

## MEET THE TEAM

 <p>Miss R Wyatt Head of Year 7</p>	 <p>Miss K Levesley Head of Year 8</p>	 <p>Miss F Neilan Head of Year 9</p>	 <p>Miss H Plumb Head of Year 10</p>	 <p>Miss J Elms Head of Year 11</p>
 <p>Mrs J Rogers Year 7 Pastoral Manager</p>	 <p>Mrs M Quinn Year 8 Pastoral Manager</p>	 <p>Mrs J Martin Year 9 Pastoral Manager</p>	 <p>Mrs H Williams Year 10 Pastoral Manager</p>	 <p>Miss A Jarman Year 11 Pastoral Manager</p>

Term Dates	All dates are Provisional
Tues 21 December 2021	Term Ends
Wed 5 January 2022	Term starts
Mon 14 - Fri 18 February 2022	Half term
Fri 01 April 2022	Term Ends
Tues 19 April 2022	INSET Day
Wed 20 April 2022	Term starts
Mon 30 - Fri 03 June 2022	Half term
Thu 21 July 2022	INSET Day
Fri 22 July 2022	INSET Day
Fri 22 July 2022	Term Ends

## MEET THE FORM TUTOR TEAM



10DV1

Mr Pishedda



10DV2

Ms Harrison



10F1

Mr Tighe



10F2

Ms S Doyle



10G1

Mr Towler



10G2

Ms Hodgson



10P1

Mr El Amine



10P2

Mr Pieroni

## CURRICULUM INFORMATION - What are our Students studying this term?

<p>MATHS</p> <p>Foundation tier (Edexcel exam board)</p> <p>Higher tier (Edexcel exam board)</p>	<p>Ratio and proportion</p> <p>Right angled triangles</p> <p>Probability</p> <p>Multiplicative reasoning</p> <p>Similarity and congruence</p> <p>More trigonometry</p>
<p>ENGLISH</p>	<p><b>Year 10</b> will be focusing on English Language Paper 2 skills. They will learn how to: explore writers' perspectives and viewpoints; identify and select relevant information; investigate and analyse the ways that texts compare and contrast with one another, supporting their ideas with quotations. They will practice writing persuasively using a contentious statement as a hook to present a convincing argument whilst ensuring their ideas are expressed clearly using a range of structural and rhetorical features. Paper 2 is worth 50% of the final GCSE grade that students will achieve, and the reading and writing sections are of equal importance and weighting. We will also be introducing the students to the English Literature poetry anthology and will begin to explore the language, form and structure of the Power and Conflict poems.</p> <p><b>GCSE Option</b> Students will continue with coursework until February half term with Mrs Rudling. Miss Doyle is continuing with the Teen genre: moving onto Ferris Bueller's Day Off. Mrs Read is continuing through Paper Two: moving onto <i>District 9</i> (Blomkamp, 2009).</p>
<p>SCIENCE</p>	<p>Please click the link below to view curriculum information:</p> <p><a href="#">Yr 10 Science Curriculum</a></p>
<p>GEOGRAPHY</p> <p>GEOGRAPHY OPTION</p>	<p><b>GEOGRAPHY THREE YEAR OPTION</b></p> <p>Students are studying the Edexcel A GCSE Geography. Students will covering the Global Development and Weather Hazards and Climate Change units.</p> <p>Students will be going on their first of two fieldtrips to St Albans. They will investigate the changing land use and environmental quality.</p> <p>Students have revision guides for each topic they have covered so far, these have a list of questions in the back which can be asked to students.</p> <p><b>GEOGRAPHY ONE YEAR OPTION</b></p> <p>Students are studying the Edexcel A GCSE Geography. Students have two geography teachers, so will be covering two units at the same time. Students will be starting their Physical Fieldwork (investigating change in discharge). In physical Geography they will be covering the Weather Hazards and Climate Change and Ecosystems, Biodiversity and Management units. In human Geography they will be covering the Resource and Energy Resource Management unit.</p> <p>Students have revision guides for each topic they have covered so far, these have a list of questions in the back which can be asked to students.</p>

