



Eden Girls

Year 9 Curriculum Booklet 2020



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PREFACE

This Curriculum booklet contains details of each subject's curriculum plan. It has been designed for parents/carers, so that they can support their daughters' learning at home.

Our ambition and intent are for our school to be in the top 5% nationally for attainment and progress at the end of KS4. In addition, we expect pupils to make better progress from their starting points than that seen nationally and a higher proportion of pupils attaining the greater depth standard in secondary schools and grades 9-7 in secondary schools. To that end, our curriculum is designed to match the ambition that all pupils are sufficiently stretched and challenged through the taught curriculum.

Our 5 Curriculum Principles are as follows:

- essential **subject knowledge** and **terminology** is carefully sequenced year-on-year.
- key subject **skills** and subject **concepts** are introduced sequentially and logically.
- **content** and **coverage** are planned to **enable progress** to be demonstrated and measured.
- **age related expectations** can be defined (i.e. what subject learning should be mastered in each year).
- **'catch-up and keep up'** is a driving principle of the curriculum design.

We have a broad curriculum offer so that all students can enjoy and experience many different subjects and disciplines including Music through the Creative Arts Curriculum, Technology and Drama. The curriculum beyond the classroom is also supported through an enrichment programme offered through after school and lunch time clubs and students can have world class experiences to build cultural capital during our Five Leadership Days.

I hope you find this information helpful.

Shahina Ahmad
Principal
Eden Girls School, Waltham Forest

Whole School Specialisms

LEADERSHIP & BIG SOCIETY

Lead by:

Ms A. Mayet: Assistant Principal – Specialisms

What is the aim of the school's specialism?

At Eden, not only do we meticulously plan for our students to achieve academic excellence, but we also aim to instil our students with the skills set required for the outside world. We have a holistic approach to delivering Our Mission Statement, Our Vision and Our Values. The school's specialism facilitates in recognising and realising the full potential in each of our students.

What is the school's specialism?

There are two main branches to the school's specialism – Leadership and Big Society (Civic Leadership). The Leadership strands aims to develop a student's tenacity and resilience, by facing challenges, whereas the Big Society strand aims to facilitate the student's character development, by fostering a sense of responsibility for our community. Overall, our determination is to develop outstanding British citizens who are proud of, and contribute to, the social and economic prosperity of our country.

What is Leadership at Eden?

We strive for excellence through Leadership by embedding the 5Cs – Communication, Cooperation, Collaboration, Competition and Creativity. A variety of extra-curricular activities have been mapped for each year group where students gain transferrable skills in a practical way exploring learning through Design and Technology, Music, Drama and performance.

Each year group has one Leadership day each half-term where they are inspired by workshops, speakers from the corporate world and visits to the world of work. In addition, we plan team building trips to excel in outdoor pursuits in order to be empowered with the core qualities of good leadership. One example of this is Mosaic Enterprise Challenge, for which we were the National winners of 2015-16.

Students also have Leaders from amongst themselves, these include the Student Shura team – who are elected by their peers annually from all year groups. The Students Leadership team – consisting of the Head Girl, Deputy Head Girl and the Prefect team from Y9-11, who are appointed after application and interview. The Subject Specialist team – recognising the highest achiever within each subject for each year group, awarded annually.

What is Big Society at Eden?

We aim to instil honesty, integrity, compassion and mutual respect in all our students; with the strong self-belief that inspires each student to become the best person they can be. We have a strong commitment to charitable endeavours in order to make a difference to our world.

We deliver half-termly fundraising campaigns, some of these are for local causes such as homelessness, others are national charity events, such as Children in Need and Comic Relief/Sport Relief and other causes are international humanitarian crises such as Syria. Last year we raised over £12,500 and since opening in September 2014 we have raised over £32,000.

We have been running a student led weekly food bank since January 2015. We support an average of about eight families a week with the equivalent of about five meals. Through this we meet the needs of the most desperate and destitute members of our society through a discreet yet professional service.

As an Islamic ethos school, we want to instil the concept of giving in charity through donations and actions from an early age. During key events of Islamic significance such as Ramadhan or Eid al Adha we run specific campaigns – to

capture the essence of these dates. The aim is to nurture students who will develop a 'habit' of giving throughout their life.

ART

The Staff:

Ms T.Dauhoo: Teacher of Art

Subject: GCSE Art, Year 9

Exam Board: AQA

Learners will be studying GCSE Art (AQA). The course will be run over three years and learners will sit the exam component in May 2018, when they are in Year 11. GCSE Art is an option in addition pupils need to show commitment throughout year 9, and independent learning to include first-hand and second-hand research to be able to do Art in year 11.

The full course GCSE is made up of Paper 1 (Coursework Unit 1 and Unit 2) and Paper 2. The coursework Unit 1 and Unit 2 is internally set, internally assessed and externally moderated and this unit contributes to 60% of the whole GCSE.

Paper two is externally set, externally assessed and externally moderated. Students are given 8 weeks to prepare and a 10 hours timed test. This externally set assignment contributes to 40% of the whole GCSE.

For Unit 1 and 2 of the course learners need to explore, develop, refine and present their work inspired by the given themes. The two themes which will be given to them are 'surfaces' and 'contrasts'. Paper 2 is the exam question which will be given out in February. The theme is unknown but will be available at least 8 weeks prior to the exam.

