

## Humanities

### Where We Teach

The Humanities Faculty is housed in 6 rooms in the H block, which has its own computer suite. We also have other rooms around the College: E6 and E12. Each room is equipped with a PC and data projector.

Staff can often be found in their teaching rooms or the H block at break and lunchtimes.

### KS3 Humanities – the ICE programme

The ICE (Impington Curriculum Experience) programme has been designed to improve students' learning. It takes the main concepts of the IB learner profile and aims to embed these within students at an early age. Units and lessons are designed to do this, whether in Geography, History or EPS(RE). Therefore we focus on key skills such as research and writing skills, and source or data interpretation.

#### Year 7

We start Year 7 by studying the main ways of learning in Geography, History and RE. Students will, for example, learn about maps and graphs in Geography; use sources in History and review different ways religions claim to learn about god.

#### Year 8

In Year 8 we begin by looking at how our world has become much more interconnected, such as through the food industry or the spread of religion (such as Islam). Units to appear later in the year include ideas about how slavery in the Americas has affected us today, the structure of the Jewish religion, and how we can protect ourselves against flooding.

### Homework:

No homework is set for Humanities in line with the college policy to encourage basic skills of literacy and numeracy in the early years of secondary education. There are projects available for students who particularly enjoy Humanities and who want independent study.

### KS4

#### Subject Areas:

#### Business Studies

At GCSE level (specification OCR) students learn about various topics such as marketing and business finance. We also learn about the wider economy - nationally, Europe-wide and globally. Students find out what a recession is, how jobs can be created to fuel economic growth, and much more.



### *EPS*

The EPS course deals with issues of life and morality and also the study of religion. The course is very closely linked to the world we live in and it is essential that students appreciate what is happening in the news on a daily basis. Students are expected to share opinions, so it is essential to be able to argue your point! Students are also asked to consider different perspectives and why people may have opposing views.

In Year 9, students begin their GCSE (specification AQA A) looking at Life Issues, such as Animal Rights and Prejudice. This then continues into Year 10 and 11 with topics such as Life after Death and Medical Ethics. The two religions chosen for study [Christianity and Islam] have influenced life in Britain in differing ways throughout History.

### *Geography*

Students choose their options in Year 8 and begin the GCSE Geography course in Year 9.

We follow the AQA course and this comprises a mix of human and physical geography with a focus on students applying knowledge and understanding often to unfamiliar environments. Topics we cover include natural hazards, physical landscapes in the UK and large scale ecosystems such as tropical rainforests and arctic environments. Students also have the opportunity to study a range of human topics linked to changes in urban environments, how we can manage resources to meet growing demand and how national economies are changing.

Students have the opportunity to undertake human and physical field work on the North Norfolk coast and use this as an opportunity to develop key geographical skills which are examined as part of their overall GCSE award.

### *History*

In History during Year 9 in the Autumn term, we study the First World War. To learn some GCSE skills, we begin the GCSE Course after Christmas, starting with Nazi Germany.

The GCSE course (specification OCR A) also covers Germany 1919-45, Public Health 1800-1914; the making of the Americas and a local study on Framlingham castle. In lessons students will be covering the key content and practising the different types of exam questions, to maximise the chances of success. We also offer a trip to the Battlefields.

### *Lead Practitioner*

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## Y7 STRAND 1 IVC GEOGRAPHY CURRICULUM OVERVIEW

### **Key Content/Topics:**

#### **Zombie Apocalypse**

1. Introduction to: geography of disease
2. Figure descriptions and data analysis
3. World map skill – spread of disease
4. Mid-term assessment
5. Government based decision making activity
6. Push and pull factors with map work
7. Disaster management - defending against a disaster
8. Assessment preparation
9. Assessment
10. Adaptation and mitigation

### **Assessed Tasks:**

**Mid-term assessment:** Based around source analysis and map work

**End of term assessment:** A written task to assess geographical writing skills

### **SMSC & British Values:**

S – Is a zombie worth less than a human life?

M – Whose responsibility is it to manage the spread of disease?

S - Who is affected by disease?

C – How do cultural practices spread disease?

Brit – How would Britain react to an international disaster?



### Enrichment Ideas:

- Read a book about a zombie apocalypse.
- Research into the spread of Ebola.
- Research into how governments managed the spread of Ebola.
- Create a new town that is designed to withstand a new epidemic.
- Research how diseases are different for rich and poor countries.
- Create a video diary of a zombie evacuation.
- Research how disease can influence international migration.

### Assessment Criteria:

#### This unit will require students to:

- Use of geographical vocabulary
- Become confident working with map: symbols, grid references, scales
- Work on space and place on a variety of different scales
- Practise extracting information from sources
- Develop empathy and logic
- Practice decision making and justified evaluations
- Encounter and start working with AO terminology

### Literacy/Numeracy:

**Key terms:** Disaster, epidemic, data, names of graphs, grid references, push and pull factors, adaptation, mitigation

**Numeracy:** types of graphs, interpreting data, finishing graphs

### Careers Links(CAEIG)

Politics: migration, data response, international relationships

Civil Service

Disaster response

Aid projects

Insurance and many jobs involving data analysis

### Intervention Tasks:

- Write to follow a PEEL structured paragraph.
- Incorporate facts into writing task
- Writing task to develop evaluation skills.
- Practise interpreting and finishing different types of graph.

### Year 7 Home Learning Expectations: Geography



When/how will homework be set?	Homework is set by English, maths and science for year 7. Optional homework projects are available online.
How long should each task take?	Optional projects are designed to fit around extra-curricular obligations. It is down to the individual to invest an appropriate amount of time.
Will this work be marked by a teacher?	No, as dictated by school policy. Doing the work will be rewarded appropriately.
How will Home Learning/ intervention tasks be used if a student is underachieving?	If a student is underachieving as evidenced by assessments, intervention tasks will be assigned to begin to bridge the gap in understanding/writing skills.

