

Cohort 8 Course Guides Autumn Term 2018

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Art

Course overview

During the first part of the term, learners spend some time exploring the core concept of recording from observation. As a part of this, learners consider the contrasting skills of landscape drawing and drawing from objects. They are introduced to basic perspective and explore the concept of scale and *juxtaposition*, as part of their understanding of visual language.

Learners are encouraged to explore mark making and drawing in a number of formats and in a variety of media. Teaching of extended drawing skills, developing tonal mark making and understanding of form allows learners to refine their skills and consolidate their learning from Cohort 7. One-point perspective, as a technical skill, is taught and explored by learners. Learners are invited to discover artists who exploit perspective or play with scale in their work. Throughout this term the sketchbook is developed as a crucial tool in the building of a clear learning journey. Learners work with more independence and use reflection and peer assessment regularly to help them understand how to build their ideas.

After half term, learners are introduced to sculpture techniques. Learners are encouraged to explore the idea of developing their drawings into sculpture, working with developing independence to build their ideas. Learners use their learning journeys on Google sites each session, to record their explorations and reflect upon the possibilities that they offer. Design work allows learners to work in a thoughtful and considered manner to plan a refined sculpture.

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. Google classroom will be used every session to set Independent Study and to give access to links and resources that may assist learner progress. 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.

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 and reflective work on learning journeys and the practical work presented in their sketchbooks. Progress is monitored throughout the year using a simple 4-part scale (P1: Making excellent progress to P4: Declining performance) and is fed back to learners and parents/carers during the reporting cycle. Learners showcase their developing drawing during the second half term using their learning journey platform on Google and their sculpture after Christmas with an exhibition in the Artspace.

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 individual learning journeys. Independent Study will be set each week.

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Dance

Course overview

During Cohort 8 learners will be studying professional dance works, such as the group Diversity, devising their own movement piece based on their own research. We will also be looking at developing dance techniques and how to use them within choreography. Dance will work closely with Music and Drama in order to deepen the learners' awareness of Expressive Arts 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 Journey to guide them through all of their learning.

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Design and Technology

Your youngster's first learning session is designed to re-ignite curiosity about Design & Technology and the design process.

Mission Impossible: This session looks at problem solving and working with others to solve challenges to unveil clues as to who "the mole" in a secret organisation is. Learners will be expected to make decisions about how to solve tasks which might help or hinder their success in the challenge. This session is designed to develop their curiosity and confidence in undertaking tasks and requires communication and collaboration to be successful.

Course overview

In **Food Preparation and Nutrition** learners will be focusing on foods from different cultures, alongside factors that influence food choice. Whether it be dietary or lifestyle choices, learners will develop knowledge on how to adapt and modify recipes making them suitable for that group. They will develop their knowledge of ingredients and techniques by carrying out experiments and group challenges. Learners will choose from the recipes on their google classroom that focus on similar techniques, they will be undertaking a sensory analysis and we will teach them how to safely handle and cook raw meat and then finally they will choose between a Swiss roll or choux pastry basic recipe that they will adapt for their own target market. The MLa's we will be focusing on are Capable and Constructive.

In **Textiles**, learners will be given the following design brief, design a cushion to be made in a batch of 4 by reusing existing products or materials. The learners will be working in small groups to complete the task. They will build upon their sewing machine skills, and will additionally be introduced to a variety of new printing and decorative techniques. There is a big consideration to sustainable design and links to social, moral and environmental implications of the design industry looking at events such as the Bangladesh factory collapse in 2013 as well as exploring life cycle analysis of a product from cradle to grave. There is a large bank of resources on il@h for extra guidance and inspiration. This unit makes links with maths in developing scaling and dimension work to help strengthen the curriculum links across the school. The MLa's we will be focusing on are Collaborative and Capable.

In **Resistant Materials** in response to the new Design & Technology specification learners will be making a small wooden box. The focus will be on using specialist tools and equipment safely to complete a quality outcome. Learners will be given class demonstrations on how to achieve accuracy with marking and cutting to ensure their box fits and is of a high quality. Learners will also have an overview of the three different categories of natural and manufactured timbers. The MLa's we will be focusing on are Considered and Communicative.

In **Graphic Products** learners will be introduced to the specification of Paper and Board. They will design, model and produce packaging for a new range of chocolate. They will be developing their sketching skills focusing on branding, logo design, character development and typography – all further developed on our 2D Design software. We would like learners to see new technologies in practice such as the laser cutter for their net templates and point of sale display for their chocolate. The MLa's we will be focusing on are Craftsmanlike and Curious.

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

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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.

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 Cohort 8 learners will be studying professional dance works, such as the group Diversity, devising their own movement piece based on their own research. We will also be looking at developing dance techniques and how to use them within choreography. Dance will work closely with Music and Drama in order to deepen the learners' awareness of Expressive Arts 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 Journey to guide them through all of their learning.

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English and English Literature

Course overview

Learners will begin this term studying poetry through the theme of 'Relationships'. They will explore relationships between people and nature within a variety of poems. They will begin to develop an understanding of how to analyse language, form and structure.

