

Mathematics Year 10 Autumn Term					
Topic	Assessment	Preparation	Revision	Extension	Play
<p>1: <b>Basic Algebra</b></p> <p>2 weeks</p>	<p>Assessment 1</p> <p>w/c 6<sup>th</sup> November</p>		<p><b>Homework Tasks:</b></p> <p><b>Higher:</b></p> <p>1.Simplifying pg. 6 &amp; 7 – due approx. 15<sup>th</sup> Sept</p> <p>2.Multiplying and Brackets and Factorising pg. 8 &amp; 9 – due approx. 22<sup>nd</sup> Sept</p> <p><b>Foundation:</b></p> <p>1.Simplifying pg. 6 &amp; 7 – due approx. 15<sup>th</sup> Sept</p> <p>2.Multiplying and Brackets and Factorising pg. 8 &amp; 9 – due approx. 22<sup>nd</sup> Sept</p>	<p>Challenge questions on each homework task.</p>	
<p>2: <b>Solving Equations and Rearranging Formulae</b></p> <p>2 weeks</p>	<p>Assessment 1</p> <p>w/c 6<sup>th</sup> November</p>		<p><b>Higher:</b></p> <p>1.Solving Equations pg. 16 &amp; 17 – due approx. 29th Sept</p> <p>2.Rearranging Formulas pg. 18 &amp; 19 – due approx. 6th Oct</p>	<p>Challenge questions on each homework task.</p>	

			<p><b>Foundation:</b></p> <p>1.Solving Equations pg. 14 &amp; 15 – due approx. 26th Sept</p> <p>2.Rearranging Formulas pg. 16 &amp; 17 – due approx. 6th Oct</p>		
<p><b>3: Substitution and Iteration</b></p> <p>2 weeks</p>	<p>Assessment 1</p> <p>w/c 6<sup>th</sup> November</p>		<p><b>Higher:</b></p> <p>1.Expressions, Formulas and Functions &amp; Iterative Methods pg. 24, 25 &amp; 26 – due approx. 20<sup>th</sup> Oct</p> <p><b>Foundation:</b></p> <p>1.Expressions, Formulas and Functions &amp; Equations from Words and Diagrams pg. 22 &amp; 23 – due approx. 20<sup>th</sup> Oct</p>	<p>Challenge questions on each homework task.</p>	
<p><b>4. Decimals and Fractions</b></p> <p>1 week</p>	<p>Assessment 1</p> <p>w/c 6<sup>th</sup> November</p>		<p><b>Higher:</b></p> <p>1.Fractions, Decimals and Percentages and Recurring Decimals pg. 32 &amp; 33 – due approx. 3<sup>rd</sup> Nov</p> <p><b>Foundation:</b></p> <p>1.Fractions, Decimals and Percentages pg. 28 &amp; 29 – due approx. 3<sup>rd</sup> Nov</p>	<p>Challenge questions on each homework task.</p>	
<p><b>5: Listing strategies and the product rule</b></p>	<p>Assessment 2</p>		<p><b>Higher:</b></p> <p>1.Counting Outcomes pg. 39 – due approx. 24<sup>th</sup> Nov</p>	<p>Challenge questions on each homework task.</p>	

1 week	March 2018		<b>Foundation:</b> 1.Counting Outcomes pg. 35 – due approx. 24 <sup>th</sup> Nov		
<b>6: Factors and Multiples, order of operations and inverse operations</b>  2 weeks	Assessment 2  March 2018		<b>Higher:</b> 1.Types of Numbers and BODMAS and Prime Numbers pg. 45 & 46 – due approx. 1 <sup>st</sup> Dec  2. Multiples, Factors and Prime Factors, LCM and HCF pg. 47 – 50 – due approx.8 <sup>th</sup> Dec	Challenge questions on each homework task.	
		<b>Foundation:</b> 1.Types of Numbers and BODMAS and Prime Numbers pg. 42 & 43 – due approx. 1 <sup>st</sup> Dec  2. Multiples, Factors and Prime Factors, LCM and HCF pg. 44 – 47 – due approx.8 <sup>th</sup> Dec			
<b>7: Powers and Roots</b>  2 weeks	Assessment 2  March 2018		<b>Higher:</b> 1.Powers and Roots pg. 55 & 56 – due approx. 15 <sup>th</sup> Dec	Challenge questions on each homework task.	
		<b>Foundation:</b> 1.Powers and Roots pg. 52 & 53 – due approx. 15 <sup>th</sup> Dec			