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HISTORY	Industrial; Modern; Causes and treatments of illness.
HEALTH AND SOCIAL CARE	Students will have completed the first part of their coursework and will be beginning their second piece. This is called Component 2: Health and Social Care Services and Values and it looks into specific careers in H&SC and how the care values that are needed to perform them. Within this coursework, students will be creating a role play situation between health care professionals and a health care user which they will be acting out and recording for part of their coursework grade.
ETHICS	Students will build upon their study of the Holocaust in Year 8 History. Using materials from the Holocaust Education Trust and the UCL Centre for Holocaust Education, students will increase their knowledge of Jewish life in Europe before the Holocaust. They will explore the reasons behind individual actions and consider the challenges and opportunities faced by Holocaust survivors after liberation.
COMPUTING	Year 10 ICT students will continue with their data analysis module where they look at how to interpret data.
COMPUTING SCIENCE	Year 10 students will continue their development of python skills as well as looking at the concepts behind programming. They will also work on solving algorithms and using flowcharts and pseudocode. In the theory section of the course they will study networks.
BUSINESS	Business students will continue to work their way through the GCSE course. This term they move on to look at the role of marketing and market segmentation. In the paper 2 lessons, they will continue their study of finance as well as looking at influences on business.
CHILD DEVELOPMENT (1 year option)	<p>The 5 topics of Unit 2 (spring) are:</p> <ul style="list-style-type: none"> <li>- Understand the expected pattern of child development</li> <li>- Understand the importance of observations and assessments</li> <li>- Understand the factors that might affect development</li> <li>- Understand how to use everyday care, routines and activities</li> <li>- Understand how to support children through transitions</li> </ul> <p>This unit is a coursework unit. The pupils will produce 9 pieces of coursework this term.</p> <p><u>How a parent can help:</u> talk about how your children (and others) developed when they were younger. Show pictures/ watch videos. Were there any factors that affected their development? Can they remember when the first went to nursery/ pre-school? Can you? What were your experiences like as an under 8?</p>
CHILD DEVELOPMENT (3 year option)	<p>OCR Cambridge National Level 1/2 (GCSE) in Child Development</p> <p>During the Spring term, Year 9 will be continuing to learn the content of unit R018. The focus for this term will be:</p> <ul style="list-style-type: none"> <li>• The postnatal checks for a newborn baby</li> <li>• The specific needs of a pre-term (premature) baby</li> <li>• The postnatal provision available for mother and baby</li> <li>• The importance of the environment to the child</li> <li>• The need for acceptable patterns of behaviour and approaches to discipline.</li> </ul> <p><u>How a parent can help:</u> talk to the student about your own experiences in the areas above or those that you know of.</p>

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<p>TRAVEL AND TOURISM</p>	<p><b><u>Travel and Tourism OPTION</u></b> - Exam Board = Edexcel/Pearson</p> <p>The coursework – We will be continuing with unit 3 which is about Customer Service. We will focus on Drayton Manor, Papermill and Visit Britain as our 3 organisations and how they use customer service. We will be looking at how the organisations deal with internal and external customers along with role play and procedures that organisations put in place to deal with complaints.</p> <p>We will then start unit 4 –where we will be focusing on the features in short and long-haul destinations. Students will link these features to different types of customers and be able to explain how the different features at the different destinations appeal to them. They will continue to focus on different types of destinations from around the World and plan an itinerary for different visitor types to 2 different destinations, justifying their choices. For the higher marks pupils will have to adapt the holiday to be suited to a different customer type and explain why they would make these changes to suit the new customer types' needs'.</p> <p>The exam – We will be focusing on different tourism industries – including; Travel agents, tour operators, transport, arts and entertainment, visitor attractions, Accommodation, Tourism development. The students will need to learn about the types of each industry, the roles they have and the products and services they offer.</p> <p><b><u>TRAVEL AND TOURISM CORE (3 year option)</u></b></p> <p>Students will be learning about the impacts of tourism and the ways the impacts can be managed at different destinations. We will study the economic, environmental and social impacts of tourism and how they can be minimized. We will then move onto destination management which looks at how destinations can develop and grow, studying management plans to put theory into practice.</p>
<p>P.E.</p>	<p>Year 10 Girls: Table tennis, Fitness, Badminton, Basketball, Handball, Football</p> <p>Year 10 Boys: Football, Fitness, Badminton, Table tennis, Handball, Basketball</p> <p><b><u>KS4 Option: CNAT SPORT</u></b> (OCR)</p> <p><b>R052. Developing Sports Skills (coursework)</b></p> <p>LO1: Be able to use skills, techniques &amp; tactics/strategies/compositional ideas as an individual performer in a sporting activity.</p> <p>LO2: Be able to use skills, techniques &amp; tactics/strategies/compositional ideas as a team performer in a sporting activity.</p> <p>Lo3: Be able to officiate in a sporting activity.</p> <p>LO4: Be able to apply practice methods to support improvement in a sporting activity.</p> <p><b>R054. Sport and the media (coursework)</b></p> <p>LO1: Know how sport is covered across the media.</p> <p>LO2: Understand the positive effects media can have on sport.</p> <p>LO3: Understand the negative effects media can have on sport.</p> <p><b><u>KS4: OPTION:</u></b></p> <p><b><u>PE GCSE</u></b> (EDEXCEL)</p> <p>Anatomy &amp; Physiology – Applied Anatomy &amp; Physiology, Movement Analysis, Physical training.</p> <p>Health, Fitness &amp; Well-Being, Sports.</p> <p>Psychology, Socio-cultural influences.</p>

