

Cohort 7 Course Guides Autumn Term 2018

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Art

Course overview

During this first term learners will be introduced to the concept of 'understanding and recording' shapes and tones with different weights of pencil as well as exploring pattern and texture in a variety of drawing media. Learners will develop their understanding of how to keep a sketchbook as a vital tool to record their visual journey and how to present and annotate their work effectively. Studies will be broadly based around the theme 'Is the world beautiful?' and will enable learners to study natural forms and other artists' work as a resource for their explorations. Learners are encouraged to experiment with paint and colour during the second study period. They will learn about how to create tints and hues as well as how to control different types of paint. iPads are used as practical tools and also as communication and reflection devices in art. Learners will record their experiences photographically and on video using their learning journey pages to store these recordings. All Independent Study, course guidebooks and visual information to support learning will be available via the Art space resources page.

Assessment Points

Sketchbooks are collected regularly and learners are given structured guidance from their teacher, via a simple feedback sheet, about how well they are developing, recording and reflecting on their work. Showcasing is structured periodically throughout the course and is designed to allow learners to focus on a particular element of their journey in more detail. Google classroom will be used to set and monitor independent study.

Nature of Assessment

Teaching staff will consistently monitor each learner's progress against classroom targets and expectations. These expectations are made clear at the start of each study period and a reminder of them is included on the assessment sheet that each learner will keep in their sketchbooks. Targets are based on general **focus and application**, core **art-specific skills** and key **learning attributes** and should be met through learner's engagement in sessions, reflective work on their learning journey pages, and the practical work presented in their sketchbooks. This will be fed back to learners and parents during the review cycle in the early part of November using a 4 part scale (P1 - Making excellent progress to P4 - Declining performance). At the end of the first half term learners will showcase their understanding of how to use a sketchbook to present their work. They will use this showcase as an opportunity to present their explorations and learning. At the end of the second half term learners will showcase their work through their learning journeys on Google Sites for the first time. Each showcase is an opportunity for learners to reflect upon their own learning and this will add to the evidence used to monitor overall progress.

Guidance

Written guidance is offered through feedback sheets in sketchbooks, and can be expected on 2-3 occasions per study period. In addition, learners are offered verbal feedback about ongoing projects every session and digital (written or spoken) responses to showcase work can be found on learning journey pages on Google.

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Dance

Course overview

During Dance in the Autumn term, learners will be studying performance through a variety of stimuli. They will have the opportunity to develop existing movement skills as well as experiment with new ones. As part of this, they will develop an awareness of how movement can create atmosphere. Dance will be closely linked with Music and Drama, enabling the learners to build on their Expressive Arts skills throughout the year.

Assessment Points

Throughout every study period, learners will have regular performance opportunities, and will take part in self, peer and teacher assessment. Performance opportunities will also happen as part of Showcasing sessions.

Nature of Assessment

The assessments will either be solo or group assessments, and there will be opportunities for performance in front of the class. These are vital opportunities to develop performance skills and etiquette, and to gain the support and feedback of peers.

During this term we shall be awarding learners a grade for overall progress, ranging from 1 – Making excellent progress to 4 – Declining progress.

Guidance

Throughout the year guidance to each learner will be primarily given through verbal communication. There will be many moments of one to one discussion time where feedback and areas for improvement are analysed and put in place. Small and whole group verbal guidance will also be a regular feature from not only the teacher but other learners as well. Learners will also have written guidance through reports and emails, for example. Learners will also be able to use My Learning Platform to guide them through all of their learning.

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Design and Technology

Course overview

The first two learning sessions are designed to ignite learner's curiosity about Design & Technology and the design process.

Lego Rendering Learning Session. This will cover rendering skills and different approaches to planning. Learners will work in small groups and will need to divide the 'jobs' between themselves. Learners will have opportunities for peer feedback for their Lego planning.