## Y7 STRAND 2 IVC GEOGRAPHY CURRICULUM OVERVIEW

### Key Content/Topics:

#### Geography of Conflict:

1. Defining conflict
2. War on water
3. Mid-term Assessment: conflict for water resources
4. Deforestation and orangutans
5. The war for oil
6. Is nuclear the way forward?
7. Somalian piracy
8. Geography of terrorism
9. Brexit

Assessment: political conflict

#### Assessed Tasks:

**Mid term assessment:** A written task based on political conflict

#### SMSC & British Values:

S: Does anyone have the right to deny resources?

M: Is it fair to destroy nature for our own gain?

S: How does conflict affect different societies?



C: How can different beliefs and culture cause conflicts?

Brit – What role does Britain play in international conflicts?

**Enrichment Ideas:**

Create a map of the world locating different types of conflict

Create a diary of someone affected by war / terrorism to explore the social impacts

Research into the Deepwater Horizon oil spill

Create a timeline of events connected to Brexit.

Find and read 3 newspaper articles for local, national and international conflicts.

**Assessment Criteria:**

**This unit will require students to:**

- Use of geographical vocabulary
- Work on space and place when locating conflicts
- Practise extracting information from sources
- Develop empathy and logic
- Use evidence to create a debate
- Practice decision making and justified evaluations
- Continuing to work with AO terminology
- Begin looking and using GIS in investigating conflicts

**Literacy/Numeracy:**

**Key terms:** conflict, national, international, resources, impacts, deforestation

**Numeracy:** working with and interpreting graphs

**Careers Links(CAEIG)**

Town planning

International relations

Home office

Sustainable development

Energy sector

Farming + agriculture

**Intervention Tasks:**



- Write to follow a PEEL structured paragraph.
- Incorporate facts into writing task
- Writing task to develop evaluation skills.
- Practise interpreting and finishing different types of graph.

### Year 7 Home Learning Expectations: Geography

When/how will homework be set?	Homework is set by English, maths and science for year 7. Optional homework projects are available online.
How long should each task take?	Optional projects are designed to fit around extra-curricular obligations. It is down to the individual to invest an appropriate amount of time.
Will this work be marked by a teacher?	No, as dictated by school policy. Doing the work will be rewarded appropriately.
How will Home Learning/ intervention tasks be used if a student is underachieving?	If a student is underachieving as evidenced by assessments, intervention tasks will be assigned to begin to bridge the gap in understanding/writing skills.

### Y7 STRAND 3 IVC GEOGRAPHY CURRICULUM OVERVIEW

#### Key Content/Topics:

#### Ingenuity of individuals:

1. What is wind power?
2. What are the key features of a sustainable settlement?
3. Assessment
4. Electric Island – how can we get energy from the sea?
5. Assessment
6. Why are bees so geographically important?
7. Building for sustainability – BEDzed, London
8. How to solve traffic problems in Cambridge – the \$64,000 question

#### Assessed Tasks:

**Mid-term assessment** – written task on how an urban area can be sustainable

**End of unit assessment** – sustainable energy [tidal power]

#### SMSC & British Values:

S: How can we help improve the lives of others?



M: Who should get priority for help?

S: Are human actions always good?

C: Is there a connection between culture and innovation?

Brit – What role does Britain play in creating innovative solutions

### **Enrichment Ideas:**

Play with free online GIS applications and see what maps you can create.

Research how we have used GIS and satellites to prove that Mars used to have rivers.

Research into the new solutions for combatting climate change.

Find a newspaper article from where human activity has caused problems somewhere nearby.

### **Assessment Criteria:**

#### **This unit will require students to:**

- Use of geographical vocabulary
- Developing an understanding of sustainability
- Practise extracting information from sources
- Use evidence to create a debate
- Practice decision making and justified evaluations
- Continuing to work with AO terminology
- Continue looking and using GIS in investigating conflicts

### **Literacy/Numeracy:**

**Key terms:** sustainability, mitigation, flooding, climate, climate change, greenhouse gases, GIS, artificial intelligence

**Numeracy:** working with and interpreting graphs

### **Careers Links(CAEIG)**

GIS: Army, research, environment agency and flood mapping, police, fire service

Town planning

Politics and climate regulation

### **Intervention Tasks:**

- Write to follow a PEEL structured paragraph.
- Incorporate facts into writing task
- Writing task to develop evaluation skills.
- Practise interpreting and finishing different types of graph.





### Year 7 Home Learning Expectations: Geography

When/how will homework be set?	Homework is set by English, maths and science for year 7. Optional homework projects are available online.
How long should each task take?	Optional projects are designed to fit around extra-curricular obligations. It is down to the individual to invest an appropriate amount of time.
Will this work be marked by a teacher?	No, as dictated by school policy. Doing the work will be rewarded appropriately.
How will Home Learning/ intervention tasks be used if a student is underachieving?	If a student is underachieving as evidenced by assessments, intervention tasks will be assigned to begin to bridge the gap in understanding/writing skills.

### Y7 STRAND 4 IVC GEOGRAPHY CURRICULUM OVERVIEW

#### Key Content/Topics:

**Environments** - To what extent can nature be truly impossible?

- Students will be able to explain the causes of at least two natural hazards
- Students can explain why level of economic development can affect the immediate and longer term impacts of a natural hazard
- Students will have identified and been able to categorise a range of social, economic and environmental impacts
- Students will be able to make comparisons between two hazards events

#### Assessed Tasks:

**End of unit assessment** – Which is better... a tornado or a tsunami?

#### SMSC & British Values:

S – the place of tectonic hazards in folklore

M – the issues around disaster relief for people living in poorer countries

S – Why do people continue to live in hazardous areas?