The Curriculum:

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Key Concepts	Still-life and Observation	Responding to Artist	Mini Art project workshop based on Batik		Self Portrait Abstract Art	Self Portrait Abstract Art
Themes	Surfaces		Organic Forms		Imaginative Composition	

What will learners be required to do in class and at home?

All learners are provided with a sketch book and a plastic folder to keep their sketch book and any research work or cut outs from magazines. The folder is kept at school, but learners can take the sketch book home when homework is given. In year 9, they will also be expected to bring in objects such as artificial or natural flowers for observation. In class they are expected to do the tasks set which involves drawing, colouring in and painting. They will be learning about various techniques.

How will learners be assessed?

All learners will be assessed half-termly. The assessment will be made up of peer assessment, homework, class project tasks and end of unit tests using questions from the GCSE exam. Learners will sit an end of year test in June, where their final grade will be assessed. Teachers will go through the criteria sheet with them, so they understand what they need to do to achieve the level they are aiming.

How will learners progress at KS4?

Learners may complete an Art GCSE course in May 2020.

See overleaf...

Useful resources:

Visits to galleries such as William Morris and National Gallery will inspire and fuel their creativity. Websites such as the following are very helpful: -

<http://kids.tate.org.uk/>

<http://www.bbc.co.uk/arts>

Who you should see if you have any questions:

Please contact Ms Dauhoo if you have any queries by either writing a note in your daughter's planner or leaving a message at reception.

COMPUTING and Creative Media CURRICULUM

The Staff:

Mrs A Ayub: Director of Learning for Computing and Creative studies

Mr N Swati: Teacher of Computing & Maths

Subject: BTEC Tech Award Creative Media & Computer Science Year 9

Exam Board: EDEXCEL BTEC, Computer Science OCR

Learners will be studying either a GCSE Computer Science pathway or BTEC Tech Award in Creative Media Production. Both courses will be taught over two years and pupils will complete their final examinations and controlled assessments in the summer term of year 10.

The Computer Science GCSE will enable learners to apply 'computational thinking', in context across both examined and non-examined assessment. Students will prepare for real world challenges and build student's ability to think computationally within the context of a single scenario. 'Computational thinking' is integrated throughout the content to embed this essential approach to the subject. The course is made up of two exams (40%) and an NEA (Non-Examined Assessment) (20%) This will be a programming project that pupils will undertake in Year 10.

The second pathway available is the new and vocational BTEC Tech Award in Creative Media. Pupils get the chance to develop valuable skills and techniques in different disciplines, produce a practical response to a digital media brief, and explore potential careers in the industry

Both pathways will enable pupils to follow a variety of KS5 courses at college and sixth form, including Computer Science and L3 BTEC courses.

The Curriculum:

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
COMPUTER SCIENCE	Computational Thinking(Algorithms,Flow chart, Pseudocode)	Problem Solving & Programming techniques (sequence, selection and Iterations	Problem Solving & Programming techniques (Functions, Arrays and Files)	Computer Networks (Wi-Fi, Wired and Wireless Networks	Networks Security End of year exam	Data Rep (Numbers, text, images & sounds
BTECH TECH AWARD CREATIVE MEDIA TECHNOLOGY	Component 1 Exploring Media Products	Component 1 Exploring Media Products	Component 1 Exploring Media Products	Component 1 Exploring Media Products	Component 2 Developing Digital Media Skills	Component 2 Developing Digital Media Skills

What will learners be required to do in class and at home?

Learners must complete all homework set and actively read the online resources. The resources listed at the end of this page are vital in helping learners bridge the gaps in their knowledge.

How will learners be assessed?

All learners will be assessed half-terminly. Computer Science will be assessed using traditional methods of assessment such as end of term exams. The assessment will be made up of peer assessment, homework, class project tasks and end of unit tests using questions from the GCSE exam. Learners will sit an end of year test in June, where their final grade will be assessed.

How will learners progress at KS4?

Learners will complete their GCSE Computer Science course at the end of Year 10.

Learners will complete the BTEC course at the end of year 10.

Useful resources:<http://www.bbc.co.uk/education/subjects/zvc9q6f><http://www.bbc.co.uk/education/subjects/zqmtsbk><http://teachict.com><https://www.khanacademy.org/computing/cs><http://www.learnpython.org/>**Who you should see if you have any questions:**

Please contact Mrs A Ayub if you have any queries or questions by either writing a note in your daughter's planner or leaving a message at reception.

ENGLISH

The Staff:

Ms Patel: Director of Learning for English
Ms Descombes: Deputy Director Learning for English
Ms Malik: Teacher of English and Vice Principal
Ms Attas: Teacher of English and SEND Coordinator
Ms Begum: Teacher of English
Mr Janoff: Teacher of English
Ms Khatun: Teacher of English
Ms Noor: Teacher of English

Subject: GCSE English Language and Literature, Year 9

Exam Board: AQA

Year 9 at Eden Girls' School will be given the opportunity to express their creativity as well as challenge themselves academically through a variety of topics and tasks throughout the year. The range of subjects that will be covered in English cater perfectly for the new GCSEs, encompassing the rich literary works of pre and post 19th century in prose and drama, alongside contemporary texts and functional skills. The nature of the curriculum has been designed to allow the learners to become familiar with the skills and knowledge that will effectively prepare them for their GCSE exams and beyond.