## Physical Education: Home Learning & Assessment Policy Summary

GCSE Physical Education Year 10					
Topic	Assessment	Preparation	Revision	Extension	Play
<b>Unit 2: Physical Training</b> [Components of Fitness] [Optimising Training] [Risk Prevention]	End of Unit Test (exam conditions) Weekly Homework set via Doodle (combination of interactive online tasks, quizzes and past exam questions) Mock Examination Papers	VLE GCSE Physical Education resource file containing lesson presentations and in lesson work sheets/books (students can read up on lessons and tasks in advance)	Doodle Unit 2 Tasks (Physical Training)  VLE GCSE Physical Education resource file containing Homework Tasks and in lesson work sheets/books  After school revision sessions	Long Answer Examination Style Questions  One Page Revision Tasks	Watch YouTube videos on these topics. Recommendations include: <a href="https://www.youtube.com/watch?v=RnyB9CBGC2I">https://www.youtube.com/watch?v=RnyB9CBGC2I</a> <a href="https://www.youtube.com/watch?v=a_WMiiEJIsI">https://www.youtube.com/watch?v=a_WMiiEJIsI</a> <a href="https://www.youtube.com/watch?v=nEXEaid9Ilg">https://www.youtube.com/watch?v=nEXEaid9Ilg</a> <a href="https://www.youtube.com/watch?v=2TXEVo1hwIM">https://www.youtube.com/watch?v=2TXEVo1hwIM</a> <a href="https://www.youtube.com/watch?v=K-Q8mmtsiy0">https://www.youtube.com/watch?v=K-Q8mmtsiy0</a> <a href="https://www.youtube.com/watch?v=7HK7yOAWsog">https://www.youtube.com/watch?v=7HK7yOAWsog</a>
<b>Unit 1: Applied A&amp;P</b> [The Skeletal System] [The Muscular System] [Movement Analysis] [Cardiovascular System] [Respiratory System] [Effects of Exercise on the Body]	End of Unit Test (exam conditions) Weekly Homework set via Doodle (combination of interactive online tasks, quizzes and past exam questions) Mock Examination Papers	VLE GCSE Physical Education resource file containing lesson presentations and in lesson work sheets/books (students can read up on lessons and tasks in advance)	Doodle Unit 1 Tasks – Applied A&P  VLE GCSE Physical Education resource file containing lesson Homework Tasks and in lesson work sheets/books  After school revision sessions	Long Answer Examination Style Questions.  One Page Revision Tasks	Watch YouTube videos on these topics. Recommendations include: <a href="https://www.youtube.com/watch?v=POD7xOOzbpo">https://www.youtube.com/watch?v=POD7xOOzbpo</a> <a href="https://www.youtube.com/watch?v=y-NXydZ6Wg">https://www.youtube.com/watch?v=y-NXydZ6Wg</a> <a href="https://www.youtube.com/watch?v=rMcg9YzNSEs">https://www.youtube.com/watch?v=rMcg9YzNSEs</a> <a href="https://www.youtube.com/watch?v=aLoY1wjmVvg">https://www.youtube.com/watch?v=aLoY1wjmVvg</a> <a href="https://www.youtube.com/watch?v=kW-RoPn5zkE">https://www.youtube.com/watch?v=kW-RoPn5zkE</a>
<b>Practical Sporting Selection</b>	End of Activity Assessment Completion of the Practical Log Book (supported by video and photographic evidence) Mock Practical Exam with CMAT schools	Practical Assessment criteria for all 'in school' sporting activities found in students practical log book	Afterschool sports clubs and fixtures.	Playing sport outside of school for a club or team.	After school sports clubs (displayed on the Sports Centre notice board)

<p><b>AEP coursework</b> [Analysis and Evaluation of Performance]</p>	<p>Completion of the coursework assignment and a portfolio of analysis recordings</p>	<p>VLE GCSE Physical Education resource file containing lesson presentations and in lesson work sheets/books (students can read up on lessons and tasks in advance)</p>	<p>After-school Catch Up Sessions  Doodle tasks</p>	<p>Doodle Extension tasks and research in analysis and coaching techniques through <a href="http://www.sportsplan.net">www.sportsplan.net</a></p>	<p>Analysis of recorded / live sport, paying close attention to the pre &amp; post match analysis of player's performances.</p>
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## SCIENCE: Home Learning & Assessment Policy Summary