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ART	Collections – developing drawing and artist analysis skills.
GCSE Photography	<p>Movement - exploring motion in photography and animation</p> <p>Looking at different speed settings on our camera to freeze and slow motion</p>
DESIGN & TECHNOLOGY	<p><b>Engineering 1 year option:</b> Cambridge National in Engineering Design helps students understand the processes of engineering design and how market requirements inform client briefs. Through practical activities they develop skills in computer modelling and model making and how to communicate design ideas effectively. This term students will be designing/developing their Lamp concepts and planning for manufacture to produce a prototype.</p> <p><b>GCSE—Design and Technology option:</b> Students will be working of theory and Non Examination Assessment.</p> <p><b>Theory:</b> Students will cover various aspects of core technical principles, specialist technical principles and designing and making principles.</p> <p><b>NEA:</b> Students' will be working on investigation into a contextual challenge, defining the needs and wants of the user and include relevant research to produce a design brief and specification. They will be generating design ideas with flair and creativity and develop these to create a final design solution (including modelling). A manufacturing specification will be produced to conclude their design findings leading into the realisation of a final prototype that is fit for purpose and a final evaluation. Students will investigate, analyse and evaluate throughout the portfolio and evidence all decisions made.</p>
PERFORMING ARTS	<p>Options: Music – Unit 2 – Designing and Creating Podcasts as a Music Product; Completing Unit 7 – Sequencing; Continuing work on unit 5 – Solo Performing. Beginning work for unit 1 – The Music Industry (external exam) in June.</p> <p>Options: Drama - Component 1: exploring different styles of drama through repertoire of live professional performance.</p> <p>Options: Dance - Component 1: exploring different styles of dance through repertoire of live professional performance.</p>
HOSPITALITY/ CATERING	<p><u>Year 10 (Core )</u> - Students will continue their controlled assessment this term which is worth 60% of their overall grade. As part of this they will carry on looking at nutrition and healthy eating and in addition will research the impact of cooking methods on the nutritional value of food. Exam topics will include the use of technology within the Hospitality &amp; Catering industry as well as factors affecting success. Practical lessons will cover a variety of cooking skills &amp; techniques.</p> <p><u>Year 10 (1 year option)</u> - Students will continue their controlled assessment this term which is worth 60% of their overall grade. As part of this they will look at planning menus for different groups of people as well as environmental issues that should be considered. They will further their understanding of how dishes meet customer needs and know how to prepare a plan of production. Exam topics will include how Hospitality &amp; Catering provisions operate as well as Health &amp; Safety requirements &amp; responsibilities. Practical lessons will cover a variety of cooking skills &amp; techniques to prepare students for their practical exam at the end of term where they will cook and present a two course meal.</p>