The Curriculum:

	AUTUMN TERM 1	AUTUMN TERM 2		SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
ENGLISH	Post 1914 Drama <i>Blood Brother</i> by Willy Russell (essay writing)	Exploration in Creative Writing and Reading English Language Paper 1	Writers' Viewpoints: AQA Power and Conflict Poetry	Writer's Viewpoints Non-Fiction English Language Paper 2	Exam Skills unit: Revision English Lang Paper 2	Return to AQA Poetry Anthology Power & Conflict

What will learners be required to do in class and at home?

Eden Girls' School expects learners to be highly punctual, well-equipped, and always working to the best of their ability. Class work will include various reading, writing and speaking and listening tasks throughout the year, as well as a significant emphasis on spelling, punctuation and grammar elements. Drama will also be practised within the curriculum. Learners will be set homework on a weekly basis, usually in sync with the topic that is being covered in class work at the time. Learners will also be set reading homework, and they will be tested on this via Accelerated Reader.

How will learners be assessed?

Tracking learners' progress is of extreme importance to us at Eden Girl's School. Learners are assessed on a daily basis via their classwork and homework, assessed formally at the end of every half term through a reading or writing assessment in class and sit a formal end of year examination. Learners' reading ability will also be tested through Accelerated Reader and STAR reader tests.

How will learners progress at KS4?

In KS4 all learners will complete two English GCSE exams: English Literature and English Language

Useful resources:

There are many useful websites to assist with English skills and learning, here a few well-known sources:

http://www.oed.com/ http://www.bbc.co.uk/education/subjects/zckw2hv https://www.youtube.com/user/mrbruff	
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Who you should see if you have any questions:

If you have any questions regarding English, please contact Ms Patel or any other member of the English team.

MODERN FOREIGN LANGUAGE: FRENCH

The Staff:

Mrs R Nady: Director of Learning French and Spanish

Mrs C Sanchez: Teacher of Spanish and French

Mrs A Sidi Khoya: Teacher of French and Spanish

Subject: French, Year 9

Exam Board: AQA

Students will be examined in Key Skills: Reading, Writing, Speaking and Listening. Language education is an integral part of a balanced school curriculum. It plays an important role in preparing learners for effective participation as global citizens of the 21st century. Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster learners' curiosity and deepen their understanding of the world. The teaching should enable learners to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping learners to study and work in other countries.

The Curriculum:

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Key Concepts	Linguistic Competence Knowledge about language Intercultural understanding Creativity	Linguistic Competence Knowledge about language Intercultural understanding Creativity	Linguistic Competence Knowledge about language Intercultural understanding Creativity	Linguistic Competence Knowledge about language Intercultural understanding Creativity	Linguistic Competence Knowledge about language Intercultural understanding Creativity	Linguistic Competence Knowledge about language Intercultural understanding Creativity
Themes	Family Relationships Friendship Marriage & Partnership Going out	Role model When you were younger Going out Past/present/ Future/ Imperfect.	Free time activities Sport Internet Television Cinema Reading	Daily life Clothes Food Celebrations Festival and tradition	Town region Transport Weather Community project	Revision of all Topics and Tenses. Speaking practice

What will learners be required to do in class and at home?

Learners are expected to come to lessons fully equipped. A textbook and dictionary will be provided to them during the lesson. Learners are expected to:

- listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures

- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- read carefully and show understanding of words, phrases and simple writing
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs.

How will learners be assessed?

All learners will be assessed half-termly, through a Reading and Writing task set as homework and a Listening and Speaking test on the topic being studied during that half-term.

Useful resources:

The following websites might be helpful to practice French independently:

- [Courrier international](#) (READ - newspaper)
- [RFI Savoir](#) (LISTEN - radio)
- [Linguascope](#) (ask the teacher for the logins)
- [Duolingo](#) (SPEAK)
- [Languages online](#)
- [Quizlet](#) (Vocabulary)

Who you should see if you have any questions:

Please contact **Mrs Nady** if you have any queries by either writing a note in your daughter's planner or leaving a message at reception.

MODERN FOREIGN LANGUAGE: SPANISH

The Staff:

Mrs R Nady: Director of Learning French and Spanish

Mrs C Sanchez: Teacher of Spanish and French

Mrs A Sidi Khoya: Teacher of French and Spanish

Subject: GCSE Spanish, Year 9

Exam Board: AQA

Students will be examined in key skills: reading writing, speaking and listening. Language education is an integral part of a balanced school curriculum. It plays an important role in preparing learners for effective participation as global citizens of the 21st century. Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster learners' curiosity and deepen their understanding of the world. The teaching should enable learners to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping learners to study and work in other countries.

The Curriculum:

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Key Concepts	Linguistic Competence Knowledge about language Intercultural understanding Creativity	Linguistic Competence Knowledge about language Intercultural understanding Creativity	Linguistic Competence Knowledge about language Intercultural understanding Creativity	Linguistic Competence Knowledge about language Intercultural understanding Creativity	Linguistic Competence Knowledge about language Intercultural understanding Creativity	Linguistic Competence Knowledge about language Intercultural understanding Creativity
Themes	Family Relationships Friendship Social networks Reading	Describing people Going out Past/present/ Future/ Imperfect.	Free time activities Sport Internet Television Cinema Role model	Daily life Illnesses and injuries Food Celebrations Festival and tradition	Town region problems in town Souvenir Shopping Past/present/ future	Revision of all Topics and Tenses. Speaking practice

What will learners be required to do in class and at home?

