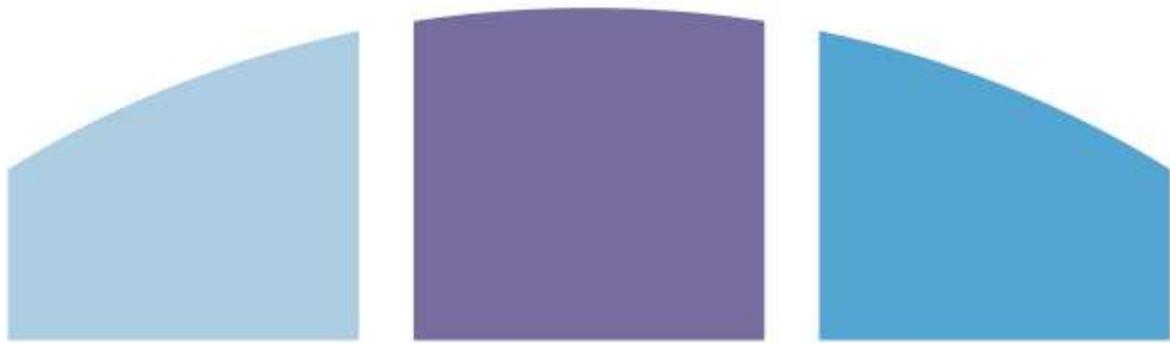


What are we Learning this Term?

Year 9

January – April 2018



P A R K L A N E
A C A D E M Y

English



Exam Board	Edexcel
Assessment Detail ie. number of exam, % weightings etc.	<p>For English Language students will be assessed through two exam papers at the end of Year 11</p> <p>Component 1: Fiction and Imaginative writing (worth 40% of the total GCSE grade)</p> <p><u>Section A</u> – Reading: questions on an unseen 19th-century fiction extract.</p> <p><u>Section B</u> – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extract.</p> <ul style="list-style-type: none">• The total number of marks available is 64.• Assessment duration 1 hour and 45 minutes. <p>Component 2: Non Fiction and literary non fiction and Transactional Writing (worth 60% of the total GCSE Grade)</p> <p><u>Section A</u> – Reading: questions on two thematically linked, unseen non-fiction extracts.</p> <p><u>Section B</u> – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extracts.</p> <ul style="list-style-type: none">• The total number of marks available is 96.• Assessment duration: 2 hours. <p>Speaking and Listening: The preparation and assessment of spoken language is a compulsory requirement of the course of study. It will appear on all students' certificates as a separately reported grade, alongside the overall grade issued.</p> <p>For English Literature students will be assessed through two exam papers at the end of Year 11</p> <p>Component 1: Shakespeare and Post 1914 Literature (worth 50% of the total GCSE Grade)</p> <p><u>Section A</u> – Shakespeare: a two-part question, with the first task focused on an extract of approximately 30 lines. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play.</p> <p><u>Section B</u> – Post-1914 British play or novel: ONE essay question. The total number of marks available is 80. Assessment duration: 1 hour and 45 minutes. Closed book (texts are not allowed in the examination).</p> <p>Component 2: 19th Century Novel and Poetry since 1789 (worth 50% of the total GCSE Grade)</p> <p><u>Section A</u> – 19th-century novel: a two part question, with the first part focussed on an extract of approximately 400 words. The second part is an essay question exploring the whole text.</p> <p><u>Section B</u> – Part 1: ONE question comparing a named poem from the Pearson Poetry Anthology collection to another poem from that collection. The named poem will be shown in the question paper. Part 2: ONE question comparing two unseen contemporary poems. The total number of marks available is 80.</p>

	Assessment duration: 2 hours and 15 minutes. Closed book (texts are not allowed in the examination).
Web Link to specification	http://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-language-2015.html https://qualifications.pearson.com/content/dam/pdf/GCSE/English%20Literature/2015/specification-and-sample-assesment/9781446914359_GCSE_2015_L12_Enlitt.pdf
Useful revision websites and/or resources	http://www.bbc.co.uk/education/subjects/zr9d7ty http://www.bbc.co.uk/education/topics/zxmb4j6