Theme Park Learning Session. This session looks at decision-making and the consequences that may come from that decision. Learners must work together to plan the layout, staffing and entertainment available at the park, which is building on communication, co-operation, planning and organisation.

For their first showcase they will have uploaded their work, including their Independent Study, which has been shared with them via our Design and Technology website to our google classroom page.

Course overview

In **Food Preparation and Nutrition** learners will be focusing on Healthy Eating. They will learn a variety of life skills along with nutritional information, the Eatwell Guide and will use a selection of recipes available on their google classroom, to learn different skills for example knife skills, rubbing in technique and all in one method along with using kitchen equipment. Learners will choose a basic recipe for either a crumble or pizza and try to adapt it to their own needs and wants and make the final dish. The MLa's we will be focusing on is Constructive and Capable.

In **Textiles** learners will be creating a storage holder, they will learn how to use the sewing machines along with hand stitching techniques by teacher led demonstrations. There is a bank of resources on il@h for extra guidance and inspiration. Learners will explore the meaning of "textiles" as well as gain an understanding into a variety of different plant, animal and synthetic fibres. Learners will be confident in setting up the sewing machine and will be able to tackle basic decorative techniques, so that they may decorate and construct their final products. The MLa's we will be focusing on are Curious and Craftsmanlike.

In **Resistant Materials** learners will be making a note holder that will allow learners to combine metal, wood and plastic. They will develop a good range of practical skills and we hope that these products will give them an insight into how you can combine materials. The MLa's we will be focusing on are Confident and Capable.

In **Graphic Products** learners will be creating a nature inspired laser cut clock. They will be developing their sketching skills focusing on patterns and textures that will be developed on our 2D Design software. We would like learners to see new technologies in practice that they could incorporate into their GCSE's if they choose a Product Design course. The MLa's we will be focusing on are Considered and Communicative.

Learners will learn through a wide range of activities, we have created a large selection of resources that have been uploaded on to our Design & Technology webpage. They will be shown practical demonstrations which are also supported with physical examples and guides which will be available via their iPads. We continue to circulate the room guiding and supporting when needed, we will respond to the class or individuals needs to bring learners back and address any misconceptions.

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Assessment Points

Learner's work will be assessed during and at the end of each project.

Nature of Assessment

All learners will have a printed booklet for their projects with the assessment requirements and will be given guidance on how to improve before handing them in at the end of the project.

During this term we shall be awarding learners a grade for overall progress, ranging from 1 – Making excellent progress to 4 – Declining progress.

Guidance

Learner's booklets will have the success criteria and will be given guidance on what and how to improve with an opportunity to re-draft before their final submission. This will allow us to use all of their work to give written feedback along with focused learning conversations about their learning journey.

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Drama

Course overview

During Drama in the Autumn term, learners will develop various performance techniques and explore different styles of performance, including Theatre in Education and Physical Theatre. Learners will have the opportunity to develop subject knowledge and existing skills with regards to how they communicate as a group and public speaking. Learners will also have the opportunity to work on scripted performances and through this they will gain an understanding of how to analyse texts and characters through a variety of practical workshops based on the text.

Assessment Points

Throughout every study period, learners will have regular performance opportunities, and will take part in self, peer and teacher assessment. Performance opportunities will also happen as part of Showcasing sessions.

Nature of Assessment

The assessments will be group assessments, and there will be opportunities for performance in front of the class. These are vital opportunities to develop performance skills and etiquette, and to gain the support and feedback of peers. This assessment opportunity also enables learners to develop their confidence at showcasing their learning in front of their peers, which is a transferable skills for other subjects.

During this term we shall be awarding learners a grade for overall progress, ranging from 1 – Making excellent progress to 4 – Declining progress.

Guidance

Throughout the year guidance to each learner will be primarily given through verbal communication and through a regular dialogue on their Learning Journey page on il@h. There will be many moments of one to one discussion time where feedback and areas for improvement are analysed and put in place. Small and whole group verbal guidance will also be a regular feature from not only the teacher but other learners as well. Learners will also have written guidance through reports and emails.