Science Year 10					
Topic	Assessment	Preparation	Revision	Extension	Play
Biology - Organisation	Organisation – End of Unit Test	<a href="http://www.bbc.co.uk/schools/gcsebitesize/science/add_aqa_pre_2011/enzymes/">http://www.bbc.co.uk/schools/gcsebitesize/science/add_aqa_pre_2011/enzymes/</a>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/science/triple_aqa/transport_systems/blood_system/revision/2/">http://www.bbc.co.uk/schools/gcsebitesize/science/triple_aqa/transport_systems/blood_system/revision/2/</a>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/science/add_edexcel/organism_energy/photosynthesisrev1.shtml">http://www.bbc.co.uk/schools/gcsebitesize/science/add_edexcel/organism_energy/photosynthesisrev1.shtml</a>	Doodle KS4 AQA mini-quiz: <ol style="list-style-type: none"> <li>1. Organisation</li> <li>2. Enzymes in digestion</li> <li>3. Heart and Lungs</li> <li>4. Food tests practical quiz</li> <li>5. Blood and blood vessels</li> <li>6. Leaves</li> </ol> AQA revision guides (new GCSE 1-9)	<a href="https://www.doddlelearn.co.uk/app/teacher?#!Science/resources">https://www.doddlelearn.co.uk/app/teacher?#!Science/resources</a>  <a href="https://www.tassomai.com/home">https://www.tassomai.com/home</a> (if purchased subscription)	Visit the Bodyworks Exhibit  Out of plasticine make a human body featuring all the systems
Biology – Infectious diseases	Infectious diseases – End of unit test	<a href="http://www.bbc.co.uk/schools/gcsebitesize/science/edexcel/problems_in_environmental_biology/">http://www.bbc.co.uk/schools/gcsebitesize/science/edexcel/problems_in_environmental_biology/</a>	Doodle KS4 AQA mini-quiz: <ol style="list-style-type: none"> <li>1. Pathogens and disease</li> </ol>	<a href="https://www.doddlelearn.co.uk/app/teacher?#!Science/resources">https://www.doddlelearn.co.uk/app/teacher?#!Science/resources</a>	Listen to the following documentary:

		<p><a href="http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/keepinghealthy/defendingagainstinfectionrev8.shtml">onment/infectiousdiseaserev1.shtml</a></p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/keepinghealthy/defendingagainstinfectionrev8.shtml">http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/keepinghealthy/defendingagainstinfectionrev8.shtml</a></p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/science/21c/keeping_healthy/antibiotics_drug_testingrev1.shtml">http://www.bbc.co.uk/schools/gcsebitesize/science/21c/keeping_healthy/antibiotics_drug_testingrev1.shtml</a></p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/drugs_use/drugsrev1.shtml">http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/drugs_use/drugsrev1.shtml</a></p>	<p>2. Culturing microorganisms</p> <p>3. Vaccination and medicine</p> <p>AQA revision guides (new GCSE 1-9)</p>	<p><a href="https://www.tassomai.com/home">https://www.tassomai.com/home</a> (if purchased subscription)</p>	<p><a href="http://www.bbc.co.uk/programmes/p028t0q9">http://www.bbc.co.uk/programmes/p028t0q9</a></p>
Biology – Bioenergetics	Bioenergetics – end of unit test	<p><a href="http://www.bbc.co.uk/schools/gcsebitesize/science/add_aqa/photosynthesis/photosynthesisrev1.shtml">http://www.bbc.co.uk/schools/gcsebitesize/science/add_aqa/photosynthesis/photosynthesisrev1.shtml</a></p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/science/add_aqa/respiration/respirationrev1.shtml">http://www.bbc.co.uk/schools/gcsebitesize/science/add_aqa/respiration/respirationrev1.shtml</a></p>	<p>Doddle KS4 AQA mini-quiz:</p> <ol style="list-style-type: none"> <li>1. Photosynthesis</li> <li>2. Cellular respiration</li> </ol> <p>AQA revision guides (new GCSE 1-9)</p>	<p><a href="https://www.doddlelearn.co.uk/app/teacher/launch-content/269290e4-d79a-47b3-86f6-9969258fb765">https://www.doddlelearn.co.uk/app/teacher/launch-content/269290e4-d79a-47b3-86f6-9969258fb765</a></p> <p><a href="https://www.tassomai.com/home">https://www.tassomai.com/home</a> (if purchased subscription)</p>	<p>Try cutting a section of an aquatic plant and putting it into water – shine a light on it at different distances and observe how the bubbles coming from the stem change with increasing light.</p>