Later on in the term, learners will study the text 'Lord of the Flies'. Within the study period they will explore how language, setting and character are crafted by William Golding and how he uses language to engage the reader. Learners will start to develop their ability to critically read and understand literature texts from the 20th Century. They will also develop their awareness of how to infer and deduce information from Golding's description and the varied ways in which he presents the main characters of Jack, Piggy and Ralph.

Assessment Points

One key piece per half term:

- Analysis and/or comparison of poems, chosen at teacher discretion.
- Exploration and analysis of literature text.

Nature of Assessment

Possible titles:

- Analyse a poem exploring how the poet has used language, structure and form for effect.
- How does Golding use language to present the character of Piggy?
- A reader who recently read 'Lord of the Flies' said that 'Golding really brings the setting to life!' To what extent do you agree?

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 and on Google Classroom, 1:1 interaction and MLC appointments.

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Enterprise and Solutions

Course overview

Learners will begin Cohort 8 by continuing to explore the world of entrepreneurialism in Season 6 – ‘*The Apprentice*’, which they had begun exploring in their final term of Cohort 7. After examining some local and world renowned entrepreneurs, they’ll be given the opportunity to apply that newfound knowledge by creating their own business model. Here, learners will be required to consider, decide and justify their decisions across a broad spectrum of areas. What products or services their business will provide, where it will be located, its specific target market and its USP are just a few considerations that learners will have to make justifiable decisions on throughout their first investigation of the year.

Learners will then be move into their second unit of the year, *Season 7 – ‘Investigating a Real Business’*. Throughout this topic learners will be developing their understanding on what primary, secondary and tertiary business sectors are and the main advantages and disadvantages of each. Learners will then be required to choose a specific area to conduct a business investigation on, in which they will be developing their understanding of how to conduct primary research, how to analyse and present primary data, factors affecting the location of a business and how to identify a target market. Learners will be provided a firm framework throughout this topic designed to help and encourage their ability to effectively present, explain and justify decisions with the use of supporting evidence.

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 6: *The Apprentice* – Written project (Showcase: week 5/6)

Season 7: *Investigating Business* – Written project (Showcase: 11/12)

Season 7: *Investigating Business* – Group presentation (Showcase: 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:

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 learners showcase pages on Google Sites.

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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 the key focus in Cohort 8 will be to build the confidence of using the different tenses in French. For example, learners will be introduced to the past tense and they will be constructing a range of paragraphs across the tenses and including opinions and justifications. In addition, learners will be exposed to a range of vocabulary across different themes, such as holidays, food & drink and healthy lifestyles.

Assessment Points

During the term there will be assessments across the four skill areas in French consisting of Speaking, Listening, Reading and Writing. Each will have an equal weighting of 25%. The assessments will be split two skills per half term.

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 8 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 cohort 8 Geography by investigating the key question; **How are populations changing and moving?** We will begin by finding out how populations grow and change, where we all live and why we seem to be squashed into such a small amount of space around the world. Europe is in the midst of a migrant crisis! Geographers are the best people to understand why people migrate, why they risk drowning in the sea, why people are not happy to 'let them in', learners will discover the ins and outs of this complicated issue, developing their understanding of migration and trying to develop a solution to this desperate situation. What happens when we spot the need for more housing or facilities, are people all in agreement or is there a geographical conflict for us to solve?

After half term we will change our focus from human geography to physical processes by investigating the key question; **How does water shape the landscape?** Learners will find out about the key processes of erosion and weathering and the landforms they can create. Learning sessions will focus in turn on rivers, coasts and glaciers before learners choose the focus of their choice. What happens when the land meets the sea? How should we deal with risks of flooding? What will happen if the glaciers disappear?

Assessment Points

One key piece per half term:

Learners will complete a Sustainable Decision Making Exercise (SDME) about the controversial plans to build more houses around Coggeshall, Kelvedon and Marks Tey. This will be done before October ½ term.

Learners will create a mini geographical display showing how water shapes the landscape in either a river basin, on a coastline or as a glacier. This will be completed before we break up in December.

Nature of Assessment

The SDME is a GCSE style assessment where learners are given photos, facts, maps and details such as newspaper articles plus their own learning and asked to solve a crisis. They will be given 3 options, all are viable and the skill is in structuring and justifying their response to show how they have arrived at the answer and what their evidence is to back it up.

The mini-geographical displays should be a minimum of A3 in size but could be 3D such as on a pinboard. They should show the reader the main geographical processes that water does and the landforms this creates, including some real life examples along the way.

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. 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.

The SDME task is level marked, marking criteria will be shared in advance with learners, they will be given an overall score and written feedback on how well they have justified their points.

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 the learners 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 learners will have the opportunity to build their confidence using the different tenses in German and will be introduced to the past tense using both 'haben' and 'sein' as auxiliary verbs. The key focus throughout Cohort 8 will be to build confidence in using at least 3 different tenses in German and constructing a range of paragraphs across the tenses, including opinions and justifications. In addition, learners will be exposed to a range of vocabulary across different themes, such as holidays, food & drink and healthy lifestyles.