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English Language and English Literature

Course overview

Learners will begin this term looking at the idea of 'Survival'. Learners will go on a fictional trip with their classmates, deciding where to go, where to crash and how to survive in their new location. They will practice all three key skills: reading, writing and speaking & listening. Later on in the term, learners will undertake a class reader, to help them explore if the world is a beautiful place. This will be 'The Boy in the Striped Pyjamas'. They will work on enhancing their skills of reading for meaning, analysis and interpretation.

Assessment Point

One key piece per half term:

- Non-fiction writing assessment
- Language analysis piece

Nature of Assessment

Possible titles:

1. A letter home to your family explaining and describing your trip and how you are surviving.
2. English Language assessment: How does the writer use language to present the character of Shmuel? How does the writer use language to present the 'Fury'?

During this term we shall be awarding learners a grade for overall progress, ranging from 1 - making excellent progress, to 4 - Declining progress.

Guidance

Learners will receive guidance in a variety of ways. These include marked assessments, reports, feedback in books, 1:1 interaction, Google Classroom and MLC appointments.

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Enterprise and Solutions

Course overview

Learners will begin the term by embarking on their first extended project of the year – ‘*Mission Impossible*’. Throughout this investigation, learners will develop a firm understanding of how best to use some of the key IT systems available at Honywood, such as MLP, how to book MLCs, using Book Creator and how to save and upload their work onto Google Drive. Learners will also be required to demonstrate a developed understanding of the school’s E-Safety requirements and expectations, how to organise emails and how to use and maintain their iPad properly. Learners will be required to provide evidence for each aspect of the investigation, so to demonstrate a secure understanding across all areas of the IT world at Honywood.

By week 7, learners will be moving onto Season 2 – ‘*The Rebranding Challenge*’. Before beginning their extended project, learners will develop their understanding on just how businesses go about ensuring that their products will be successful. This will involve examining the four ‘P’s’ of the Marketing Mix – Product, Price, Promotion and Place. Learners will also have the opportunity to develop their knowledge and understanding of how to construct, conduct, analyse and present primary and secondary research in the form of consumer and product surveys. This will provide the platform learners need to embark on their second extended project of the year, in which they are required to construct and present their own plan to market the rebranding of an existing sports company.

In the final part of the term, learners will be making a start on Season 3 – ‘*Project Management*’. Here learners will develop their understanding on the kinds of factors that influence whether or not business projects get either approved or rejected, such as identifying local stakeholders and presenting a business model that keeps them all happy. This will provide the necessary platform for learners to make a success of their next project, in which they are required to present their business plans for managing and refurbishing a National Trust castle estate. Throughout this investigation, learners will be required to problem solve, manage a tight budget, hire and fire employees, and justify their decisions.

Assessment Points

There will be one key assessment point per half term, which will often be delivered as a written project, but may also be accompanied by learners having to deliver collaborative presentations or sales pitches. The first will take place during their first Showcase during either week 5 or 6 and the second in either week 11 or 12. Showcasing will also include learners reflecting on their progress, in relation to both their subject knowledge and the MLAs, as well as peer assessment and feedback.

Nature of Assessment

Season 1: Mission Impossible – Written project (Showcase: week 5/6)

Season 2: The Rebranding Challenge – Written project (Showcase: week 11/12)

Season 2: The Rebranding Challenge – Group presentation (Showcase: week 11/12)

During this term we shall be awarding learners a grade for overall progress, ranging from 1 – Making excellent progress to 4 – Declining progress.

Guidance

Written projects – Written feedback and guidance will be provided across 3 formats:

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1. Knowledge and understanding.
2. Application of knowledge.
3. Explanations and justifications.