Chemistry – Bonding	Bonding – end of unit test	<a href="http://www.bbc.co.uk/schools/gcsebitesize/science/add_aqa/bonding/structure_propertiesrev1.shtml">http://www.bbc.co.uk/schools/gcsebitesize/science/add_aqa/bonding/structure_propertiesrev1.shtml</a>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/science/add_edexcel/ionic_compounds/ionicanalysisrev1.shtml">http://www.bbc.co.uk/schools/gcsebitesize/science/add_edexcel/ionic_compounds/ionicanalysisrev1.shtml</a>	Doddle KS4 AQA mini-quiz: <ol style="list-style-type: none"> <li>1. Ions, their compounds and bonding</li> <li>2. Metallic and covalent bonding</li> <li>3. Giant covalent structures</li> </ol> AQA revision guides (new GCSE 1-9)	<a href="https://www.doddlelearn.co.uk/app/teacher?#!Science/resources">https://www.doddlelearn.co.uk/app/teacher?#!Science/resources</a> <a href="https://www.tassomai.com/home">https://www.tassomai.com/home</a> (if purchased subscription)	Watch the khan academy video on the different types of bonding: <a href="https://www.khanacademy.org/science/biology/chemistry--of-life/chemical-bonds-and-reactions/v/ionic-covalent-and-metallic-bonds">https://www.khanacademy.org/science/biology/chemistry--of-life/chemical-bonds-and-reactions/v/ionic-covalent-and-metallic-bonds</a>
Chemistry – Quantitative chemistry	Quantitative chemistry – End of unit test	<a href="http://www.bbc.co.uk/schools/gcsebitesize/science/add_edexcel/quantitative/">http://www.bbc.co.uk/schools/gcsebitesize/science/add_edexcel/quantitative/</a>	Doddle KS4 AQA mini-quiz: <ol style="list-style-type: none"> <li>1. Formulae and equations</li> <li>2. Conservation of mass</li> </ol> AQA revision guides (new GCSE 1-9)	<a href="https://www.doddlelearn.co.uk/app/teacher?#!Science/resources">https://www.doddlelearn.co.uk/app/teacher?#!Science/resources</a> <a href="https://www.tassomai.com/home">https://www.tassomai.com/home</a> (if purchased subscription)	??
Chemistry – Chemical changes	Chemical changes – End of unit test	<a href="http://www.bbc.co.uk/education/guides/zqjsgk7/revision/1">http://www.bbc.co.uk/education/guides/zqjsgk7/revision/1</a>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/science/add_aqa_pre_2011/ions/acidsbasesrev2.shtml">http://www.bbc.co.uk/schools/gcsebitesize/science/add_aqa_pre_2011/ions/acidsbasesrev2.shtml</a>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/scie">http://www.bbc.co.uk/schools/gcsebitesize/scie</a>	Doddle KS4 AQA mini-quiz: <ol style="list-style-type: none"> <li>1. Acids and metals</li> <li>2. Extracting metals</li> <li>3. Electrolysis of solutions</li> </ol> AQA revision guides (new GCSE 1-9)	<a href="https://www.doddlelearn.co.uk/app/teacher?#!Science/Chemistry/resources">https://www.doddlelearn.co.uk/app/teacher?#!Science/Chemistry/resources</a> <a href="https://www.tassomai.com/home">https://www.tassomai.com/home</a> (if purchased subscription)	Write your own word equations that make as many different salts as possible!  Make a video explaining how electrolysis works.

		<a href="http://www.bbc.co.uk/ocr_gateway/chemical_resources/acids_baserev3.shtml">nce/ocr_gateway/chemical_resources/acids_baserev3.shtml</a>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/science/add_aqa/electrolysis/electrolysisrev1.shtml">http://www.bbc.co.uk/schools/gcsebitesize/science/add_aqa/electrolysis/electrolysisrev1.shtml</a>			
Physics – Energy Changes	Energy changes – End of unit test	<a href="http://www.bbc.co.uk/education/topics/z2wqtfr">http://www.bbc.co.uk/education/topics/z2wqtfr</a>	Doddle KS4 AQA mini-quiz: <ol style="list-style-type: none"> <li>1. Energy resources</li> <li>2. Potential and Kinetic energy</li> <li>3. Energy transfers and efficiency</li> <li>4. Power</li> <li>5. Work and energy</li> <li>6. Internal Energy</li> </ol> AQA revision guides (new GCSE 1-9) AQA revision guides (new GCSE 1-9)	<a href="https://www.doddlelearn.co.uk/app/teacher?#!Science/resources">https://www.doddlelearn.co.uk/app/teacher?#!Science/resources</a> <a href="https://www.tassomai.com/home">https://www.tassomai.com/home</a> (if purchased subscription)	Watch <a href="https://www.youtube.com/watch?v=b7iuFIKmkN4&amp;index=2&amp;list=PLk4aZhY2J7MPXeWoYdO0eIs_SFd4tkU08">https://www.youtube.com/watch?v=b7iuFIKmkN4&amp;index=2&amp;list=PLk4aZhY2J7MPXeWoYdO0eIs_SFd4tkU08</a> Entropy (Order and Disorder) Energy BBC w/ Jim Al-Khalili HD
Physics - Electricity	Electricity – End of unit test	<a href="http://www.bbc.co.uk/schools/gcsebitesize/science/add_aqa/electricity/">http://www.bbc.co.uk/schools/gcsebitesize/science/add_aqa/electricity/</a>	Doddle KS4 AQA mini-quiz: <ol style="list-style-type: none"> <li>1. Electrical Circuits</li> </ol> AQA revision guides (new GCSE 1-9) AQA revision guides (new GCSE 1-9)	<a href="https://www.doddlelearn.co.uk/app/teacher?#!Science/resources">https://www.doddlelearn.co.uk/app/teacher?#!Science/resources</a> <a href="https://www.tassomai.com/home">https://www.tassomai.com/home</a> (if purchased subscription) Research the battles between the following pairs of scientists. What	Watch <a href="https://www.youtube.com/watch?v=Gtp51eZkwol">https://www.youtube.com/watch?v=Gtp51eZkwol</a> Shock and Awe: The Story of Electricity -- Jim Al-Khalili BBC Horizon