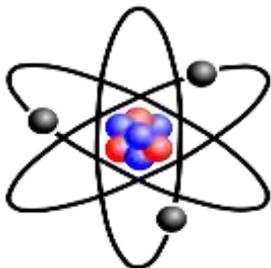
Subject Content	<p>Year 9: Shakespeare's 'Macbeth'</p> <ul style="list-style-type: none"> • Develop skills to analyse how the language, form, structure and context of texts can create meanings and effects. • Develop skills to maintain a critical style and informed personal response. <p>Year 9: 19th Century Fiction</p> <ul style="list-style-type: none"> • Study selections from a range of prose fiction. <p>Develop skills to analyse and evaluate 19th-century fiction extracts.</p>
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Extended learning and how parents can help

Research different contexts: Elizabethan and Jacobean England (Shakespeare) and Victorian England (19th century fiction).
Read at least one other play by Shakespeare like *A midsummers Night Dream* and write a review of it. Read at least one other 19th century text like *Treasure Island* by Robert Louis Stevenson and summarise the main themes of the novel.

Key words to learn this term

- Alliteration
- Blank verse
- Dramatic irony
- Hyperbole
- Metre
- Oxymoron
- Poetic verse
- Prose
- Pun
- Rhyming couplet
- Shakespearian Tragedy
- Soliloquy
- Sub-plot



Science

Exam Board	OCR Gateway
Assessment Detail ie. number of exam, % weightings etc.	<p><u>Combined Science</u> 6 exams each worth 16.7% all exams will be 1 hour 10 minutes long.</p> <ul style="list-style-type: none"> • Exam 1 biology units 1-3 • Exam 2 Biology units 4 – 6 • Exam 3 Chemistry units 1 -3 • Exam 4 Chemistry units 4 -6 • Exam 5 Physics units 1 -3 • Exam 6 Physics units 4 – 6 <p><u>Triple Science</u> For each GCSE students achieve they will sit 2 1 hour 45 min long exams worth 50 % each.</p> <p>Biology GCSE</p> <ul style="list-style-type: none"> • Exam 1 biology units 1-3 • Exam 2 Biology units 4 – 6 <p>Chemistry GCSE</p> <ul style="list-style-type: none"> • Exam 3 Chemistry units 1 -3 • Exam 4 Chemistry units 4 -6 <p>Physics GCSE</p> <ul style="list-style-type: none"> • Exam 5 Physics units 1 -3 • Exam 6 Physics units 4 – 6
Web Link to specification	<p>Combined Science http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-combined-science-a-j250-from-2016/</p> <p>Biology http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-biology-a-j247-from-2016/</p> <p>Chemistry http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-chemistry-a-j248-from-2016/</p> <p>Physics http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-physics-a-j249-from-2016/</p>
Useful revision websites and/or resources	http://www.bbc.co.uk/education/subjects/zrkw2hv

Subject Content

Students will cover physics topic 1 and physics topic two from the Chemistry and Physics section of the GCSE... Physics topic two looks at forces which incorporate the Newton's laws of speed and forces in action. Students on the separate science course cover the same topics but in greater depth

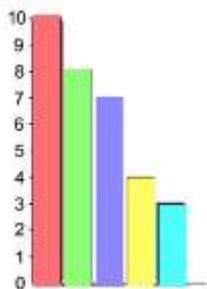
Extended learning and how parents can help

GCSE Bitesize is a great tool to support your son/daughters learning at home. If here is an area of their homework of revision they are struggling to grasp they can search the "topic GCSE bitesize" and useful level appropriate information will be located to support. Often if a student searches a scientific term the information located will be too high level to support them and confuse them more.

Key words to learn this term

Students are given a key word worksheet at the start of every topic. This will be stuck in their exercise book.