Guidance will be given to learners to attach to their projects and store in their exercise books/folders, so that they can reflect and target set appropriately. Guidance may also be uploaded onto learner's showcase page on Google Sites.

Presentations – Verbal feedback and guidance will be provided as per *the 'Guided steps to Success'* (see above).

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French

Course overview

During the first term of learning across French learners will be introduced to the key verbs of être and avoir. The focus will be to construct sentences using different verbs in the present tense across different themes, such as describing themselves and their family, sports and hobbies and where they live. During the first half term learners will learn to build sentences in order to respond to questions and answers in French. During the first half term the grammatical focus will be becoming familiar with gender agreement in French using mon, ma, mes and le, la and les.

Assessment Points

In the first term there will be assessments across the four skill areas in French consisting of Speaking, Listening, Reading and Writing. Each will be given equal weighting of 25% each. Learners will complete, during the term an assessment in all four skills; listening, speaking, reading and writing.

Nature of Assessment

Assessment in French will be equally weighted across the four skill areas of Speaking, Listening, Reading and Writing. The written tasks will be open ended in nature and will require writing in the target language over a range of formats, e.g. letters, web blogs, letters, diary entries etc...

The speaking assessment will comprise of an open ended task in form of questions and answers or a short presentation in French (up to 3 minutes). Listening tasks will consist of a range of activities using questions in English and French, using information provided in the target language.

During this term we shall be awarding learners a grade for overall progress, ranging from 1 – Making excellent progress to 4 – Declining progress.

Guidance

In Cohort 7 learners are provided with a variety of guidance, including written comments in exercise books, verbal feedback during learning sessions, peer assessment using the success criteria provided and electronic feedback via email and google classroom. Following written and spoken tasks learners are also provided with the appropriate feedback sheet which shows which types of grammar have been correctly used with space for both teacher and learner comments.

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Geography

Course overview

Learners will begin their Geography studies with us here at Honeywood by practising their map skills and using GIS to plan a field trip to our local river. They will also have a chance to revise what they already know about Europe, North and South America from primary school and then extend their knowledge and understanding with an in-depth country study. There will be a range of activities to choose from including discussions, fact hunting, field work, graph drawing, jigsaws and map work. This first unit will focus on how to ask and answer good geographical questions and how to report geographical findings in writing, as well as how to select good maps and images to back up their ideas.

After half term learners will delve into understanding our economy and how we are connected to other countries through trade, aid and globalisation. We will begin by looking at how we earn our money in the UK, the range of jobs and why certain areas specialise in certain trades or businesses. This will then branch out into our global relationships through tracking containers using our iPads or investigating what happens when businesses close in the UK and move overseas. This unit has an enquiry focus and learners will tackle questions such as; What is happening down on the farm? How do we earn money in the UK? What is an economy? How do countries trade? Is everyone in Africa poor? How can gender equality end poverty? What are the SDGs, how do NGO's help with development?

Assessment Points

Learners will be able to apply their map skills throughout the first unit and will be continually assessed by their geography teacher while we gauge everybody's starting point. They should consider the in depth country study as one of the main assessment points in the unit.

During the second unit learners will investigate how one NGO of their choice has helped (or hindered) in a low income country. They will find out the aims of the project, what they did and then evaluate the success. This will be completed before we break up in December.

Nature of Assessment

In the first unit teachers will be analysing learning they witness in class, written work in geography books and IS. Learners will be able to check in to get feedback and guidance at any stage in sessions in order to make more progress. The in depth country study will be formally marked by their teacher.

In the second unit the in depth study into the NGO of choice will be a written task, a writing frame and success criteria will be shared. This will be formally marked by their teacher.

During this term we shall be awarding learners a grade for overall progress, ranging from 1 – Making excellent progress to 4 – Declining progress.

Guidance

Learners will get feedback on the learning in learning sessions both in their exercise books and through verbal feedback. It is important that they identify when verbal feedback has been given, act and reflect on the feedback that has been given to them if this is the case.