				were they competing for? Volta and Galvani Tesla and Edison	
Particle model of matter	Particle model – End of unit test	<a href="http://www.bbc.co.uk/education/topics/z67mn39">http://www.bbc.co.uk/education/topics/z67mn39</a>  Research Archimedes. What did he discover and how can his discovery used in calculating density?	Doddle KS4 AQA mini-quiz: 1.The particle model 2. Internal energy AQA revision guides (new GCSE 1-9)	<a href="https://www.doddlelearn.co.uk/app/teacher?#!Science/resources">https://www.doddlelearn.co.uk/app/teacher?#!Science/resources</a> <a href="https://www.tassomai.com/home">https://www.tassomai.com/home</a> (if purchased subscription)	Write one cooking recipe which works by convection, radiation and conduction.  Make a diving bell.  Draw a comic strip to show the story of Archimedes.
The atomic structure	The atomic structure – End of unit test	<a href="http://www.bbc.co.uk/education/topics/zjkdm3">http://www.bbc.co.uk/education/topics/zjkdm3</a>	Doddle KS4 AQA mini-quiz: 1.Atomic Model 2. Radioactivity and half-lives AQA revision guides (new GCSE 1-9)	<a href="https://www.doddlelearn.co.uk/app/teacher?#!Science/resources">https://www.doddlelearn.co.uk/app/teacher?#!Science/resources</a> <a href="https://www.tassomai.com/home">https://www.tassomai.com/home</a> (if purchased subscription) Research the Chernobyl and Fukushima disasters. Research what killed litvinenko	Make a model of a nuclear power plant to show how it makes electricity.
Forces	Forces – End of unit test	<a href="http://www.bbc.co.uk/education/topics/zmj7hyc">http://www.bbc.co.uk/education/topics/zmj7hyc</a>	Doddle KS4 AQA mini-quiz: 1.Acceleration 2. Speed and Velocity 3. Graphs and motion 4. Vectors and scalars	<a href="https://www.doddlelearn.co.uk/app/teacher?#!Science/resources">https://www.doddlelearn.co.uk/app/teacher?#!Science/resources</a>	Design and make a parachute to have the lowest terminal velocity as possible.

			<p>5. Gravity and Weight 6. Elasticity 7. Contact and non-contact forces AQA revision guides (new GCSE 1-9)</p>	<p><a href="https://www.tassomai.com/home">https://www.tassomai.com/home</a> (if purchased subscription)</p>	<p>Design and make (the fastest) rubber band powered car as possible.</p> <p>Calculate what you would weigh on each planet</p> <p>Draw a speed/time graph of a 5minute clip of your favourite sport game / film.</p>
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## SPANISH: KS4 Home Learning & Assessment Policy Summary

Spanish KS4 Year 10					
Topic	Assessment	Preparation	Revision	Extension	Play
<p>Module 1</p> <p>¡Desconéctate! (Theme 2)</p>	<p>Autumn 1:</p> <p>Every two weeks: vocab/translation homework</p> <p>Preparation of Speaking and Writing paragraphs</p> <p>Listening, Reading and Writing assessment</p>	<p>Toolkit</p> <p>Active Learn</p> <p>Memrise</p> <p>Vocab Express</p> <p>Language Gym</p> <p>Grammar and Translation Work book</p>	<p>Doddle activities :</p> <p>To be determined on half termly basis.</p>	<p>Create a <b>Kahoot</b> revision quiz on the topics</p> <p>Create a grammar wheel on tenses</p> <p>Create GCSE revision cards on theme</p> <p>Create GCSE revision mindmap on theme</p> <p>Record yourself describing a photo</p> <p>Record yourself doing a GCSE role- play with a partner</p> <p>Record model answers for Speaking Exam on Voki</p>	<p>Tune in to a Spanish radio station</p> <p><a href="http://www.listenlive.eu/spain.html">http://www.listenlive.eu/spain.html</a></p> <p>Mary Glasgow subscription</p> <p>Watch an age-appropriate Spanish series</p> <p>Become a Languages Leader</p>
<p>Module 2 Mi vida en el insti (Theme 3)</p>	<p>Autumn 2 :</p> <p>Every two weeks vocab/translation homework</p>	<p>Toolkit</p> <p>Active Learn</p> <p>Memrise</p> <p>Vocab Express</p> <p>Language Gym</p>	<p>Doddle activities :</p> <p>To be determined on half termly basis.</p>	<p>Create a <b>Kahoot</b> revision quiz on the topics</p> <p>Create a grammar wheel on tenses</p>	<p>Tune in to a Spanish radio station</p> <p><a href="http://www.listenlive.eu/spain.html">http://www.listenlive.eu/spain.html</a></p> <p>Mary Glasgow subscription</p>