Maths



Subject Content	<p><u>Bridge to GCSE</u></p> <p>Students in year 9 will be taught content that will support their progression towards the 9-1 GCSE course .It will be a combination of Higher and Foundation material and this will prepare all students for their appropriate GCSE course.</p> <p>This content is for ALL students and the decision to which Tier students follow in year 10 will be made after they have had the opportunity to develop their knowledge and skills at the end of year 9. Pearson's exemplar exam materials will be used for assessment throughout the year.</p>
Extended learning and how parents can help	<p>Keshmaths: Corbettmaths: Mathsbot</p> <p>The websites listed have revision materials to support all topics and levels. Please encourage your son/daughter to access the Powerpoints and videos to help with topics covered in lessons.</p> <p>Hegartymaths work will be set each week to be completed but extra work can always be accessed when required.</p>
Key words to learn this term	<p>Your son /daughter will be given keywords during the term based on topics covered.</p>



History

Exam Board	Edexcel
Assessment Detail ie. number of exam, % weightings etc.	Thematic study and historical environment <ul style="list-style-type: none"> • Crime and Punishment in Britain, c1000 – present - 30% Period study <ul style="list-style-type: none"> • Superpower relations and the Cold War, 1941 – 91 and British depth study • Early Elizabethan England - 40% Modern depth study <ul style="list-style-type: none"> • Weimar and Nazi Germany, 1918 – 39 - 30%
Web Link to specification	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html
Useful revision websites and/or resources	BBC Bitesize Spartacus history learning site

Subject Content	<p>TOPIC 3 Elizabethan society in the Age of Exploration, 1558–88</p> <ul style="list-style-type: none"> • Education and leisure • The problem of the poor • Exploration and voyages of discovery • Raleigh and Virginia <p>TOPIC 1 The origins of the Cold War, 1941–58 1</p> <ul style="list-style-type: none"> • Early tension between East and West • The development of the Cold War • The Cold War intensifies
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Extended learning and how parents can help

Revision guide provided by school with past exam questions in <http://www.bbc.co.uk/education/subjects/zj26n39>
BBC bitesize
<http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/>

- Key words to learn this term**
- Conspiracy
 - Foreign policy
 - Circumnavigate
 - Armada
 - Vagabond
 - Ideology
 - Capitalism
 - Communism
 - Isolationism
 - Containment
 - Deterrent



Geography

Exam Board

Assessment Detail

ie. number of exam, % weightings etc.

AQA

Paper 1 – Living with the Physical environment

1 hour 30 minutes exam 35% of overall mark

Paper 2 – Challenges in the human environment

1 hour 30 minutes exam 35% of overall mark

Paper 3 – Geographical applications

1 hour 15 minutes exam, pre released resources 12

weeks before the exam 30% of the overall mark

Web Link to specification

<http://www.aqa.org.uk/subjects/geography/gcse/geography-803>

Useful revision websites and/or resources

Revision

<http://www.bbc.co.uk/education/guides/z9cp7hv/revision>

<http://www.bbc.co.uk/education/guides/z9y2k7h/revision>

<http://www.bbc.co.uk/education/guides/z923hv4/revision>

Field work

<http://www.bbc.co.uk/education/guides/zcm3hv4/revision>

Subject Content	<p><u>The Challenge of Natural Hazards</u></p> <ul style="list-style-type: none"> • Climate change – natural and human causes, the effects and the responses • Extreme weather events in the UK <p><u>Geographical skills</u></p> <ul style="list-style-type: none"> • Map skills • Atlas work • Graphical skills – bar graphs, scatter graphs
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Extended learning and how parents can help

There are a number of key websites that offer useful information and will allow students to develop their geographical skills:

http://www.bbc.co.uk/schools/gcsebitesize/geography/natural_hazards/

http://www.bbc.co.uk/schools/gcsebitesize/geography/geographical_skills/

Key words to learn this term

- Climate
- Hurricane
- Air pressure
- Responses
- Monitoring
- Planning
- Preparation
- Effects