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Written projects – Written feedback and guidance will be provided across 3 formats:

1. Geographical knowledge and understanding of the topic they have studied.
2. Application of skills such as whether they have included appropriate maps at a range of scales and described them in writing.
3. To what extent the learner has managed to use evidence to back up their ideas.

Guidance will be given to learners to attach to their projects and store in their exercise books, so that they can reflect and target set appropriately. Guidance may also be uploaded onto learner's showcase page on Google Sites.

Presentations – Verbal feedback and guidance will be provided as to the quality of the learner's delivery of information and the geographical knowledge they have shown. There will be time given in sessions to record this, often in addition to peer marking.

Learners will also receive written feedback on their MLA progress, which they will be reflecting on and discussing during Showcasing.

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German

Course overview

During the first term of learning across German learners will be introduced to the key verbs of 'sein' and 'haben'. The focus will be to construct sentences using different verbs in the present tense across different themes. For example, learners will look at describing themselves and their family, sports and hobbies and where they live. During the first half term they will learn to build sentences in order to respond to questions and answers in German. The grammatical focus will be familiarising themselves with the different pronouns in German as well as adjective agreement.

Assessment Points

In the first term there will be assessments across the four skill areas in German consisting of Speaking, Listening, Reading and Writing. Each will be given equal weighting of 25% each.

Nature of Assessment

Assessment in German will be equally weighted across the four skill areas of Speaking, Listening, Reading and Writing. The written tasks will be open ended in nature and will require writing in the target language over a range of formats, e.g. letters, web blogs, letters, diary entries etc...

The speaking assessment will comprise of an open ended task in form of questions and answers or a short presentation in German (up to 3 minutes). Listening tasks will consist of a range of activities using questions in English and German, using information provided in the target language.

During this term we shall be awarding learners a grade for overall progress, ranging from 1 – Making excellent progress to 4 – Declining progress.

Guidance

In Cohort 7 learners are provided with a variety of guidance, including written comments in exercise books, verbal feedback during learning sessions, peer assessment using the success criteria provided and electronic feedback via email and google classroom. Following, written and spoken tasks learners are also provided with the appropriate feedback sheet which shows which types of grammar have been correctly used with space for both teacher and learner comments.

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History

Course overview

Learners will begin this term looking at the topic: 'Is there anything left to explore? Learners will explore questions such as 'What is History? What are the key skills you need to become a successful Historian? Through investigating what happened to a dead body, learners will acquire the skills to create a hypothesis and then test it with evidence.

Later on in the term, learners will be exploring historical Britain, from the Roman era to the time of the Industrial Revolution and everything in between, asking the question 'When was Britain most beautiful?' Learners will work on enhancing their skills of explaining change and continuity in History and using evidence to support their answers. Learners will examine how Britain has changed over time, (or stayed the same) from Roman Britain to the Victorian era, creating hypotheses and searching for evidence for enquires such as "When were children most happy?"

What is History? Historical Mysteries: September

When was Britain most beautiful: October/November

Philosophy and Ethics: December

Assessment Points

One key piece per half term:

Crime watch writing assessment during 'Is there anything left to explore?'

Writing assessment during 'The World is a Beautiful place' assessing learner's ability to explain differences in living conditions between eras.

The Learning Review progress grade will be an average of the grade received from these two assessments.

Nature of Assessment

Possible titles:

A written script for a crime watch style TV show for their chosen historical murder investigation.

Written essay to explain what era of British History learners would like to live in and why. They will need to produce a short written outcome for the question 'When was life most beautiful?'

During this term we shall be awarding learners a grade for overall progress, ranging from 1 – Making excellent progress to 4 – Declining progress.

Guidance

Learners will get feedback on the learning in learning sessions both in their exercise books and through verbal feedback. It is important that they identify when verbal feedback has been given and then act and reflect on the feedback that has been given to them if this is the case.