C – the importance of culture in determining *risk* within *disaster risk* reduction

#### Enrichment Ideas:



Investigate the development of risk management around tornadoes

Research the development of technology after the 2004 Boxing day tsunami

**Assessment Criteria:**

- Use of geographical vocabulary
- Developing an understanding of the different ways hazards can affect people
- Practise extracting information from sources
- Use evidence to develop an opinion
- Practice decision making and justified evaluations
- Suggest how hazards can be managed to reduce their impacts

**Literacy/Numeracy:**

**Key words**

Hazard, tsunami, tornado, supercell, earthquake, spatial scale

**Numeracy**

Working with and interpreting graphs

**Careers Links(CAEIG)**

Disaster management, meteorology, international charities and relief NGO's

**Intervention Tasks:**

- Write to follow a PEEL structured paragraph.
- Incorporate facts into writing task
- Writing task to develop evaluation skills.
- Practise interpreting and finishing different types of graph.

**Year 7 Home Learning Expectations: Geography**

When/how will homework be set?	Homework is set by English, maths and science for year 7. Optional homework projects are available online.
How long should each task take?	Optional projects are designed to fit around extra-curricular obligations. It is down to the individual to invest an appropriate amount of time.
Will this work be marked by a teacher?	No, as dictated by school policy. Doing the work will be rewarded appropriately.

<p><b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b></p>	<p><b>If a student is underachieving as evidenced by assessments, intervention tasks will be assigned to begin to bridge the gap in understanding/writing skills.</b></p>
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## Y7 STRAND 5 IVC GEOGRAPHY CURRICULUM OVERVIEW

### **Key Content/Topics:**

#### **Our health & societies – How is population changing?**

- Students will be able to explain why populations in some countries age and the challenges this brings
- Students will be able to explore the issues around migration and the benefits this can bring to communities
- Students will be able to investigate the importance of food security for a growing population

### **Assessed Tasks:**

**End of unit assessment –** To what extent does population change bring benefits to a country?

### **SMSC & British Values:**

S – the significance of older people in passing down beliefs and experiences to younger generations

M – the moral issues around ensuring older sectors of society are well cared for

S – British values of respect and tolerance

C – The positive impacts of diversity of British culture

### **Enrichment Ideas:**

Investigate the likely impacts Brexit will have on migration. Which sectors are likely to suffer the most from the loss of workers?

### **Assessment Criteria:**

- Use of geographical vocabulary
- Developing an understanding of the different ways migration can affect communities
- Practise extracting information from sources
- Use evidence to develop an opinion
- Suggest how population change can be managed to reduce any negative impacts

### **Literacy/Numeracy:**

#### **Key words**

Migration, EU, lifestyle, ageing, food security, food miles

#### **Numeracy**



Growth in EU migration to different parts of the UK, interpreting population growth graphs

### Careers Links(CAEIG)

Local and national government planning, logistics

### Intervention Tasks:

- Write to follow a PEEL structured paragraph.
- Incorporate facts into writing task
- Writing task to develop evaluation skills.
- Using different sources such as newspaper articles to extract information

### Year 7 Home Learning Expectations: Geography

<b>When/how will homework be set?</b>	<b>Homework is set by English, maths and science for year 7. Optional homework projects are available online.</b>
<b>How long should each task take?</b>	<b>Optional projects are designed to fit around extra-curricular obligations. It is down to the individual to invest an appropriate amount of time.</b>
<b>Will this work be marked by a teacher?</b>	<b>No, as dictated by school policy. Doing the work will be rewarded appropriately.</b>
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	<b>If a student is underachieving as evidenced by assessments, intervention tasks will be assigned to begin to bridge the gap in understanding/writing skills.</b>

### Y7 STRAND 1 IVC HISTORY CURRICULUM OVERVIEW

#### Key Content/Topics:

What are students learning this term?

#### The Norman Conquest

1. What is History?
2. How do Historians find out about the past?
3. Who should be king in 1066?
4. Who was better prepared for the Battle of Hastings?
5. What happened at the battle of Hastings?
6. Why did William win the Battle of Hastings?
7. Why did William win the Battle of Hastings?
8. How did William rule England?



9. How did castles Help William rule?
10. How far did England change under William?

### Assessed Tasks:

What work will be marked this term?

Assessment 1: Who should be king in 1066?

Assessment 2: Why did William win the Battle of Hastings in 1066?

### SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

This unit involves significant discussion and debate around the issues of sovereignty and the power of parliament in relation to who has the right to rule Britain. These are all relevant to the modern world. The impact of the Norman Conquest on the people of Britain and the division that was created between the conquerors and those who were conquered.

### Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums:

- Visit Denny Abbey
- Visit Isleham Priory
- Visit Thetford Priory
- Visit Weeting Castle
- Visit Framlingham Castle
- Visit Battle Abbey and the Battle of Hastings site
- Use the English Heritage website

<http://www.english-heritage.org.uk/learn/1066-and-the-norman-conquest/what-happened-battle-hastings/>

### Assessment Criteria:

What skills are students developing this term?

This unit develops the essay skills of Y7 students including the skills of

- Use of PEEL paragraphs
- Using quotes from evidence to support a point
- Judging evidence against each other
- Explaining the importance of points

### Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Key Words



Normans

Saxons

Vikings

Fyrd

Cavalry

Conquest

Witan

### **Careers Links(CAEIG)**

Links to careers/any places this is addressed in lessons

This topic includes consideration of the role of various positions in society in terms of jobs such as farmers, doctors, soldiers and priests. Students will consider the power and influence of various jobs so engaging in a wider sense of what work involves and the responsibilities that it brings.