Technology and Literacy

Subject Content	<p>Each term students take part in one of these lessons. At the beginning of each new term the students rotate onto the next subject.</p> <ul style="list-style-type: none">• Resistant materials• Food technology• Literacy <p><u>Resistant Materials</u> Students will make a wooden pencil box with a grooved lid. They will produce lap joints in its construction, paying particular attention to marking, measuring and cutting with accuracy. Students will go on to produce, decorate and bend the lid of the box which will finish the product. Students will find out about the main types of working drawings which will include section, assembly and plan drawings.</p> <p><u>Literacy</u> Students will take a baseline reading test to find out their accelerated reading score. Students will then be guided to choosing an appropriate book to read and enjoy. When a book is finished students take an online comprehension test to check their understanding of their book – the result of the test shows the student which book to read next.</p> <p><u>Food Technology</u> Catering terms such as Mise en Place and garnish are introduced. Students learn about the social significance of food and how this differs amongst different societies. Skills used in all recipes are more advanced using more high risk foods. They will develop skills and knowledge of food preparation and cooking which will lead to the development of complete meals. This will be supported by nutrition theory and consideration of where our food comes from.</p>
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Homework

- ✓ Homework will consist of re-enforcing Health and Safety issues and mini design tasks to encourage imagination and creativity. Students are expected to complete 6 pieces of homework over the term in accordance with the whole school homework timetable.
- ✓ A variety of reading homework will be set.

Extended learning and how parents can help

- Encourage your child to trial balanced and nutritional foods at home.
- Encourage your child to look at the construction of wooden furniture in and around the home and practise these types of drawings.
- Encourage your child to read for pleasure. This can be magazines, websites as well as books. See the tips at the end of this booklet which give guidance on how you can support your child's reading.



Physical Education

Exam Board	Edexcel
Assessment Detail ie. number of exam, % weightings etc.	Theory (60%) Fitness and Body Systems (36%) Health and Performance (24%) Practical (30%) Personal Exercise Programme (PEP) (10%)
Web Link to specification	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html
Useful revision websites and/or resources	Pearsons Edexcel Revision guide Pearsons Edexcel Exam questions Collins Edexcel GCSE Revision All-in-one Revision & Practice Collins GCSE Revision All-in-one Revision & Practice BBC Bitesize GCSE PE

Subject Content	<p>Movement Analysis</p> <ul style="list-style-type: none"> - Lever systems - Planes and Axes of movement <p>Physical Training</p> <ul style="list-style-type: none"> - The relationships between health and fitness - The long term effects of exercise <p><u>Assessment</u></p> <p>Students will also partake in a variety of practical sports to discover what individual and team sport they will be graded in. These include Badminton, Trampolining, Basketball.</p>
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Extended learning and how parents can help

Edexcel revision guide and exam question booklet
BBC bitesize GCSE PE
Collins Edexcel GCSE Revision book

Key words to learn this term

- 1st, 2nd and 3rd class levers
- Planes
- Axes
- Health
- Fitness
- Lung capacity
- Red blood cells



Core PE

Subject Content	
<p>Pupils will further develop their personal leadership skills. They will then be encouraged to increasingly use these leadership skills to facilitate their own learning, reflecting on their own and others' performance. Using this knowledge, they will make the necessary adaptations for future sessions. The main aim at Year 9 & 10 is that all pupils are educated in the benefits of leading an active healthy lifestyle. A further opportunity to participate in sport is available to all pupils during lunchtime and after school clubs/fixtures. Pupils will participate in a variety of sports which they have the opportunity to choose and will change on a half termly basis.</p>	