Learners are expected to come to lessons fully equipped. A textbook and dictionary will be provided to them during the lesson. Learners are expected to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- read carefully and show understanding of words, phrases and simple writing

- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs.

How will learners be assessed?

All learners will be assessed half-termly, through a Reading and Writing task set as homework and a Listening and Speaking test on the topic being studied during that half-term.

Useful resources:

The following websites might be helpful to practice French independently:

- El Mundo (READ - newspaper)
- RTVE (LISTEN - radio)
- [Linguascope](#) (WRITE)
- [Duolingo](#) (SPEAK)
- [Learn Spanish with SpanishPod101.com](#) (LISTEN)

Who you should see if you have any questions:

Please contact Mrs. Nady if you have any queries by either writing a note in your daughter's planner or leaving a message at reception.

Hospitality & Catering

The Staff:

Ms M.Parrot: Teacher of Hospitality & Catering

Subject: Hospitality and Catering L1/L2

Exam Board: WJEC

Learners will be studying Hospitality & Catering. The course comprises of two units. Pupils will complete the course in Year 10.

The Hospitality & Catering curriculum enable learners to gain knowledge, understanding and skills relating to Hospitality and Catering sector. In addition to development sector specific knowledge and understanding, these qualifications also support learners to develop the essential employability skills that are valued by employers, further and higher education

The hospitality and catering sector include all businesses that provide food, beverages, and/or accommodation services. This includes restaurants and hotels. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering are not their primary service but is increasingly important to their success. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with many new roles falling within the 18-24 age group, according to a report by People 1st.

This structure has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they must consider to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression. Successful completion of this qualification could support entry to qualifications that develop specific skills for work in hospitality and catering such as:

- WJEC Level 3 Food, Science and Nutrition (certificate and diploma)
- Level 3 NVQ Diploma in Advanced Professional Cookery

Level 3 Advanced Diploma in Food Preparation and Cookery Supervision

The Curriculum:

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
YEAR 1 (9)	Hospitality & Catering in Action	Hospitality & Catering in Action	Hospitality & Catering in Action	Hospitality & Catering in Action	Hospitality & Catering in Action	Hospitality & Catering in Action
YEAR 2 (10)	The Hospitality & Catering Industry	The Hospitality & Catering Industry	The Hospitality & Catering Industry	The Hospitality & Catering Industry	The Hospitality & Catering Industry	-

What will learners be required to do in class and at home?

Learners must complete all homework set and actively read the online resources. The resources listed at the end of this page are vital in helping learners bridge the gaps in their knowledge.

How will learners be assessed?

All learners will be assessed half-termly. The assessment will be made up of peer assessment, homework, class project tasks and end of unit tests using questions from the exam. There are two units. Pupils will sit a written exam (40%) and complete a project (60%)

How will learners progress at KS4?

See above for exam dates.

Useful resources:

<https://www.bbc.co.uk/bitesize/subjects/zdn9jhw>

<https://www.bbc.co.uk/bitesize/subjects/zbtvxyx>

<https://app.senecalearning.com/classroom/course/2dc03c41-fe59-4573-875c-7cf8b5320832/section/8500b469-147e-43c7-a51e-bdfaa0a54659>

Who you should see if you have any questions:

In the first instance all subject specific queries should be referred to your daughter's class teacher, by either writing a note in your daughter's planner or leaving a message at Reception. For more serious concerns, please refer your query to the Subject Lead for Food Tech, Ms Dauhoo and then to the Assistant Principal – Ms Ayub

HUMANITIES

History, Geography, RS and Citizenship

The Staff:

Ms A. Mayet: Assistant Principal & Teacher of RE

Ms Z. Aswat: Subject Lead for History, Citizenship & PSHCE

Ms J. Munteanu: Subject Lead for Geography

Mr I. Jasat: Subject Lead for RE, Teacher of Geography and Civic & Community Leadership Coordinator

Ms A. Ahmad: Teacher of History & Citizenship

Ms H. Hussain: Teacher of History, RE & Geography

The Humanities Faculty Subjects:

In Year 9, all learners have separate specialist teaching of History or Geography and Religious Studies (RS), and GCSE Citizenship if they are studying it as an option. Within the faculty, all learners will have two lessons each of History or Geography, GCSE RS and GCSE Citizenship (if studied) a week. In GCSE RS and GCSE Citizenship, students follow a two-year pathway. GCSE RS follows the AQA Specification A, specialising in the religions of Christianity and Islam to facilitate a comparative approach. GCSE Citizenship also follows the AQA specification and students will learn about fundamental British values by breaking them down through application and analysis. In History and Geography AQA specifications are followed on a three-year pathway – students will study one of these EBacc subjects. The study of History will consist of a period study, a thematic study, a wider world depth study and a British depth study. The study of Geography will consist of living with the physical environment, challenges of the human environment and the acquiring of geographical skills and their application.

Why are Humanities subjects important?

Humanities is an important area of study for all learners, as it will help them develop as an individual and as a member of society, by engaging with our British heritage and the wider world. They will develop their ability to articulate themselves in written and spoken form; they will hone their skill in presenting arguments by executing an acute analysis of information before reporting a balanced point of view thus leading them to make an informed judgement. Our learners' excellence in the Humanities field will have a direct positive impact on their involvement in our Leadership Specialism.

What will learners study in Year 9?