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Written projects – Written feedback and guidance will be provided across 3 formats:

1. Historical knowledge and understanding of the topic they have studied.
2. Application of knowledge in written format, this may be either in the form of essays or PEE paragraphs.
3. To what extent the learner has managed to explain and justify their decisions.

Guidance will be given to learners to attach to their projects and store in their exercise books/folders, so that they can reflect and target set appropriately. Guidance may also be uploaded onto learner's showcase page on il@h.

Presentations – Verbal feedback and guidance will be provided as to the quality of the learner's oratory and knowledge of the subject. Learners will have to ensure that they record this feed in the learning journey and reflect on ways that they could develop their presentation further.

Learners will also receive written feedback on their MLA progress, which they will be reflecting on and discussing during Showcasing.

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Maths

Course overview

During Cohort 7, learners follow a curriculum designed to ignite their curiosity in Maths, allowing them to develop an understanding of how maths links to the world around them. Study Periods have been carefully constructed to combine subject content, attribute development, and links to the real world. The study periods run, half termly, the autumn term will allow learners to develop their understanding and explore the following mathematical concepts:

| Autumn Term 1 | Autumn Term 2 |
|------------------------------------|---------------------------------|
| Is there anything left to explore? | Is the world a beautiful place? |
| Integers | Plans and elevations |
| Fractions | Accurate Drawings |
| Indices | 2D and 3D shapes |
| Surds | Area, perimeter and volume |

Assessment Points

During the sessions teachers assess learners' progress by asking questions to check understanding, by looking at what they have written in their books and by listening to discussions that are taking place. During each study period there will be opportunities for learners to reflect on what they have learnt and how they have learnt and time given to develop these areas. Learners will also experience a GCSE style assessment to enable them to see how their learning can be applied to their GCSE pathway.

Guidance

Learners will be given feedback which could be verbal, written or electronic and they will be expected to respond to it to enable them to improve. After each assessment learners will receive an analysis of their results, which will then be used to inform them of their strengths and areas for development.

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Music

Course overview

During Music in the Autumn term, learners will be studying performance and composition through a variety of genres in a project on Songwriting. For performance, they will have the opportunity to learn a new instrument or develop existing skills on an instrument. As part of this, they will develop an awareness of music from other countries and cultures.

Assessment Points

Throughout every study period, learners will have regular performance opportunities, and will take part in self, peer and teacher assessment. Performance opportunities will also happen as part of Showcasing sessions.

Nature of Assessment

The assessments will either be solo or group assessments, and there will be opportunities for performance in front of the class. These are vital opportunities to develop performance skills and etiquette, and to gain the support and feedback of peers.

During this term we shall be awarding learners a grade for overall progress, ranging from 1 – Making excellent progress to 4 – Declining progress.

Guidance

Throughout the year guidance to each learner will be primarily given through verbal communication. There will be many moments of one to one discussion time where feedback and areas for improvement are analysed and put in place. Small and whole group verbal guidance will also be a regular feature from not only the teacher but other learners as well. Learners will also have written guidance through reports and emails, for example. Learners will also be able to use My Learning Platform to guide them through all of their learning.

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Physical Education

Course overview

During Cohort 7, learners have two 100 minute sessions of PE each fortnight. The learners have a choice between two alternative sports, Rugby and Netball in the first half term and Football and Dance in the second half term. The learners are encouraged to pick the sport they wish to learn rather than making a choice based upon any other external influences. Within the sessions the learners will explore a range of sport specific skills, giving them the understanding of how they are able to progress within their chosen sport. Additionally, learners will be exploring and reflecting on key learning attributes which enables them to develop their MLA's and therefore become a well-rounded learner. After each session the learners are expected to engage with the Honywood il@h page where there is a short reflective task that will contribute towards their showcase at the end of the study period. Feedback will mostly be given verbally throughout each and every session due to the practical nature of the subject.