### **Intervention Tasks:**

Home Learning tasks set for students who are underachieving

Watch clips / read articles and take notes

Using the Battlefield Britain documentary students will be able to watch and identify

- Who should become king in 1066
- Why William won the Battle of Hastings
- The effects of castles
- The amount of change experienced in England

### Y7 STRAND 2 IVC HISTORY CURRICULUM OVERVIEW

### **Key Content/Topics:**

What are students learning this term?

#### Who had power in the Middle Ages?

1. How did the Feudal System help kings to rule in the Middle Ages?
2. How did the Medieval Church keep control?
3. Why did the King and his Archbishop come to blows? (Henry II & Thomas Becket)
4. How did the Magna Carta change the King's power?
5. Who had power in the medieval manor?
6. Did the towns make people free?
7. How did the Black Death wipe out almost half the population?



8. Whose power did the Black Death wipe out?
9. Why did the peasants revolt in 1381?
10. Who had power in the Middle Ages?

### Assessed Tasks:

What work will be marked this term?

Assessment 1: Students are to write their own medieval hellfire sermon, to try to explain the medieval Christian beliefs.

Assessment 2: Who had power in the Middle Ages? Students explore the different groups in the Medieval society – the King, the Church, the barons, the peasants, how much power did they have? Did this change over the course of the Middle Ages?

### SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

This unit is centred around the issue of power and has links to politics, Parliament, protest and the Magna Carta. When studying the Magna Carta, we will look at its importance today.

### Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums:

For the Magna Carta, you can visit the British Library in London, Salisbury Cathedral or Lincoln Castle. The British Library also has a very good website: <https://www.bl.uk/magna-carta>

Visit Wharram Percy, a deserted medieval village in Yorkshire.

Visit Museum of London Medieval exhibition

Visit Canterbury Cathedral for Thomas Becket

### Assessment Criteria:

What skills are students developing this term?

This unit develops the understanding of the second order concept of diversity. There were different groups in the Middle Ages who had or lacked power – the King, the Church, the barons and the peasants. Students are to look at similarities and differences between the groups and within the groups.

This unit also develops the creative and essay writing skills of the students.

### Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Key Words



Hierarchy

Feudal System

Barons

Knights

Tithes

Peasants

Purgatory

Hellfire sermons

Magna Carta

Freemen

Villeins

Lord of the manor

Manor court

Statute of Labourers

Poll tax

### **Careers Links(CAEIG)**

Links to careers/any places this is addressed in lessons

This topic includes consideration of power structures, such as hierarchies and responsibilities. This will have links to careers.

### **Intervention Tasks:**

Home Learning tasks set for students who are underachieving

Watch clips / read articles and take notes

### **Emerging & Developing:**

<http://www.historyforkids.net/middle-ages.html>

### **Securing & Mastering:**

<https://www.bbc.com/education/topics/zfphvcw>

### **Excelling:**





[http://www.bbc.co.uk/history/british/middle\\_ages/](http://www.bbc.co.uk/history/british/middle_ages/)

## Y7 STRAND 3 IVC HISTORY CURRICULUM OVERVIEW

### **Key Content/Topics:**

What are students learning this term?

#### British Empire

1. What was the Renaissance?
2. Who was Martin Luther and how did he challenge the church? \*
3. What were the differences between Catholics and Protestants?
4. Why did Henry VIII break with Rome?
5. Why did Henry VIII close down the monasteries?
6. Who was Andreas Vesalius?
7. Was Andreas Vesalius a true 'Renaissance Man'?
8. Assessment: 'Who challenged the Medieval world the most – Luther or Vesalius?' \*

### **Assessed Tasks:**

What work will be marked this term?

1. A 25 minute assessment assessing 'how far could Martin Luther be considered a renaissance man?' by using the key renaissance criteria.
2. A 45 minutes assessment on 'Who challenged the Medieval world the most – Luther or Vesalius?' by looking at how the fit or go against what was deemed a 'renaissance man'.

### **SMSC & British Values:**

This unit links to the British Value of tolerance of people with different faiths and beliefs when touching upon Martin Luther.

It also reinforces going against the rule of law but to enact positive change.

### **Enrichment Ideas:**

- Visit the National Gallery in London and tour the Renaissance masterpieces: <https://www.nationalgallery.org.uk/paintings/tour-renaissance-masterpieces>
- The Victoria and Albert Museum in London also have Renaissance inspired work: <http://www.vam.ac.uk/page/r/renaissance/>
- Watch this challenging and academic documentary on the Renaissance: [https://www.youtube.com/watch?v=lob0zb28\\_wM](https://www.youtube.com/watch?v=lob0zb28_wM)
- Visit the Museum of the History of Science in Oxford or the Whipple Museum of the History of Science in Cambridge

### **Assessment Criteria:**



This unit develops the source skills of Y8 students including the skills of

- Ability to comprehend material and communicate effectively.
- Develop knowledge of historical period - Renaissance
- Interpret, analyse and infer illustrations on protestant and catholic churches and clothing
- Compare sources referring to similarities and differences
- Inter historical clips in a way that informs and supports historical knowledge of the period
- Plan and write two pieces of assessed work

### **Literacy/Numeracy:**

Links to literacy/numeracy- e.g. key words

#### Key Words

Renaissance

Martin Luther  
Andreas Vesalius

Renaissance Man

Protestants

Catholics

Henry VIII

Monasteries

Indulgences

Purgatory

### **Careers Links(CAEIG)**

The topic looks at the renaissance period and would be very useful for students wishing to pursue a career as a curator in a museum, teacher or politician (many politicians have a History degree before going into politics).