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
GCSE HISTORY	<u>Period Studies:</u> Germany 1890-1945 Democracy and Dictatorship	<u>Period Studies:</u> Germany 1890-1945 Democracy and Dictatorship	<u>Period Studies:</u> Germany 1890-1945 Democracy and Dictatorship	<u>British Depth Studies:</u> Elizabethan England	<u>British Depth Studies:</u> Elizabethan England Revision & preparation for mock exams	<u>British Depth Studies:</u> Elizabethan England
GCSE GEOGRAPHY	<u>Physical Environment:</u> <u>Sect A</u> The Challenge of Tectonic Hazards	<u>Physical Environment:</u> <u>Sect B</u> The living World Ecosystems	<u>Physical Environment:</u> <u>Sect B</u> Tropical Rainforest and Deserts	<u>Human Environment:</u> <u>Sect B</u> Urban Issues and challenges	<u>Human Environment:</u> <u>Sect B</u> Mumbai Case Study Revision & preparation for mock exams	<u>Human Environment:</u> <u>Sect B</u> London Case Study
GCSE RS	<u>Study of Religions:</u> Christianity – Beliefs & Teachings	<u>Study of Religions:</u> Christianity – Practices	<u>Study of Religions:</u> Islam – Beliefs & Teachings	<u>Study of Religions:</u> Islam – Practices	Revision & preparation for mock exams	<u>Religious, Philosophical & Ethical Studies:</u> A - Relationships & Families

GCSE CITIZENSHIP	<u>Life in Modern Britain:</u> Principles, Values & Identity <u>Rights & Responsibilities</u> ; Laws & The Legal System	<u>Politics & Participation</u> Political Power in the UK – Local & Devolved	<u>Politics & Participation:</u> Political Power – Citizens, Parliament, Gov't & Other governments	Revision & preparation for mock exams	<u>Active Citizenship Project</u>	<u>Active Citizenship Project</u>
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What will learners be required to do in class and at home?

All learners are expected to come fully equipped for lessons with their exercise book. In class they need to immerse themselves into the lesson with active participation, through speaking, listening, reading and writing. In addition, all learners will be given homework to complete in all three of the four subject areas once a week to develop key skills and knowledge; please encourage your daughter to read around the subject. We expect each homework to take about 30 minutes to complete to the best of their ability and ready to submit on time on the due date. Students may use the internet for research, but please do not allow them to 'Copy + Paste' from the web.

How will learners be assessed?

All learners will be assessed half-termly in each subject through a written assessment based on the topic being studied that half-term. In June, they will have an End of Year exam, assessing them on all topics studied that year, within each subject.

How will learners progress at KS4?

By the end of Year 10 students will have gained a GCSE in RS and Citizenship (if studied) by the end of Year 11 students will have gained a GCSE in History or Geography. Therefore, at the end of Year 11 students will have up to three GCSEs in the Humanities faculty; which will provide a strong foundation to beginning their A-Level studies in a wide variety of subjects and fields.

Useful resources:

Generic (suitable for all subjects)

BBC Bitesize – KS4: <http://www.bbc.co.uk/education/levels/z98jmp3>

BBC Schools – Secondary: www.bbc.co.uk/schools/websites/11_16/

Channel 4 Learning – Secondary: www.channel4learning.com/index.html

BBC Two Learning Zone – Educational Video clips:

<http://www.bbc.co.uk/programmes/articles/rvs25lwZ9y6wJ4NNP3TZ3J/learning-zone-ages-14-16>

Student revision resources: <http://www.thestudentroom.co.uk/content.php?r=1838-gcse>, <https://getrevising.co.uk>

Examining Board: <http://www.aqa.org.uk>

Application for Apple or Android users: Gojimo (student revision app)

GCSE History:

www.historylearningsite.co.uk/

www.schoolhistory.co.uk

GCSE Geography:

http://www.geographyalltheway.com/igcse_geography.htm

GCSE RE:

<http://www.rsrevision.com/GCSE/index.htm>

Who you should see if you have any questions:

In the first instance all subject specific queries should be referred to the teacher for that subject, by either writing a note in your daughter's planner or leaving a message at Reception. For more serious concerns, please refer your query to the Subject Lead and then to the Assistant Principal – Ms Mayet.

ASDAN

The Staff:

Ms M Attas
Teaching Assistants team

Subject: Personal and social development

Exam Board: ASDAN

Learners will be studying a bespoke vocational qualification called the PSD ASDAN qualification. The course will be run over three years and learners will complete different units in each year leading up to a completed portfolio which will be submitted to the examining board for marking. There is no formal examination to be sat for this subject.

The Personal and Social Development (PSD) qualification offers imaginative ways of supporting young people in:

Becoming confident individuals who are physically, emotionally and socially healthy
Being responsible citizens who make a positive contribution to society and embrace change
Managing risk together with their own wellbeing
as well as introducing them to new activities and personal challenges.

The Curriculum:

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Key Topics	Community action Healthy Living	Managing own money Parenting awareness	Project on Environmental awareness Looking after our world and well -being		Making the most of leisure time Recap, revision and catch up	

What will learners be required to do in class and at home?

All learners are provided with a ring binder folder and paper to do their work on. The folder is kept at school, but learners are allowed to take worksheets from the folder home, when homework is given. Students are expected to complete all tasks related to the units undertaken on time.

How will learners be assessed?