Assessment points

Learners will be assessed at the start and end of each of their activities, this will then be used to gauge the progress they have made, assessment will also be made on the depth and accuracy of their reflection that is shared via their showcasing.

Nature of assessment

During this term the learners develop their skills regarding peer and self-assessment. They will be taught to analyse their own and others' performance with a focus on improving the range and application of skills. GCSE criteria will be used as a guide, however the focus is progress, therefore the GCSE grades will not be reported.

During this term we shall be awarding learners a grade for overall progress, ranging from 1 - Making excellent progress to 4 - Declining progress.

Guidance

Guidance is given frequently through verbal feedback, these interactions may be one to one or through group discussion but will be instantaneous and will feature throughout the session. Feedback will also be given on the reflection learners are required to write for their showcasing sessions. During sessions there is ample opportunity for learners to give each other feedback, therefore improving their skills of considered and constructive.

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Philosophy and Ethics

Course overview

Learners will spend 12 x 100 minutes sessions looking into and investigating one of the 6 main World Religions. The start of the investigation will be teacher led giving learners the understanding of how to go about investigating a World Religion. During this time, they will be focusing on Christianity as the teacher led world religion. Learners will then spend 2 learning sessions looking into Multicultural Britain and religious tolerance before they move onto a group investigation task where they will investigate one of the *other* world religions. They will then have the opportunity to create an independent personal investigation around a world religion of their choice. They will investigate the origins of the religion, what their main beliefs are, how they go about practicing their beliefs, key festivals and current issues and opinions of the different religions around the world.

Assessment Points

End of Episode Showcase.

Nature of Assessment

Learners will produce a presentation on their chosen world religion, they will have to include evidence of how the religion go about worshipping, information about their holy book and also **society's current attitudes towards the religion**. Learners will have produced a project that focuses on the key elements. The learner's progress review grade will reflect how well they have performed in class and also their written communication.

During this term we shall be awarding learners a grade for overall progress, ranging from 1 – Making excellent progress to 4 – Declining progress.

Guidance

Written answers – Written feedback and guidance will be provided across 3 aspects:

1. Accurate content.
2. Explanations and justifications.
3. Balanced arguments and concluding paragraphs.

Assessment: Guidance will be provided during a feedback session. This will occur during the session immediately following the completion of the assessment by all learners. During these sessions learners will be taken back through the assessment to discuss areas of weakness and areas that were completed well. The aim of this activity is to provide all learners with guidance on how to improve their answer to create the 'perfect' assessment. Learners will then be given the opportunity to act on the guidance and improve their own work. They will then set targets that are drawn from this experience to encourage progress across the next unit of work.

Independent Study: Guidance will be provided in a written format in learners exercise books. Any dialogue via email will be printed and attached to the exercise book.

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Science

Course overview

At the start of the year all classes will begin by completing a study period called 'You are a Scientist'. During this four week experience, the learners discover what it means to be a scientist and that they are all scientists too. They will learn their way around the Honywood science labs and discover how to safely and accurately use the scientific equipment. Through these sessions, they will develop a number of scientific skills to help prepare them for their future science sessions.

After this learners will work through study periods on a rota basis with each class completing study periods entitled 'How Beautiful You Are?', 'Worlds Collide', 'The World is a Beautiful Place' before finishing with 'My Inspirations'

How Beautiful You Are

Learners will look at various body systems and find out how different organs, tissues and cells work together to complete their jobs. They will learn about the structure of cells and how to study them under a microscope. They will look at the circulatory system, muscular skeletal system, nervous system and the digestive system. They will then discuss the ethics of organ transplants and if everyone has the right to one. Ultimately, these sessions will result in them deciding for themselves if there is any truth in inner beauty.