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 8 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 by focusing on the topic: 'My Inspirations'. This will entail investigating the most historically significant and inspirational people of the past. They will find out what makes a great leader great and then will try and convince others that their chosen historical individual is the most inspirational in History.

Learners will then move on to exploring relationships between nations before the start of World War One and why World War One started. Using WW1 as an example, learners will investigate what happens when international relations turn sour. What was the most important cause of World War One? Was it the assassination of Franz Ferdinand, or the alliance system? Learners will continue investigating WW1 looking into life for soldiers in the trenches, trench warfare and looking into the importance of Remembrance Sunday. Using WW1 as a point of comparison, learners will then carry out a personal enquiry of another conflict of their choice from the Falklands conflict to the Arab Israeli conflict.

Inspirations:-September

Relationships:-October-November

Philosophy and Ethics:-December

Assessment Points

One key piece per half term:

- During 'Inspirations' a piece of persuasive writing.
- During 'Relationships' an essay on the causes of World War One.

Nature of Assessment

A speech to argue why the chosen individual is the most significant person in History. Learners will examine great Historical speeches of the past and using their learning in English of AFOREST persuasive writing/speaking techniques, they will create a persuasive essay or speech to explain why their chosen person is the greatest leader, scientist, inventor, or the most inspirational in History!

A short essay to explain why World War One started. Learners will produce a written response to the question; Was the Assassination of Franz Ferdinand the most important cause of WW1?

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.

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.

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3. To what extent the learner has managed to explain 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.

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Maths

Course overview

During Cohort 8, 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
My Inspirations	Relationships
Triangles	Transformations
Pythagoras	Algebra
Statistics	Algebraic graphs
Codebreaking	Real life Graphs

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, Cohort 8 learners will be studying either performance or composition, through a variety of genres within a bandskills project based upon Radio 1 Live Lounge. For performance, they will have the opportunity to learn a new instrument or develop existing skills on an instrument, and will be doing this as part of an ensemble. For composition, they will be learning to develop further songwriting techniques from those developed in Cohort 7, to learn to use more complex chord sequences and devices.

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 Journey to guide them through all of their learning.

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Physical Education

Course overview

During Cohort 8, 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@ah page where there is a short reflective task which 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 iBook 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 on this module and will be introduced to 'Big Questions', the first time they will have been introduced to Philosophy in the school. Learners will create their own big questions that might include 'How did the universe come to be?', 'Who created the world?', 'Can the world exist without evil?' and any other deep Philosophical question they can think of. They will then go on to look at the concept of good and evil, looking into recent genocides in Rwanda and previous genocides such as the Holocaust. They will then explore the Christian notion of Stewardship within the environment and also do a study into the International Declaration of Human Rights.

Assessment Points

End of Episode Showcase. Learners will have created a 'Big Question', which is a piece of work that they will add to during the term. Learners will use the evidence they gain from answering 'The Big Question' to answer their own 'Big Question'.

Nature of Assessment

In the final assessment learners will attempt to answer their 'Big Question' writing an argument **for** and **against** their big question. 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 paper 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 answers. 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 learner's exercise books. Any dialogue via email will be printed and attached to the exercise book.

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Science

Course overview

In the Summer Term of Cohort 7, learners began studying 'My Inspirations', upon returning as Cohort 8 learners, in this term learners will complete this study period following a re-ignition of their learning. During these re-ignition sessions learners will be reminded of how to be safe in a science lab and the scientific content they had looked at previously in this unit which included Electricity, Light and Sound.

Once they have completed this unit, they will study other topics on a rota. These will be:

Relationships

In this topic learners will have the opportunity to study both human and plant development. Some of the sessions in this topic include:

- DNA, chromosomes and genes
- Human reproduction
- Inheritance and variation
- A debate including some of the issues and opinions related to baby development including designer babies, and IVF.
- Human evolution
- Relationships within nature such as competition, food webs, mutualism and parasites.

Possibilities

Learners will build their understanding of how Earth could change in the future through studying global warming, respiration, the composition of the atmosphere and how it has changed over time, photosynthesis and its importance, pollution and its effects, renewable energy sources and energy transfers. During this unit, they have the opportunity to use what they have learnt to design "Coggeshall Island". This task involves planning how they could utilise renewable energy on an island and they will present their ideas to the class.

Making time

Within this study period, learners will explore the structure of an atom, physical and chemical changes, different types of chemical reactions including how to speed them up and the history and development of the periodic table. Many of these sessions involve planning and carrying out practicals to help support the theory. They will also have the opportunity to look at radiation and its uses.

Much of the content explored during this term is fundamental in beginning to develop learners understanding and skills for use during GCSE Science which will be starting for Cohort 8 in September 2019.

Assessment Points

Study periods are approximately 8 weeks long. During every study period in Cohort 8, 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, learners will complete a mini assessment and at the end of each study period learners will then complete a larger assessment.

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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 your learners' 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.

Cohort 8 Course Guides Autumn Term 2018

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?'