### **Intervention Tasks:**

#### **Emerging & Developing:**

Define the key words: Renaissance, Martin Luther, Andreas Vesalius, Renaissance Man, Protestants, Catholics, Henry VIII, Monasteries, Indulgences, Purgatory

Watch the brief history of Martin Luther: <https://www.youtube.com/watch?v=-l3dlhwBA34>

Watch this introduction into the Renaissance: <https://www.youtube.com/watch?v=h363qzlivmg>



### Securing & Mastering:

Define the key words: Renaissance, Martin Luther, Andreas Vesalius, Renaissance Man, Protestants, Catholics, Henry VIII, Monasteries, Indulgences, Purgatory

Watch the brief history of the Renaissance: <https://www.youtube.com/watch?v=f11OeMmwYjU>

### Mastering & Excelling:

Watch the brief history of the Renaissance: <https://www.youtube.com/watch?v=f11OeMmwYjU>

Watch this more challenging video on the history of Martin Luther: [https://www.youtube.com/watch?v=C4d\\_7dOC-GQ](https://www.youtube.com/watch?v=C4d_7dOC-GQ)

### Y7 STRAND 4 IVC HISTORY CURRICULUM OVERVIEW

### Key Content/Topics:

What are students learning this term?

#### The English Civil Wars

1. Why did Civil War break out?
2. What was life like during the Civil Wars?
3. Why did parliament win the Civil Wars?
4. Why was King Charles I executed?
5. How far was the world turned upside down?
6. Cromwell: hero or villain?

### Assessed Tasks:

What work will be marked this term?

Assessment 1: Why did the English Civil War break out in 1642?

Assessment 2: How far was the world turned upside down?

### SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

This unit involves significant discussion and debate around the issues of sovereignty and the power of parliament in relation to religion, taxation and war. These are all relevant to the modern world. The idea of having a monarchy is involved in this unit as well. Issues of tolerance and acceptance of different religious views is important in this unit. The impact of war on ordinary people is covered as well.

### Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums:



- Visit the Cromwell Museum in Huntingdon
- Visit the sites of the Civil War in London including parliament and Whitehall
- Visit the National Civil War Centre at Newark Museum
- Visit the National Army Museum in Chelsea
- Look through the BBC website information the Civil War: [https://www.bbc.co.uk/history/british/civil\\_war\\_revolution/](https://www.bbc.co.uk/history/british/civil_war_revolution/)

### **Assessment Criteria:**

What skills are students developing this term?

This unit develops the source skills of Y7 students including the skills of

- Comprehension
- Using quotes from sources to support a point
- Comparing sources – similarities and differences
- Inferring the message of a source
- Purpose of a source

### **Literacy/Numeracy:**

Links to literacy/numeracy- e.g. key words

#### Key Words

Civil War

Parliament

Divine Right

Cavalier

Roundhead

Taxes

Protestant

Puritan

Catholic

### **Careers Links(CAEIG)**

Links to careers/any places this is addressed in lessons

Students will use a lot of evidence which presents the same information but from very different perspectives in this unit. This is useful to a wide range of jobs where people have to consider information and use it to make judgements, despite the difficulties involved in doing this.



**Intervention Tasks:**

Home Learning tasks set for students who are underachieving

**Emerging & Developing:**

Watch the film about the causes of the English Civil War. Produce a mind map about all the reasons for the Civil War that are given:

[https://www.youtube.com/watch?v=zzh\\_7orEBU0](https://www.youtube.com/watch?v=zzh_7orEBU0)

**Securing & Mastering:**

Watch the film about the causes of the English Civil War. Produce a mind map about all the reasons for the Civil War that are given:

<https://www.youtube.com/watch?v=-J3ZOOsWIVg>

**Mastering & Excelling:**

Watch this presentation in answer to the question “Was Charles I the main cause of political instability in England between 1625 and 1642?”. Write your own answer to the question based on what the presentation tells you.

<https://www.youtube.com/watch?v=vMWLIgFDhG4>

**Y7 STRAND 5 IVC HISTORY CURRICULUM OVERVIEW****Key Content/Topics:**

What are students learning this term?

Seventeenth Century Witchcraft

1. What did people in Britain believe in the 17<sup>th</sup> century?
2. Why did people believe in witches?
3. Why were women accused of being witches?
4. What did the Witchfinder General do?
5. Why was the Witchfinder General able to have so many “witches” killed?
6. Why did the “Witch Craze” end across Europe?

**Assessed Tasks:**

What work will be marked this term?

Assessment 1: Why did people in the sixteenth and seventeenth centuries believe in witches?

Assessment 2: Why were women accused of being witches?

**SMSC & British Values:**

Links to SMSC and British Values through topics or activities this term

The key foci of this unit related to the nature of society in Britain in the sixteenth and seventeenth century, particularly the place of woman. In addition this unit considers the role of religious belief and the growing power of scientific explanations in influencing society. Students will consider why women were accused of witchcraft and relate this to modern attitudes and scapegoating of marginalised groups.

### **Enrichment Ideas:**

Ideas for parents/carers- e.g. visits to museums:

Watch the Harry Potter movies as a family from the perspective of the understanding that the year 7 students now have of witchcraft. Look out for links.

Visit Harry Potter World: <https://www.wbstudiotour.co.uk>

Read novels which have a focus on witchcraft as a theme. Here are almost 200 to choose from:

[https://www.goodreads.com/list/show/14188.Young\\_Adult\\_Novels\\_with\\_Witches](https://www.goodreads.com/list/show/14188.Young_Adult_Novels_with_Witches)

### **Assessment Criteria:**

What skills are students developing this term?