Music

Course Name	Music GCSE
Exam Board	AQA
Assessment Detail (ie. % Controlled Assessment, % Exam, Number of Papers etc.)	<p><u>Component 1: Understanding music</u></p> <p>What's assessed?</p> <ul style="list-style-type: none"> • Listening • Contextual understanding <p>How it's assessed</p> <p>Exam paper with listening exercises and written questions using excerpts of music.</p> <p>Questions</p> <ul style="list-style-type: none"> • Section A: Listening – unfamiliar music (68 marks) • Section B: Study pieces (28 marks) <p>The exam is 1 hour and 30 minutes.</p> <p>This component is worth 40% of GCSE marks (96 marks).</p> <p><u>Component 2: Performing music</u></p> <p>What's assessed?</p> <p>Music performance</p> <p>How it's assessed</p> <p>As an instrumentalist and/or vocalist and/or via technology:</p> <ul style="list-style-type: none"> • Performance 1: Solo performance (36 marks) • Performance 2: Ensemble performance (36 marks). <p><u>A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.</u></p> <p>This component is 30% of GCSE marks (72 marks).</p> <p>Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA. Performances must be completed in the year of certification (2018)</p> <p><u>Component 3: Composition</u></p> <p>What's assessed?</p> <p>Composition</p> <p>How it's assessed</p> <ul style="list-style-type: none"> • Composition 1: Composition to a brief (36 marks) • Composition 2: Free composition (36 marks).

	<p>A minimum of <u>three minutes of music in total</u> is required. This component is 30% of GCSE marks (72 marks). Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA.</p>
Web Link to relevant specification	http://www.aqa.org.uk/subjects/music/gcse/music-8271

Subject Content	<p>Composition – Learning the basic skills need in order to create coherent compositions using basic notation learnt at Key Stage 3.</p> <p>Group performance – creation of performances to be played by upwards of 4 players in groups.</p> <p>Analysis of a variety of styles of music (Popular Music since 1910).</p>
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Key words to learn this term

Melody

- riff
- pitch bend
- melisma
- hook
- slide
- glissando
- improvisation
- ostinato
- blue notes.

Harmony

- power chords
- chord symbols eg C7
- Stock chord progressions eg I VI IV V.

Tonality

- pentatonic
- modal
- blues scale.

Structure

- intro/outro
- verse
- chorus
- break
- twelve-bar blues
- drum fill.

Sonority (Timbre)

- standard contemporary instrument types eg electric guitar, synthesisers
- specific instrument types e.g. sitar, dilruba
- instrumental techniques e.g. palm mute (pm), pitch bend, hammer-on (ho), pull-off (po), slide guitar/bottleneck
- drum kit components and techniques eg rim shot
- vocal timbres eg falsetto, belt, rap, beat-boxing, scat singing
- specific instrumental techniques eg slap bass
- specific instrumental effects eg amplification, distortion
- specific technological recording techniques eg automatic

double-tracking (ADT) and direct input transformer (DIT).

Tempo, metre and rhythm

- bpm (beats per minute)
- mm (metronome marking)
- groove
- backbeat
- syncopation
- off-beat•



Art

Exam Board	AQA
Assessment Detail ie. number of exam, % weightings etc.	Unit 1: Portfolio: How it's assessed: <ul style="list-style-type: none"> • No time limit • 96 marks • 60% of GCSE Unit 2: Externally set assignment: How it's assessed <ul style="list-style-type: none"> • Preparatory period followed by 10 hours of supervised time • 96 marks • 40% of GCSE
Web Link to specification	http://www.aqa.org.uk/subjects/art-and-design/gcse
Useful revision websites and/or resources	Pinterest provides a good browser for researching contemporary and historical artists. Other websites include: <ul style="list-style-type: none"> • http://lensculture.com/ • http://digilablondon.co.uk/ • http://photoshop.com/ • http://picasaweb.google.com/ • http://www.artcyclopedia.com • http://www.saatchigallery.com

Subject Content	'Close up': Students will explore the work of Nunzio Paci. As they develop these images they will explore how different materials can be used to show structure and begin to develop three dimensional work
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Extended learning and how parents can help

Encourage your child to practice different drawing techniques and recording ideas with their cameras. Visit a local art gallery to see historical and contemporary work.