All learners will be assessed via the worksheets placed into their portfolios which will eventually lead to a completed portfolio. The teacher will also assess the students in the classroom via peer assessment, homework, class project tasks and end of unit quizzes.

Who you should see if you have any questions:

Please contact Ms Attas if you have any queries by either writing a note in your daughter's planner or leaving a message at reception.

DRAMA

The Staff:

Dr Mohammad: Teacher of Drama & Science

Subject: GCSE Drama, Year 9

Exam Board: AQA

The GCSE Drama course will run over two years with all formal assessments taking place in Year 10. The curriculum has been designed to prepare Year 9 learners with the fundamental knowledge and skills required for GCSE and beyond. This includes the analysis of written text as well as live performance, demonstrating competence in the various elements of performance and the devising of unscripted theatre.

The full GCSE course constitutes three parts:

- **Component one** is the written exam worth 40% of the final mark assessing learners understanding of drama. This includes general theatre knowledge, the study of one set play and the ability to analyse live theatre.
- **Component two** is also worth 40% and is concerned with the learner's abilities to devise unscripted drama and assessing their process of creating and evaluating this work in addition to their performance of it. Note that students can contribute to this element as either performers or designers.
- **Component three** is worth 20% and assesses learner's performances of two extracts from one play, which again can be contributed to as either performers or designers.

The Curriculum:

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
DRAMA	Introduction to Drama	Responding to Live Theatre: Performance and Design Analysis	Study Set Play.	Introduction to Performance Skills	Introduction to Devising	Devising Drama

What will learners be required to do in class and at home?

All learners are provided with exercise books that form their drama diaries in which all learning is recorded, research is documented, and homework carried out. Self-evaluation and peer-evaluation is an important part of the GCSE Drama learning experience, for which maturity and consideration are expected learner qualities. In addition to formal homework set at least fortnightly, learners will be expected to carry out independent research at home to develop their learning and prepare them for class activities. Clear, presentable and organised exercise books will always be expected and indeed assessed as part of component two of the Drama GCSE. Learners will also be expected to attend formally organised class trips to attend a live theatre performance every term. Analysing live work is an assessed component of GCSE Drama

How will learners be assessed?

Learners will be assessed every half-term by collating their homework, class projects tasks, peer assessment and end of unit tests using questions from past GCSE exam papers. The methods of assessment will vary depending upon the GCSE component focused upon that term, e.g. written exam, marking devising logs, assessing performances, etc. The teacher will go through the assessment criteria with learners to ensure they understand what will be required to

achieve the grade for which they're aiming. Learners will also be expected to attend formally organised class trips to attend a live theatre performance every term. Analysing live work is an assessed component of GCSE Drama.

How will learners progress at KS4?

Learners will complete their GCSE Drama course in June 2021 at the end of Year 10.

Useful resources:

The following websites can help learners develop their understanding of drama:

- <http://www.bbc.co.uk/education/subjects/zbckjxs>
- <http://www.supersummary.com/drama-theater-guide/>
- www.theatre crafts.co.uk
- www.horseandbamboo.org
- www.theatredesign.org.uk
- www.nationaltheatre.org.uk/newconnections
- www.stageplays.co.uk
- www.nationaltheatre.org.uk
- www.pilot-theatre.com
- www.rsc.org.uk

Who you should see if you have any questions:

If you have any questions regarding GCSE Drama, please contact Dr Mohammad directly by either writing a note in your daughter's planner or leaving a message at reception.

PS to attend a live theatre performance every term. Analysing live work is an assessed component of GCSE Drama.

MATHEMATICS

Mrs. J. Phillips: Director of Learning: Mathematics
Mrs. Y. Delli: Deputy Director of Learning: Mathematics
Mrs S. Hossain: Teacher of Mathematics and in charge of Numeracy
Mrs. H. Phull: Teacher of Mathematics and in charge of Careers
Mrs. A. Chamad: Teacher of Mathematics and in charge of STEM
Ms. H. Rahman: Teacher of Mathematics
Ms I. Ali: Teacher of Mathematics
Mr Y. Uddin: Teacher of Mathematics
Mrs. D.Abakar: Teacher of Mathematics

Subject: GCSE Mathematics, Year 9

Exam Board: EDEXCEL

Mathematics contributes to the Eden curriculum by enabling learners to develop fluent mathematical methods and concepts, solve problems, reason mathematically and communicate mathematical information in a variety of forms.

Here at Eden Girls' School the Mathematics Department aims to ensure that student enjoyment and progress is at the core of all teaching, learning and activity.

The Curriculum:

During the year, learners at Eden Girls' will follow the Edexcel GCSE (9-1) scheme of work, which is assessed at the end of Year 11. Pupils will follow the Foundation or Higher scheme of work. Support is provided for GCSE pupils through focused intervention groups and thorough data tracking and monitoring.