This unit develops the source skills of Y7 students including the skills of

- Comprehension
- Using quotes from sources to support a point
- Comparing sources – similarities and differences
- Inferring the message of a source
- Purpose of a source

### **Literacy/Numeracy:**

Links to literacy/numeracy- e.g. key words

#### Key Words

Witchcraft

Familiars

Tension

Catholic

Protestant

Scientific Revolution



### Careers Links(CAEIG)

Links to careers/any places this is addressed in lessons

This topic includes consideration of the role of various positions in society in terms of jobs such as farmers, doctors, scientists and priests. Students will consider the power and influence of various jobs so engaging in a wider sense of what work involves and the responsibilities that it brings.

### Intervention Tasks:

Home Learning tasks set for students who are underachieving

### Emerging & Developing:

Watch this short BBC film about witches. Make a mindmap in answer to this question: “*Why were there witch hunts in the seventeenth century?*”

<https://www.bbc.com/education/clips/z9stfrd>

### Securing & Mastering:

Watch this “Top 10 Brutal Witch Hunts” film. For each witch hunt make notes about what happened and why it happened.

<https://www.youtube.com/watch?v=TEcMZTeUazc>

### Mastering & Excelling:

Investigate the Ancient Greek story of The Oracle of Delphi and consider how it compares to your study of witchcraft in the sixteenth century in Britain.

[Y7 STRAND 1 IVC EPS CURRICULUM OVERVIEW](#)

### Key Content/Topics:

Students will learn about the different ways people claim to learn about God

Logic: The Cosmological Argument

Experience: Experiencing God / Religious experiences : e.g. Lourdes

Communities of faith e.g. Ummah / Islam

Family life: e.g. Home Shrine / Hinduism

### Assessed Tasks:

Students will be assessed in the end of unit assessed piece of work:

How do religious people learn about God?



**SMSC & British Values:**

S: Concepts of God

M: Personal v family commitments

S: The value of community

C: The impact of community of religion and vice versa

**Enrichment Ideas:**

A day trip to Walsingham or a visit to a mosque e.g. Regents' park Mosque in London

**Assessment Criteria:**

Students will learn how to evaluate points of view.

They will consider religious ideas from different points of view.

They will learn how to study religion as an academic study.

**Literacy/Numeracy:**

A priori

A posteriori

Miracle

Ummah

Shrine

**Careers Links(CAEIG)**

Students will primarily be learning skills – how to explain clearly and present an argument which support lots of career paths.

**Intervention Tasks:**

Students who do not achieve their target flightpath in the assessment will be given materials to redo the task over the following half term break

**Year 7 Home Learning Expectations:**

<p><b>When/how will homework be set?</b></p>	<p>There is no homework for Individuals and Societies in year 7 but there are optional units on Moodle for students who are interested in this subject</p>
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<b>How long should each task take?</b>	The optional units have no expected length and are designed so that students can explore and enjoy the tasks to follow their own interests
<b>Will this work be marked by a teacher?</b>	While these will not be formally marked by teachers, any tasks done should be shown to the Lead Practitioner for the subject who will be delighted to see what has been done and discuss what has been learned
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	N/A – for homework. However, as above, home learning will be deployed for students to redo assessed tasks when they do not achieve their flightpath.

## Y7 STRAND 2 IVC EPS CURRICULUM OVERVIEW

### **Key Content/Topics:**

The Sikh community

Beginnings: Founders

Commitment: Khalsa

Symbols of Community membership: 5Ks

Service: Sewa

### **Assessed Tasks:**

Students will be assessed in the end of unit assessed piece of work:

How do Sikhs show they value equality?

### **SMSC & British Values:**

S: Understanding Sikh concepts of God

M: The rules of Kurahit

S: Service in the community

C: The connections between Hinduism and Sikhism in Indian culture

### **Enrichment Ideas:**

Visit the Gurdwara in Arbury Road

Watch Bendit like Beckham [15] – *if adults approve.*



### Assessment Criteria:

Students will learn how to evaluate points of view.

They will consider religious ideas from different points of view.

They will learn how to study religion as an academic study.

### Literacy/Numeracy:

Khalsa

Sewa

Kirpan

Khanga

Kechs

Kara

Kesh

### Careers Links(CAEIG)

Students will primarily be learning skills – how to explain clearly and present an argument which support lots of career paths.

### Intervention Tasks:

Students who do not achieve their target flightpath in the assessment will be given materials to redo the task over the following half term break

### Year 7 Home Learning Expectations:

<b>When/how will homework be set?</b>	There is no homework for Individuals and Societies in year 7 but there are optional units on Moodle for students who are interested in this subject
<b>How long should each task take?</b>	The optional units have no expected length and are designed so that students can explore and enjoy the tasks to follow their own interests
<b>Will this work be marked by a teacher?</b>	While these will not be formally marked by teachers, any tasks done should be shown to the Lead Practitioner for the subject who will be delighted to see what has been done and discuss what has been learned

<p><b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b></p>	<p>N/A – for homework. However, as above, home learning will be deployed for students to redo assessed tasks when they do not achieve their flightpath.</p>
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## Y7 STRAND 3 IVC EPS CURRICULUM OVERVIEW

### **Key Content/Topics:**

The influence of Jesus and Gandhi on the life and work of Martin Luther King

A focus on the idea of non-violent protest

### **Assessed Tasks:**

Students will be assessed in the end of unit assessed piece of work:

How did the example and teachings of Jesus and Gandhi influence the life and work of martin Luther King?

### **SMSC & British Values:**

S: How faith influences life.

M: Is it right to use violence?

S: How working together can effect change

C: How some concepts go beyond the boundaries of culture

### **Enrichment Ideas:**

Watch the Ben Kingsley film Gandhi

### **Assessment Criteria:**

Students will learn how to evaluate points of view.