	<p>Preparation of Speaking and Writing paragraphs</p> <p>Speaking assessment</p>	<p>Grammar and Translation Work book</p>		<p>Create GCSE revision cards on theme</p> <p>Create GCSE revision mindmap on theme</p> <p>Record yourself describing a photo</p> <p>Record yourself doing a GCSE role- play with a partner</p> <p>Record model answers for Speaking Exam on Voki</p>	<p>Watch an age-appropriate Spanish series</p> <p>Become a Languages Leader</p>
<p>Module 4 Intereses e influencias (Theme 1)</p>	<p>Spring 1:</p> <p>Every two weeks: vocab/translation homework</p> <p>Preparation of Speaking and Writing paragraphs</p> <p>Listening, Reading and Writing assessment</p>	<p>Toolkit</p> <p>Active Learn</p> <p>Memrise</p> <p>Vocab Express</p> <p>Language Gym</p> <p>Grammar and Translation Work book</p>	<p>Doddle activities :</p> <p>To be determined on half termly basis.</p>	<p>Create a <b>Kahoot</b> revision quiz on the topics</p> <p>Create a grammar wheel on tenses</p> <p>Create GCSE revision cards on theme</p> <p>Create GCSE revision mindmap on theme</p> <p>Record yourself describing a photo</p>	<p>Tune in to a Spanish radio station</p> <p><a href="http://www.listenlive.eu/spain.html">http://www.listenlive.eu/spain.html</a></p> <p>Mary Glasgow subscription</p> <p>Watch an age-appropriate Spanish series</p> <p>Become a Languages Leader</p>

				Record yourself doing a GCSE role- play with a partner  Record model answers for Speaking Exam on Voki	
Module 6 De costumbre (Theme 1)	Spring 2:  Every two weeks:  vocab/translation homework  Preparation of Speaking and Writing paragraphs	Toolkit Active Learn Memrise Vocab Express Language Gym Grammar and Translation Work book	Doddle activities : To be determined on half termly basis.	Create a <b>Kahoot</b> revision quiz on the topics  Create a grammar wheel on tenses  Create GCSE revision cards on theme  Create GCSE revision mindmap on theme  Record yourself describing a photo  Record yourself doing a GCSE role- play with a partner  Record model answers for Speaking Exam on Voki	Tune in to a Spanish radio station <a href="http://www.listenlive.eu/spain.html">http://www.listenlive.eu/spain.html</a> Mary Glasgow subscription Watch an age-appropriate Spanish series  Become a Languages Leader
Preparation for Year 10 exam	Summer 1:  Summative assessment AQA GCSE paper sat in Listening, Speaking, Reading and Writing	Toolkit Active Learn Memrise Vocab Express Language Gym	Doddle activities : To be determined on half termly basis.	Create a <b>Kahoot</b> revision quiz on the topics	Tune in to a Spanish radio station <a href="http://www.listenlive.eu/spain.html">http://www.listenlive.eu/spain.html</a> Mary Glasgow subscription

		Grammar and Translation Work book		<p>Create a grammar wheel on tenses</p> <p>Create GCSE revision cards on theme</p> <p>Create GCSE revision mindmap on theme</p> <p>Record yourself describing a photo</p> <p>Record yourself doing a GCSE role- play with a partner</p> <p>Record model answers for Speaking Exam on Voki</p>	<p>Watch an age-appropriate Spanish series</p> <p>Become a Languages Leader</p>
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## Music: Home Learning & Assessment Policy Summary

<b>GCSE Music, Year 10 (OCR specification)</b>					
Topic	Assessment	Preparation	Revision	Extension	Play
<p><b><u>Autumn Term</u></b></p> <p>Introduction to Area of Study 1: My Instrument (orchestral instruments, keyboard skills, ensemble skills)</p> <p>Area of Study 2: The Concerto Through Time (Baroque, Classical, Romantic)</p> <p>Practical work: integrated coursework (individual performance and composition)</p>	<p>Introductory listening skills assessment</p> <p>AoS1: My Instrument fact finding sheet</p> <p>AOS1: Keyboard skills notation</p> <p>Language for Learning tests on AoS 1&amp;s</p> <p>Regular feedback on performance and composition</p>	<p>Background research on own instrument/voice</p> <p>Keyboard basic chordal work</p> <p>Regular practice in order to prep for performance recording</p>	<p>Practical logsheet updates</p> <p>Practice diaries updated, as appropriate</p> <p>GCSE recommended textbook: <a href="http://www.rhinegoldeducation.co.uk/product/ocr-gcse-music-study-guide/">http://www.rhinegoldeducation.co.uk/product/ocr-gcse-music-study-guide/</a></p>	<p>BBC Bitesize GCSE music</p> <p>Additional concerto listening: Bach's Brandenburg, Beethoven's piano, Tchaikovsky's violin</p> <p>Make a habit of listening to other interpretations of performance piece - work towards incorporating expression as one of the priorities</p>	<p>Music Clubs - all GCSE students to join at least one</p> <p>Concert opportunities</p> <p>Arts Award (see music department or Phoebe Monk for details)</p> <p>Swavesey Music School ~ particularly for theory of music support and/or Rock School</p> <p>CHRISTMAS CONCERT involvement</p>
<p><b><u>Spring Term</u></b></p> <p>Composing: Developing a musical idea</p> <p>Area of Study 4: Film Music scores Western Classical</p>	<p>Draft composition to be shared: written feedback</p> <p>Film soundtrack overlay</p> <p>Lang4learning test AoS4</p>	<p>Continued practice on own instrument (for completion by end of term 2)</p> <p>Listening at home to recommended examples</p>	<p>(as above re. practical work)</p> <p>Recap AoS1, 2&amp; 4</p>	<p>Becoming more familiar with software: Sibelius, Cubase in prep for annotating composition</p>	<p>Film clips - laying further soundtracks after school to prep for Practical Portfolio to a brief</p>