Both Schemes of Work, Foundation & Higher covers all the key areas of Mathematics. The topics covered in each scheme are in the table below:

Year 9 Long Term Plan

	Autumn one (8 wks)	Autumn two (7 wks)	Spring one (6 wks)	Spring two (5 wks)	Summer one (6 wks)	Summer two (6.5 wks)
Key Skills and Concepts	9.1.1. Types of numbers 9.1.2. Index laws, standard form and surds. 9.1.3. Fractions and percentages.	9.2.1. Probability 9.2.2. Ratio 3.	9.3.1. Solving linear equations. 9.3.2. Expanding and factorising. 9.3.3. Changing the subject of a formula.	9.4.1. Angles in polygons. 9.4.2. Pythagoras theorem. 9.4.3. Right angled trigonometry. 9.4.4. Volume and surface area.	9.5.1. Linear and quadratic sequences. 9.5.2. Linear graphs. 9.5.3. Simultaneous equations.	9.6.1. Transformations. 9.6.2. Vectors. 9.6.3. Averages.
Themes	Applied Number.	Probability and Ratio.	Algebra.	Geometry.	Algebra.	Geometry.
Spiritual, Moral, Social And Cultural			UK Maths Challenge Intermediate.			

Theme (SMSC) Fundamental British Values (FBV)							
Key Assessment Focuses, Suggested Assessments and Feedback Week	Regular formative assessments at the end of each unit and Trust DC assessment in the last lesson of the penultimate week.	Regular formative assessments at the end of each unit and Trust DC assessment in the last lesson of the penultimate week.	Regular formative assessments at the end of each unit and Trust DC assessment in the last lesson of the penultimate week.	Regular formative assessments at the end of each unit and Trust DC assessment in the last lesson of the penultimate week.	Trust EOY exam Paper 1 Non-Calculator Paper 2 Calculator or Regular formative assessments at the end of each unit.	Regular formative assessments at the end of each unit.	
Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary.							

In addition to these areas, learners will also be given extensive practice in becoming fluent in mathematics, problem solving and reasoning mathematically.

What will learners be required to do in class and at home?

A variety of teaching methods will be employed during the mathematics lessons and a range of tasks will be set that challenge, enthuse, motivate and demand the active participation of the learners.

Learners will be encouraged to progress through the tasks and hence deepen their knowledge and understanding of Mathematics.

Learners will also be set a 60 - minute mathematics homework task per week. The aim of this homework is to consolidate, extend or research.

How will learners be assessed?

Learners will continually be assessed during lessons and every half term to ensure that they understand the content and that the mathematical ideas can be applied.

They will also be sitting end of Unit Assessments; half termly progress tests and review tests to demonstrate the progress they are making. In June, they will have an End of Year exam, assessing them on all the topics studied during the year.

How will learners progress at KS4?

In KS4 all learners will complete a GCSE Mathematics exam at either Foundation or Higher Tier.

Useful resources:

www.nrich.com

www.corbettmaths.com

www.mathsgenie.co.uk

www.hegartymaths.co.uk

Examining body: <https://qualifications.pearson.com/en/home.html>

Who you should see if you have any questions:

If you have any queries or concerns about the Mathematics Curriculum here at Eden Girls', then please do not hesitate to contact your daughters' Mathematics teacher or Mrs J. Phillips Director of Learning for Mathematics.

PHYSICAL EDUCATION

The Staff:

Ms L. Irvine: Lead Teacher of PE & Sports Leadership and Duke of Edinburgh Award Coordinator

Ms. H. Dadabhoy: Teacher of PE - Sports Studies & Head of Year 11

Ms. M. Murphy: Teacher of PE – statutory provision

Physical Education:

In Year 9, all learners will have one Physical Education lesson a week, plus a double lesson if they are also studying the optional vocational course – OCR Cambridge National in Sports Science. In PE, your daughter will have an opportunity to engage and participate in physical sports, focusing on different sports every half term. Your daughter is expected to arrive equipped to learn for every PE lesson, with the correct full PE kit and footwear.

What is the Cambridge National Certificate?

Cambridge Nationals are vocationally related qualifications that take an engaging, practical and inspiring approach to learning and assessment. They're industry relevant, geared to key sector requirements and very popular with schools and colleges because they suit such a broad range of learning styles and abilities. It is targeted at 14-16-year olds in a school environment. They're available as an Award and a Certificate, with the Certificate being the same size as a GCSE. They use both internal and external assessment and meets the DfE's requirements for attainment tables and headline performance measures.

Sport is a key theme in most areas of both education and health policy. The need for people to lead healthy and active rather than sedentary lifestyles is increasingly prominent in respect of government initiatives, and this is reflected in the school curriculum, where physical education and sport remains core; these qualifications seek to build upon this provision at key stages 3 and 4.

These sport qualifications offer learners the chance to develop different types of skills through largely practical means; communication, problem solving, team working, evaluation and analysis, performing under pressure, and formulating written findings from practical investigation are all transferable skills which can be learned and assessed through these qualifications and utilised in many other educational and employment settings.

Both qualifications have been designed with practical and engaging ways of teaching in mind and enable learners to:

Develop a range of skills through involvement in sport and physical activity in different contexts and roles

- Develop their ability to apply theoretical knowledge to practical situations
- Gain a better understanding of the complexity of different areas of sport and the sports industry
- Increase their awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport.

Sport Science

Elite sport has embraced sport science disciplines wholeheartedly in the past few decades, moving from a perspective which assumed the primacy of natural talent in producing outstanding performance, to one which considers every minute detail of an athlete's training programme, rest time, environment and psychology in the pursuit of excellence. The Cambridge Nationals in Sport Science offer students the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles, and psychology in sport and sports performance.

How does the study of PE benefit my daughter? / Why is PE important?