They will consider religious ideas from different points of view.

They will learn how to study religion as an academic study.

### **Literacy/Numeracy:**

Protest

Segregation

Prejudice

Persecution



Discrimination

### Careers Links(CAEIG)

Students will primarily be learning skills – how to explain clearly and present an argument which support lots of career paths.

### Intervention Tasks:

Students who do not achieve their target flightpath in the assessment will be given materials to redo the task over the following half term break

### Year 7 Home Learning Expectations:

<b>When/how will homework be set?</b>	There is no homework for Individuals and Societies in year 7 but there are optional units on Moodle for students who are interested in this subject
<b>How long should each task take?</b>	The optional units have no expected length and are designed so that students can explore and enjoy the tasks to follow their own interests
<b>Will this work be marked by a teacher?</b>	While these will not be formally marked by teachers, any tasks done should be shown to the Lead Practitioner for the subject who will be delighted to see what has been done and discuss what has been learned
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	N/A – for homework. However, as above, home learning will be deployed for students to redo assessed tasks when they do not achieve their flightpath.

### Y7 STRAND 4 IVC EPS CURRICULUM OVERVIEW

### Key Content/Topics:

In this unit students will think about “environment”. They will consider how the world has been affected by human behaviour; consider religious teachings about the earth; discuss how we can use the natural world in including animals and our own bodies in moral issues.

### Assessed Tasks:

Students will be assessed in the end of unit assessed piece of work:

e.g. How do religious beliefs challenge society to be better stewards of the earth?



**SMSC & British Values:**

S: Awe and wonder at the natural world

M: What is it acceptable to do with the natural world?

S: What are the effects of individual behaviour on the whole of society?

C: How do cultures see these issues differently?

**Enrichment Ideas:**

Watch Blue Planet

Get involved in a community project e.g. the orchard in Histon or the litter collection group

**Assessment Criteria:**

Students will learn how to evaluate points of view.

They will consider religious ideas from different points of view.

They will learn how to study religion as an academic study.

**Literacy/Numeracy:**

Creation

Global warming / pollution

Abortion

Personal health

**Careers Links(CAEIG)**

Students will primarily be learning skills – how to explain clearly and present an argument which support lots of career paths.

**Intervention Tasks:**

Students who do not achieve their target flightpath in the assessment will be given materials to redo the task over the following half term break

**Year 7 Home Learning Expectations:**

<p><b>When/how will homework be set?</b></p>	<p>There is no homework for Individuals and Societies in year 7 but there are optional units on Moodle for students who are interested in this subject</p>
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<b>How long should each task take?</b>	The optional units have no expected length and are designed so that students can explore and enjoy the tasks to follow their own interests
<b>Will this work be marked by a teacher?</b>	While these will not be formally marked by teachers, any tasks done should be shown to the Lead Practitioner for the subject who will be delighted to see what has been done and discuss what has been learned
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	N/A – for homework. However, as above, home learning will be deployed for students to redo assessed tasks when they do not achieve their flightpath.

## Y7 STRAND 5 IVC EPS CURRICULUM OVERVIEW

### **Key Content/Topics:**

The basic principles of the Buddhist faith with an emphasis on the Eightfold path.

Who was the Buddha?

What did the Buddha teach?

How do Buddhists live their life?

How useful are the principles of the Eightfold path as a guide for living?

### **Assessed Tasks:**

Students will be assessed in the end of unit assessed piece of work:

e.g. How useful are the principles of the Eightfold path as a guide for living?

### **SMSC & British Values:**

S: What makes a good life well lived?

M: What moral principles lead to a good life?

S: How do Buddhist ideas build community?

C: How does Buddhism translate to the west?

### **Enrichment Ideas:**

Visit the Buddhist exhibitions in the British Museum



Go to the Buddhist centre in Cambridge.

**Assessment Criteria:**

Students will learn how to evaluate points of view.

They will consider religious ideas from different points of view.

They will learn how to study religion as an academic study.

**Literacy/Numeracy:**

Enlightenment

Buddha

Noble truth

**Careers Links(CAIEG)**

Students will primarily be learning skills – how to explain clearly and present an argument which support lots of career paths.

**Intervention Tasks:**

Students who do not achieve their target flightpath in the assessment will be given materials to redo the task over the following half term break

**Year 7 Home Learning Expectations:**

<b>When/how will homework be set?</b>	There is no homework for Individuals and Societies in year 7 but there are optional units on Moodle for students who are interested in this subject
<b>How long should each task take?</b>	The optional units have no expected length and are designed so that students can explore and enjoy the tasks to follow their own interests
<b>Will this work be marked by a teacher?</b>	While these will not be formally marked by teachers, any tasks done should be shown to the Lead Practitioner for the subject who will be delighted to see what has been done and discuss what has been learned
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	N/A – for homework. However, as above, home learning will be deployed for students to redo assessed tasks when they do not achieve their flightpath.

## Y8 STRAND 1 IVC GEOGRAPHY CURRICULUM OVERVIEW

### **Key Content/Topics:**

#### **One World – Ocean Environments**

- Ocean ecosystems including food webs and food chains
- The importance of oceans as a resource – sustainable fishing and oil drilling
- Oceans and climate change
- Oceans under threat – plastic pollution

### **Assessed Tasks:**

**Mid-term assessment** – data response and knowledge recall

**End of term assessment** – Map skills

### **SMSC & British Values:**

S – the wonder of the sea and how the coastline is such a sought after environment in the UK

M – the importance of caring for ocean environment and ensuring our activities do not cause damage

S – the importance of the ocean as a resource

C – part of UK heritage

### **Enrichment Ideas:**

Watch both series of The Blue Planet

Use the BBC website to investigate the scale of plastic pollution

See what people are doing globally to clean up our oceans

Investigate how ocean currents are being affected by climate change and sea ice melt

### **Assessment Criteria:**

Students will be able to develop skills linked to data response type questions

Students will explore the issues around human activities and damage to oceans

Students will use data to evaluate the scale of human impact on ocean ecosystems

### **Literacy/Numeracy:**

#### **Key terms**

Ecosystem/food chain/food web/climate change/ocean circulation/gyre





### Numeracy

Interpreting graphs, map skills

### Careers Links(CAEIG)

Working in marine environments, engineering, tourism, oceanography, environmental officer

### Intervention Tasks:

Write to follow a PEEL structured paragraph.