Worlds Collide

In this topic, learners will study the solar system and how our opinions and its own structure has changed over time. They will aim to remember the order of the planets in our solar system and why our planets orbit. Learners will use knowledge of the forces in a rocket to find out how we can make a rocket travel faster. There are opportunities to carry out independent research about the different theories of the solar system, such as how our moon was formed and the structure of the solar system. They will also investigate gravity, impact craters and Earth's tilt.

The World is a Beautiful Place

They will study the particle model of solids, liquids and gases where learners can question this model as we will look at substances that don't follow the rules! They will study how everything is made of atoms and what elements and compounds are. They will begin to understand the difference between pure and impure substances and how we can separate different mixtures. They will then look into Earth's resources such as metals, composite materials and polymers.

My Inspirations

In this study period, learners will focus on Physics, looking at light, sound, electricity and magnetism. Their ignition is a session called "Is this magic?" where a series of different magic tricks can be explained using science. They will then study the science behind each of these tricks in more detail throughout the rest of the unit.

Assessment Points

Apart from our introduction unit, study periods are approximately 9 weeks long. During every study period in Cohort 7 learners will have opportunities to undertake scientific investigations which can be assessed for subject knowledge as well as the development of essential scientific skills to enable them to be successful at GCSE and beyond.

Midway through each topic (apart from the first one), learners will complete a mini assessment and at the end of each study period learners will then complete a larger assessment.

Cohort 7 Course Guides Autumn Term 2018

Nature of Assessment

The midway assessment will be a very quick assessment to check their knowledge of the previous sessions such as a spelling test, a mini quiz or keyword bingo.

The larger assessment will be in the form of a test with a mixture of shorter and longer questions to help prepare them for their GCSE.

We will be writing reports during this term which will inform you of their progress.

Guidance

Throughout learning sessions, we will regularly give learners verbal feedback for the studying they are doing both in sessions and independently out of learning session time. Some of this feedback will also take the form of written guidance on pieces of their work or put onto google classroom.

At the end of a study period, we will be asking learners in science to upload their showcase work onto google sites where we will give them feedback. As part of this showcase, we will expect to see evidence of learning taken place during the study period, the assessment completed and feedback sheets given which will have been completed by both the learner initially, the teacher and then a final learner response.

Glossary of Terminology

Bookcreator – Bookcreator is an app on the iPad that allows a person to use text, images, audio and visual recordings of their learning. At each showcasing point youngsters are expected to have reflected using their Bookcreator app. The learning is then uploaded to their 'My Learning Journey' site in il@h for staff to access.

DfL – Design for learning, a series of learning sessions that have been designed by the teacher for each study period.

il@h – Independent Learning at Honywood. A learning platform located on the school's website where youngsters can log in and access resources as well as their My Learning Journey.

IS – Independent Study is where learners carry on their learning beyond school. This may take the form of research, reflection or consolidation of what they have been doing in learning sessions.

MLA – My Learning Attributes – of which there are 8. There is a strong focus on developing youngsters learning attributes, attributes that will stay with them, long after leaving Honywood and which will strengthen their capacity to have happy and successful lives. The attributes are: Communicative, Considered, Curious, Collaborative, Craftsmanlike, Constructive, Capable and Confident.

MLC – My Learning Choices. The opportunity for youngsters to book a one to one session with a teacher. Youngsters can also book such appointments in pairs or in small groups.

MLJ – My Learning Journey. A site on il@h where youngsters can upload examples of their learning for showcasing.

MLP – My Learning Programme. An app on youngsters' iPads that shows their timetable. They can also record their Independent Study as well as book My Learning Choices appointments.

Showcasing – Showcasing happens at the end of every study period in Cohort 7 and Cohort 8. It is an opportunity for a youngster to demonstrate understanding and evidence of a personal learning journey. Showcasing can be in the form of a written reflection, a log of the process they went through whilst learning, a journal, a learning map, a presentation or a one to one conversation. Whilst showcasing, learners are expected to demonstrate their thinking about:

 'Where was I?'
 'Where am I now?'
and 'Where could I be?'