Key words to learn this term

- Drawing techniques
- Tonal and colour blending
- Contextual analysis
- Experimenting and evaluating the use of different materials



Computer Science

Course Name: Certificate in Digital Applications	
Exam Board	EdExcel Pearson
Assessment Detail ie. number of exam, % weightings etc.	120 Guided learning hours: 30glh – Unit 1 SPB1 A Practical Examination (2.5 hours) 90glh – Artwork and Imaging
Web Link to specification	http://qualifications.pearson.com/en/qualifications/digital-applications-cida-dida/cida-2012.html
Useful revision websites and/or resources	http://www1.edexcel.org.uk/dida-spb-31-08/sep-2017-d/Unit-1-Developing-Web-Products/ http://www1.edexcel.org.uk/dida-spb-31-08/sep-2017-d/Unit-3-Artwork-and-Imaging/DA103/ www.teach-ict.com

Subject Content	Students will continue to develop the Summative Project Brief and produce a quality portfolio which meets the specifications of the brief.
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Extended learning and how parents can help Deadlines will be paramount in order for students to continue to make progress.
Students will have to constantly review their work and improve. This can be done in collaboration with school and home.

- Key words to learn this term**
- Purpose
 - Audience
 - Specification
 - Annotation
 - Feedback
 - Questionnaire



Photography

Subject content	Students will develop their skills by exploring the starting point of 'fragments'. This unit is intended to expand their knowledge of different photographers and cause them to develop ideas using different methods. They will also consider how a photograph is presented.
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Extended learning and how parents can help
Key words to learn this term

Encourage your child to practice different drawing techniques and recording ideas with their cameras. Visit a local art gallery to see historical and contemporary work.

- Recording experiences and ideas
- Exploring relevant resources
- Generating and exploring potential lines of enquiry
- Applying knowledge and understanding in making images, artefacts and products; reviewing and modifying work, and planning and developing ideas in the light of their own and others' evaluations
- Organising, selecting and communicating ideas

Drama



Exam Board	OCR
Assessment Detail ie. number of exam, % weightings etc.	<p>Component 01 Devising Drama Students explore a stimulus provided by the exam board. They will work in groups to create their own devised drama based on their exploration. Students can work as either performers or designers creating a portfolio and a final performance. Non-examined assessment 30%</p> <p>Component 02 Presenting and Performing Texts Students explore a text and perform two scenes to a Visiting Examiner. Students can work as either performers or designers completing a pro forma and a final performance showcase. Non-examined assessment 30%</p> <p>Component 03 Drama: Performance and Response Section A contains questions based on the study of a full text from a list set by the exam board. Section B contains an extended response analysing and evaluating live theatre. 1½ hours 40%</p>
Web Link to specification	Drama Specification
Useful revision websites and/or resources	<p>http://www.bbc.co.uk/education/subjects/zbckjxs</p> <p>https://revisionworld.com/a2-level-level-revision/drama-gcse-level/studying-drama/drama-gcse-past-papers/ocr-gcse-drama-past-papers</p> <p>https://www.amazon.co.uk/OCR-Drama-GCSE-David-Cross/dp/034098340X</p>

Subject content	<p>Students will rehearse and perform a devised performance in groups from a stimuli provided by the exam board.</p> <ul style="list-style-type: none"> • They can choose to work as a performer or designer • All performances will be supported by a portfolio which is evidence of the students' devising process.
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Extended learning and how parents can help

Rehearse **devised performances** and techniques.
Produce material for their **portfolio** which is evidence of the students' devising process.
You can help by assisting with homework, learning lines and portfolio work.

- Key words to learn this term**
- Brecht
 - Stanislavski
 - Cross cutting
 - Flashback
 - Theatre in the round.



Media

Course Name: GCSE Media Studies	
Exam Board	OCR
Assessment Detail ie. number of exam, % weightings etc.	Year 11 – 60% controlled assessment, 40% exam (one paper) Year 9 and 10 – 30% Non-examined unit, 70% exam (two papers)
Web Link to specification	Year 11 http://www.ocr.org.uk/Images/82322-specification.pdf Year 9 and 10 http://www.ocr.org.uk/Images/316659-specification-accredited-gcse-media-studies-j200.pdf
Useful revision websites and/or resources	Year 11 past papers and mark schemes http://www.ocr.org.uk/qualifications/gcse-media-studies-j526-from-2012/

Subject Content	Analysing media campaigns to prepare for the close study examination topics – lego movie promotion, lego video game and the Mojo magazine cover.
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Extended learning and how parents can help Visit the media and science museum and Bradford to look at how media has changed over time.