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RELIGIOUS STUDIES	<p>Religious Studies GCSE AQA A.</p> <p>Students will begin to study Paper 2—Thematic Studies. They will look at the teachings in Christianity and Islam on Relationships and Families, Religion and Life, Religion, Crime and Punishment and Religion, Human Rights and Social Justice.</p>
MFL - French	<p>Will be studying the <b>module 3- Jours ordinaires et jours de fête</b>; learning to talk about daily life, food for special occasions, describing family celebrations and festivals &amp; traditions. As well as <b>module 4- town and region</b>; learning about local area, weather and transports. Discussing what to see and do &amp; describing community projects.</p> <p><b>These modules are part of Theme 1: Identity and culture and theme 2: local area.</b> They will be adding on a few more complex structures whilst continuing to improve their exam technique.</p> <p>Parents could help their child revise <b>on a regular basis</b> the vocabulary for the module they are learning (double page vocab)- The question they could ask is “have you spent 10 minutes revising the vocabulary?” or “if I say the English, can you translate it in French/ Spanish?”. Students could listen to music or watch films in the target language as well as using free language apps to learn or revise key phrases and grammar whilst having fun.</p> <p>Linguascope- Students have all be given a username and password to access this great language web-site.</p>
MFL - Spanish	<p>Will be studying <b>the module: Mi Gente (My family &amp; friends)</b>. Learning to describe people, family and friends, and free time activities (social networks and reading preferences.)</p> <p>And the module– <b>Intereses e influencias (My hobbies/ free time)</b>. Talking about free-time activities, TV programmes and films, sports...</p> <p><b>These modules are part of Theme 1: Identity and culture.</b> Students will be adding on a few more complex structures whilst continuing to improve their exam technique.</p> <p>Parents could help their child revise <b>on a regular basis</b> the vocabulary for the module they are learning (double page vocab)- The question they could ask is “have you spent 10 minutes revising the vocabulary?” or “if I say the English, can you translate it in French/ Spanish?”. Students could listen to music or watch films in the target language as well as using free language apps to learn or revise key phrases and grammar whilst having fun.</p> <p>Linguascope- Students have all be given a username and password to access this great language web-site.</p>
PSYCHOLOGY	<p>GCSE Psychology, AQA:</p> <p>Students will be focusing on the Social Influence topic with Ms Harrison. They will begin looking into Conformity and Obedience, for example why people will obey certain authority figures. Parents could discuss real-life events such as the Nazi soldiers and why they obeyed such horrific orders in order to help the students apply their knowledge to real-life situations.</p> <p>With Miss Rabjohn the GCSE class will be moving onto Language, Thought and Communication topic. Within this module, students will look at different forms of effective communication, how to communicate in a more 'likeable' manner and then comparing animal vs human communication in preparation for our upcoming trip the Whipsnade Zoo where students will carry out an experiment or observation into the forms of communication.</p>

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PSHE	<p>In the Spring term, year 10 students will be completing a careers unit. They will carry out research into possible career options that will support them in starting to make decisions for their future. They will also be supported in writing their CVs in preparation for their work experience in the Summer term.</p>
SOCIOLOGY	<p>GCSE Sociology, AQA : Focusing on the Crime and Deviance topic. Looking specifically at reasons for people committing crimes and the differences in crime rates among gender, social class, age and ethnicity. Pupils will also get the opportunity to explore how crime is measured and reported in society, specifically looking at the impact of the media. Pupils will also be looking at the Social Stratification topic, more specifically understanding life chances of individuals in different social classes and ethnicities. Further, pupils will explore the idea of poverty and power and authority in depth.</p>
PERFORMING ARTS	<p>Options: Music – Unit 2 – Designing and Creating Podcasts as a Music Product; Completing work for unit 1 – The Music Industry (external exam) in 13th January and beginning work on the sequencing unit (unit 7) and unit 5 (performing).</p> <p>Options: Drama - Component 1: exploring different styles of drama through repertoire of live professional performance.</p> <p>Options: Dance - Component 1: exploring different styles of dance through repertoire of live professional performance.</p>