<p>Music in Films Video Game Soundtracks</p>	<p>Further listening and notation exercises in prep for mock exam</p> <p><i>[ PERFORMANCE 1 recorded]</i></p>			<p>Extended listening of film scores to determine leitmotif, scene, etc, features</p>	
<p><b>Summer Term</b></p> <p>Area of Study 5: Conventions of Pop Pop Ballads of the 1970s, 80s and 90s</p> <p>Solo artists from 1990 to present day. Rock 'n' Roll of the 1950s &amp; 1960s Rock Anthems of the 1970s and 1980s</p> <p>Reflecting on year 10: filling in the gaps</p>	<p>Song writing and performing in an ensemble</p> <p>Language for Learning test on AoS5</p> <p>Notation tests with addition of keys, intervals</p> <p><i>[ COMPOSITION 1 completed and recorded ]</i></p>	<p>Listening to recommended artists with emphasis on structure and chord patterns</p> <p>Composition prep on varied stimuli (notation, picture, words, story)</p>	<p>Recap of AoS 1, 4, 5 ~ L4L, specific features and terminology</p> <p>Thinking ahead for ensemble performances - what groups do you play/sing in? What pieces could be chosen and prepared in advance?</p>	<p>Work through all available composition stimuli to make the best selection in September</p> <p>Listening to pop song examples from each decade via radio to work out instrumental changes over the years</p>	<p>Club/s joined, perform in a concert or showcase</p> <p>Remember that the Hathor Room can be used for PC purposes so get ahead.</p> <p>SUMMER CONCERT involvement</p>

## Arts Faculty: Home Learning & Assessment Policy Summary

### GCSE Art and Photography Year 9

Topic	Assessment	Preparation	Revision	Extension	Play
<b>Autumn/Spring Term</b>  Landscapes, Portraits or Still Life	<b>Autumn/Spring Term</b>  Formative sketchbook feedback. Complete sketchbook and final canvas.	See Course Guide for weekly tasks.	KS4 Art and Photography club: Monday, Wednesday, Thursday 3.15-4.15pm	<b>Exhibitions</b> 1. Richard Pousette-Dart: Beginnings at Kettle's Yard, Cambridge. 23 <sup>rd</sup> Oct – 6 <sup>th</sup> Jan '19. 2. Alex Prager. Silver Lake Drive at The Photographers Gallery, London. 15 <sup>th</sup> Jun – 14 <sup>th</sup> Oct '18.	<b>Photoshop club:</b> Mondays 3.15-4.15 <b>Clay Club:</b> Wednesday 3.15-4.15 <b>Photography club:</b> Thursday 3.15-4.15
<b>Spring/Summer Term</b>  Silver or Bronze Arts Award	<b>Spring/Summer Term</b>  Sketchbook and final piece.	See Course Guide for weekly tasks.	KS4 Art and Photography club: Monday, Wednesday, Thursday 3.15-4.15pm	<b>Exhibitions</b> 1. Cindy Sherman at the National Portrait Gallery, London. 27 <sup>th</sup> Jun-15 <sup>th</sup> Sep '19. 2. The EY Exhibition: Van Gogh and Britain at the Tate Britain, London. 27 <sup>th</sup> Mar – 11 <sup>th</sup> Aug '19.	<b>Photoshop club:</b> Mondays 3.15-4.15 <b>Clay Club:</b> Wednesday 3.15-4.15 <b>Photography club:</b> Thursday 3.15-4.15