Key words to learn this term

- Connotation
- Denotation
- Mise-en-scene
- Polysemic
- Anchorage
- Target audience/demographic
- Semiotics
- Iconography

Textiles



Course Name: AQA Textiles	
Exam Board	AQA
Assessment Detail ie. number of exam, % weightings etc.	<p>Unit 1: Portfolio: How it's assessed:</p> <ul style="list-style-type: none"> • No time limit • 96 marks • 60% of GCSE <p>Unit 2: Externally set assignment: How it's assessed</p> <ul style="list-style-type: none"> • Preparatory period followed by 10 hours of supervised time • 96 marks • 40% of GCSE <p>http://www.aqa.org.uk/subjects/art-and-design/gcse</p>
Web Link to specification	www.aqa.org.uk

Subject Content	Students will begin an Art Textiles project based around embroidery. They will produce a piece of wall art using a natural theme. They will make sketched observations and will then incorporate this into their designs. They will learn new techniques such as hand embroidery, machine embroidery and other hand based techniques. Skills will be developed in a more advanced way and will lead to the completion of the wall hanging.
Extended learning and how parents can help	Homework will consist of re-enforcing Health and Safety issues and mini design tasks to encourage imagination and creativity. Students are expected to complete 6 pieces of homework over the term in accordance with the whole school homework timetable.
Key words to learn this term	Encourage your child to look at the construction of textile based items in the home and investigate into different fabric



Child Development

Course Name: OCR Nationals Level 1 & 2 Child Development	
Exam Board	OCR
Assessment Detail ie. number of exam, % weightings etc.	Written examination – 50% 2 controlled Assessments both 25% weighting each
Web Link to specification	www.ocr.org.uk
Useful revision websites and/or resources	OCR – Child Dev.past papers Great Ormond St Hospital – www.gosh.nhs.uk NSPCC – www.nspcc.org.uk NCT – www.nct.org.uk NHS – www.nhs.org.uk St John's Ambulance – www.sja.org.uk Healthy Eating www.bbcgoodfoodguide.com

Subject Content	<p>This unit is about the different equipment and nutritional requirements of children from birth to five years. It focuses on understanding the key factor to consider when choosing equipment. It also focuses on dietary guidelines, the functions and sources of nutrients and the feeding of young children.</p> <p>Children need a range of equipment, including equipment for travelling, feeding and sleeping as well as clothes and footwear. For a child's well-being and safety, all items chosen must be both appropriate and cared for hygienically.</p> <p>Good nutrition is vital to a child's health and development so it is very important that you learn about making healthy choices for themselves as they grow and develop.</p> <p><u>Learning Outcomes</u></p> <p>By the end of the unit you will:</p> <ul style="list-style-type: none"> • Understand the key factors when choosing equipment for babies from birth to 12 months • Understand the key factors when choosing equipment for children from one to five years • Know the nutritional guidelines and requirements for children from birth to five years • Be able to investigate and develop feeding solutions for children from birth to five years. <p><u>How will you be assessed?</u></p> <p>In Learning Outcome 1, you should investigate the main points to be considered when choosing equipment for travelling, feeding and sleeping as well as clothing and footwear for babies from birth to 12 months</p> <p>In Learning Outcome 2, you should investigate the main points to be considered when choosing equipment for travelling, feeding and sleeping as well as clothes and footwear for children one to five years.</p> <p>In Learning Outcome 3, you should have knowledge of the function of sources of nutrients and current government guidelines for children</p>
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	<p>from birth to five years. This should include stages of feeding from 0-6 months an, 6-12 months and 1-5 years.</p> <p>In learning Outcome 4, you should demonstrate the understanding of the nutritional requirements by completing a practical task that involves creating a suitable feeding solution.</p>
Extended learning and how parents can help	Become more familiar with subject specific terminology – continue use the glossary that you are starting to build. Answer exam questions
Key words to learn this term	<ul style="list-style-type: none"> • Age-appropriateness • Safety • Cost • Design • Ergonomics • Design • Durability • Hygiene • Equipment