Physical education focuses upon the different ways of staying fit and healthy. Pupils engage in various activities throughout the year including sports and aerobics. Whilst undertaking these activities they learn, maintain and develop their skills through coordination, balance, agility and many more. Physical education teaches students the importance of physical health. Secondary school is an age where students misinterpret the meaning of "overweight" and eating disorders prevail. Physical health and education inform students on sound eating practices and the essential guidelines for nutrition. She will develop her ability to articulate herself in written and practical form. Your daughter's excellence in the Physical Education field will have a direct positive impact on her involvement in Eden Girls' sports days and tournaments where she will have an opportunity to represent the school and showcase Sports Leadership in action.

What will my daughter study in Year 9?

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
STATUTORY PE	<u>Practical:</u> Netball	<u>Practical:</u> Football	<u>Practical:</u> Basketball	<u>Practical:</u> Multi-sports/ Yoga/Pilates	<u>Practical:</u> Fitness & health related exercise	<u>Practical:</u> Rounders
CAMBRIDGE NATIONAL – SPORTS SCIENCE	<u>Theory:</u> R042- Applying principals of training	<u>Theory:</u> R042- Applying principals of training	<u>Theory:</u> R042- Applying principals of training	<u>Theory:</u> R043- The bodies response to physical activity	<u>Theory:</u> R043- The bodies response to physical activity	<u>Theory:</u> R043- The bodies response to physical activity.

What will my daughter be required to do in class and at home?

Your daughter is expected to come fully equipped for lessons with her PE kit and exercise book. In class she needs to immerse herself into the lesson with active participation, through speaking, listening and practicing. In addition, your daughter will be given homework to practice specific sporting techniques once a week to develop key skills and knowledge; encourage your daughter to practice the techniques. We expect each homework to take about 30 minutes to complete to the best of her ability and ready to submit on time on the due date. Your daughter may use the internet and DVD'S for research and practice.

How will my daughter be assessed?

Your daughter will be assessed half-terminly through a written or practical assessment based on the topic being studied that half-term. In June, she will have an End of Year exam, written and practical assessing her on all topics studied that year, within each subject.

How will my daughter be assessed in the Cambridge National Certificate?

R041- **Reducing the risks of injury.** Written paper 1 hour.

R042- **Applying the principles of training.** Centre assessed task. OCR moderated.

R043- **The body responses to physical activity.** Centre assessed task. OCR moderated.

R045- **Sports nutrition** Centre assessed task. OCR moderated

Useful resources:

BBC Bitesize – KS4: <http://www.bbc.co.uk/education/levels/z98jmp3>

BBC Schools – Secondary: www.bbc.co.uk/schools/websites/11_16/

Channel 4 Learning – Secondary: www.channel4learning.com/index.html

Student revision resources: <http://www.thestudentroom.co.uk/content.php?r=1838-gcse>, <https://getrevising.co.uk>

Examining Board: <https://www.ocr.org.uk/>

Application for Apple or Android users: Gojimo (student revision app)

Who you should see if you have any questions:

In the first instance all subject specific queries should be referred to your daughter's class teacher, by either writing a note in your daughter's planner or leaving a message at Reception. For more serious concerns, please refer your query to the Subject Lead for PE. Please refer your query to the Director of Learning Mrs Ayub

SCIENCE

The Staff:

Mr Z Ahmed: Director of Learning: Science

Mr A Ajajib: Vice Principal and Teacher of Science

Ms R Rafiq: Assistant Principal and Teacher of Science

Mr I Abdur-Rahman: Deputy Director of Learning, Science

Ms A Saleban: Teacher of Science

Ms S Ahmed: Teacher of Science

Dr. A Mohammed: Teacher of Science and Drama

Ms R Rizvi: Teacher of Science

Ms M Ahmed: Teacher of Science

Subject: Science, Year 9

Edexcel GCSE (9-1) Sciences

The Curriculum:

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
GCSE COMBINED SCIENCE (OR TRIPLE SCIENCE)	Biology: Key concepts in Biology, Cells and Microscopes Enzymes and transporting substances Biology: Cells and control	Genetics (DNA, Alleles, Meiosis, Variation and Inheritance) Natural selection and genetic modification Health, disease and medicines	Key concepts in Chemistry (Atomic structure, The Periodic table, Ionic and covalent bonding, Types of substance) Mixtures and separation	Acids and alkalis Electrolytic processes Metals and equilibria	Physics: Motion, Forces and Motion Conservation of Energy Waves	Light and the Electromagnetic Spectrum Radioactivity

What learners will be required to do in class and at home?

Learners will be working on theoretical and experimental aspects to gain practical skills and the understanding behind scientific phenomena. Learners are expected to complete 2-3 pieces of Homework (for every topic) to reinforce their learning from class. This will also help learners to revise and prepare for the End of cycle Test.

How will learners be assessed?

End of Cycle Tests - Every half-term at the end of a set of topics, to assess their understanding of the topic of study. This means that there will be assessments containing a biology topic, a chemistry topic and a physics topic every half term approximately. These will be cumulative as we progress through the year.

How will learners progress at KS4?

Learners will progress to either Combined Science or be entered for Triple Science. Exams will be held at the end of Year 11.

Useful resources:

Online BBC Bitesize for GCSE Sciences (Edexcel) (KS4). Pearson **workbooks** for Biology, Chemistry and Physics, these can be bought from shops and websites such as WHSmith and Amazon.

Who you should see if you have any questions:

Mr Z Ahmed (Director of Learning for Science) or Mr I Abdur-Rahman (Deputy Director of Learning for Science)