### GCSE Art and Photography Year 10

Topic	Assessment	Preparation	Revision	Extension	Play
<b>Autumn/Spring Term</b>  Landscapes, Portraits or Still Life	<b>Autumn/Spring Term</b>  Formative sketchbook feedback. Complete sketchbook and final canvas.	See Course Guide for weekly tasks.	KS4 Art and Photography club: Monday, Wednesday, Thursday 3.15-4.15pm	<b>Exhibitions</b> 1. Richard Pousette-Dart: Beginnings at Kettle's Yard, Cambridge. 23 <sup>rd</sup> Oct – 6 <sup>th</sup> Jan '19. 2. Alex Prager. Silver Lake Drive at The Photographers Gallery, London. 15 <sup>th</sup> Jun – 14 <sup>th</sup> Oct '18.	<b>Photoshop club:</b> Mondays 3.15-4.15 <b>Clay Club:</b> Wednesday 3.15-4.15 <b>Photography club:</b> Thursday 3.15-4.15
<b>Spring/Summer Term</b>  Mock Exam	<b>Spring/Summer Term</b>  Sketchbook and final piece produced in ten hour practical exam.	See Course Guide for weekly tasks.	KS4 Art and Photography club: Monday, Wednesday, Thursday 3.15-4.15pm	<b>Exhibitions</b> 1. Cindy Sherman at the National Portrait Gallery, London. 27 <sup>th</sup> Jun-15 <sup>th</sup> Sep '19. 2. The EY Exhibition: Van Gogh and Britain at the Tate Britain, London. 27 <sup>th</sup> Mar – 11 <sup>th</sup> Aug '19.	<b>Photoshop club:</b> Mondays 3.15-4.15 <b>Clay Club:</b> Wednesday 3.15-4.15 <b>Photography club:</b> Thursday 3.15-4.15

## Arts Faculty: Home Learning & Assessment Policy Summary

Drama Year 10					
Term/Topic	Assessment	Preparation	Revision	Extension	Play
<p><b>Autumn Term - Introduction [C1]</b></p> <p>An introduction to devising using the drama toolkit</p> <p>Devising using a Practitioner</p>	<p>Task 1 – Devising from stimulus [1]</p> <p>Task 2 – Devising from stimulus [2]</p> <p>Task 3 – Introduction to Practitioners</p> <p>a) Brecht b) Stanislavski</p> <p>Devise an original piece and present as mock exam/complete a written portfolio and evaluation</p>	<p>Home research to inform planning, mind-mapping</p> <p>Complete rehearsal booklet – reflection and evaluation of work in progress</p> <p>Research : Brecht/Stan</p>	<p>Rehearsal</p> <p>Keep rehearsal diary as guided in lessons and student workbook.</p> <p>Ask for regular feedback on written work as guided.</p>	<p>GCSE Bitesize Drama ‘Devising’</p> <p>Discover footage of Charlie Chaplin – make notes on significant features and their relationship to what you are learning about Brecht’s style.</p>	<p>Swavesey Youth Theatre Arts Award</p> <p>Join an external drama group (e.g. YAC, Spotlight)</p> <p>Visit Theatre to see a live performance.</p>
<p><b>Spring - Introduction to The Tempest Theatre Visit and Review (how to write) [C3]</b></p> <p><b>Devising using the influence of Genre – TIE (mock exam 2) [C1]</b></p>	<p>Initial exploration and production of visual display pertaining to our understanding of the characters</p> <p>Theatre visit – meet to discuss with teacher then produce 2 sides of notes to inform revision prior to C3 exam</p>	<p>Research, watch The Tempest (RSC Stratford production with Max Stafford- Clark as Prospero available on DVD from Amazon)/go see a live production of the Tempest if possible.</p>	<p>Rehearsal in and out of lessons.</p>	<p>Watch extracts from the production/see the production live, read the complete playtext.</p> <p>Video your performance and watch it back. Make notes on areas for improvement, rehearse and then present a second time for assessment.</p>	<p>Swavesey Youth Theatre Arts Award</p> <p>Join an external drama group (e.g. YAC, Spotlight)</p> <p>Visit Theatre to see a live performance.</p>

	Present original performance to audience, generate feedback then prepare a group presentation – a reflective evaluation of the process.	Visit the theatre to see a live production other than the Tempest		Look at exemplar questions/answers from past papers as available and practice writing answers in relation to own theatre visits/The Tempest  Structure feedback from target audience.	
<b>Summer - Performing from a text [C2]</b>	In groups, select 2 extracts from a play (to be agreed from a range of texts), study extracts and then select 2 smaller extracts across the original 2, rehearse and present as mock practical exam.	Read a range of playtexts as guided by teacher. See wealth of resources in P1 which can be on loan.	Rehearsals in and out of lessons	Video your performance and watch it back. Make notes on areas for improvement, rehearse and then present a second time for assessment.  Structure feedback from target audience to use in reflective evaluation.	Swavesey Youth Theatre Arts Award Become a Drama Youth Leader Join an external drama group (e.g. YAC, Spotlight)  Visit Theatre to see a live performance. This may be an organised enterprise during this half term.