Catering

Course Name: Level 1 / 2 Hospitality and Catering	
Exam Board	WJEC
Assessment Detail ie. number of exam, % weightings etc.	Unit 1 written exam 50% Unit 2 Controlled Assessment 50%
Web Link to specification	http://www.wjec.co.uk/qualifications/hospitality-and-catering/hospitality-and-catering-level-1-2-award.html
Useful revision websites and/or resources	BBC Bitesize – Food Technology https://getrevising.co.uk/revision-tests/wjec_catering Food a Fact of Life The Vegetarian Society, The Coeliac Society

Subject Content	<ul style="list-style-type: none"> • Explain how cooking methods impact on nutritional value • Cooking Methods: Boiling, Steaming, Baking, Grilling, Stir-fry, Roasting, Poaching • Explain factors to consider when proposing dishes for menus • Time of year e.g. seasonality of commodities, seasonal events, skills of staff, equipment available, time available, type of provision e.g. service, location, size, standards, finance e.g. costs, customer needs • Client base
Extended learning and how parents can help	Identify the cooking methods being used for meals at home, keep shopping receipts and calculate the cost of the foods only, minus other household items.
Key words to learn this term	<ul style="list-style-type: none"> • Dry cooking methods • Moist cooking methods • Costing, budgeting • Portion control (nutritional requirement and making a profit)

PSD



Subject Content

Unit 13 Working as Part of a Group – Students will look at what qualities/rules are needed when working with others. They will then take part in different group activities deciding amongst themselves who should have what role i.e. leader.

They will then give constructive feedback about how each person did in their role and then suggest ways it could be improved.

Students will be asking them about their own experiences whilst working in a group.

Extended learning and how parents can help

Key words to learn this term

- Contribution
- Respect
- Decisions
- Solutions

CREaTE



Subject Content	CREaTE stands for Citizenship, Relationship, Employability and Theology Education with a different aspect of this being taught each half term. Half term three for year 9 is Relationship and Sex Education with a focus on students learning how to build and maintain healthy and meaningful relationships. This includes lessons on Consent, contraception and preventing STIs.
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A Parent's Guide to

ENCOURAGING A GROWTH MINDSET

What is a growth mindset?

Growth mindset is a concept developed by Carol Dweck, a Professor of Psychology at Stanford University. It is the belief that a person's abilities and intelligence can be developed through practice, hard work, dedication, and motivation.

What is a fixed mindset?

A **fixed mindset** is the notion that intelligence and talent alone will lead to success. People with a fixed mindset believe that these things are "fixed" and cannot be developed or improved upon. They believe that you are either born with it or not, and nothing can change that.

Why is having a growth mindset important?

Research has shown that children who have a fixed mindset are more likely to:

- Fear failure
- Give up on tasks they feel are too difficult
- Ignore feedback
- Avoid challenges
- Feel threatened by the success of others

Children who have a growth mindset are more likely to:

- Learn from their mistakes
- Be motivated to succeed
- Put forth more effort
- Take challenges head on
- Take risks
- Seek feedback
- Learn more
- Learn faster



The Do's and Don'ts of

ENCOURAGING A GROWTH MINDSET

By promoting a growth mindset, you can provide your child a sturdy foundation for future learning.

DON'TS

- Model a fixed mindset in your own life.
- React to problems negatively
- Allow your child to make excuses for poor work
- Give non-specific praise (e.g. "You did a good job on that")
- Allow your child to avoid challenges because of a fear of failure
- Compare your child to other children
- Praise effort if your child is not learning
- View intelligence and talents as most important
- Criticize your child for making mistakes



DO'S

- Model a growth mindset in your actions at home.
- Encourage effort and perseverance over fixed traits, such as intelligence and raw talent.
- Help your child to actively solve problems instead of reacting to problems.
- Give feedback without criticism and judgment.
- Choose specific actions to praise.
- Help your child develop goals in his everyday life
- Provide opportunities for your child to be challenged.
- Emphasize your child's ability to grow in all things.



Schoolhouse Live