Incorporate facts into writing tasks

Writing task to develop evaluation skills.

Practise interpreting and finishing different types of graph.

### Year 8 Home Learning Expectations:

<b>When/how will homework be set?</b>	There is no homework in year 8 but there are optional units on Moodle for students who are interested in this subject
<b>How long should each task take?</b>	The optional units have no expected length and are designed so that students can explore and enjoy the tasks to follow their own interests
<b>Will this work be marked by a teacher?</b>	While these will not be formally marked by teachers, any tasks done should be shown to the Lead Practitioner for the subject who will be delighted to see what has been done and discuss what has been learned
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	N/A – for homework. However, as above, home learning will be deployed for students to redo assessed tasks when they do not achieve their flightpath.

### Y8 STRAND 2 IVC GEOGRAPHY CURRICULUM OVERVIEW

#### Key Content/Topics:

#### The old, the new and the future – Supervolcanoes v. composite volcanoes

- Structure of the earth and plate tectonics



- What are the causes of volcanoes and earthquakes?
- Comparison of two composite volcanic eruptions
- Location of Supervolcanoes and evidence of eruptions
- Why do people live in tectonically active areas?
- How can tectonic hazards be managed to reduce their impacts?

#### Assessed Tasks:

**Mid-term assessment** – describe and explain the global distribution of earthquakes and volcanoes

#### SMSC & British Values:

S – the symbolism of volcanoes as sustaining early life on earth

M – the need to understand the wider role volcanoes play in Earth's systems and processes

S – the economic importance of volcanoes to communities

C – the place of volcanoes in cultural mythology

#### Enrichment Ideas:

Watch YouTube clips on evidence supporting past supervolcano eruptions

Investigate the eruption of Mt St Helens and the impacts

Investigate why people live near active volcanoes

#### Assessment Criteria:

Students will be able to apply their knowledge to compare the scale of supervolcano eruptions to those of normal volcanoes

Students will be able to evaluate how a future supervolcano eruption could impact across a range of scales from local to global

#### Literacy/Numeracy:

##### Key terms

Plate tectonics/magma plume/caldera/eruption/structure/impacts/spatial scale

##### Numeracy

Mapping spatial impacts of eruptions

##### Careers Links(CAEIG)

Volcanologist, earth scientist, geologist

#### Intervention Tasks:



Write to follow a PEEL structured paragraph.

Incorporate facts into writing tasks

Writing task to develop evaluation skills.

Practise interpreting evidence and drawing conclusions

### Year 8 Home Learning Expectations:

<b>When/how will homework be set?</b>	There is no homework in year 8 but there are optional units on Moodle for students who are interested in this subject
<b>How long should each task take?</b>	The optional units have no expected length and are designed so that students can explore and enjoy the tasks to follow their own interests
<b>Will this work be marked by a teacher?</b>	While these will not be formally marked by teachers, any tasks done should be shown to the Lead Practitioner for the subject who will be delighted to see what has been done and discuss what has been learned
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	N/A – for homework. However, as above, home learning will be deployed for students to redo assessed tasks when they do not achieve their flightpath.

### Y8 STRAND 3 IVC GEOGRAPHY CURRICULUM OVERVIEW

#### Key Content/Topics:

#### Shapes, Structures & Rules – Raging Rivers

- A river drainage basin and its associated processes
- The human and physical factors that cause flooding
- Comparing the impacts of floods in an HIC and an LIC
- How can rivers be managed to reduce the impacts of floods?

#### Assessed Tasks:

**Mid-term assessment** – causes of flooding in a HIC – UK

**End of term assessment** – Comparing flooding in a HIC and LIC

#### SMSC & British Values:



S – Used to baptise/cleanse people in some religions

M – Should humans interfere with natural processes such as river management?

S – Water is essential to all life

C – The cultural significance of rivers to populations in some countries eg. River Ganges

**Enrichment Ideas:**

Investigate the Boscastle flood to see how physical factors can play a significant role in flood events

Watch YouTube clips about the River Nile and conflicts around the dam

**Assessment Criteria:**

Students will be able to use a range of knowledge based evidence to explain natural processes

Students will use sources to evaluate how level of development can affect the impacts of floods

Students will be able to select and use information from sources to develop ideas around flooding

**Literacy/Numeracy:**

**Key terms**

Drainage basin/flooding/factors/ engineering/management

**Numeracy**

Drainage basin density

**Careers Links(CAIEG)**

Environmental officer, civil engineer, ecologist, environmental scientist

**Intervention Tasks:**

Write to follow a PEEL structured paragraph.

Incorporate facts into writing tasks

Writing task to develop evaluation skills.

Practise interpreting evidence and drawing conclusions

Use sources to find information to support and develop ideas

**Year 8 Home Learning Expectations:**



<b>When/how will homework be set?</b>	There is no homework in year 8 but there are optional units on Moodle for students who are interested in this subject
<b>How long should each task take?</b>	The optional units have no expected length and are designed so that students can explore and enjoy the tasks to follow their own interests
<b>Will this work be marked by a teacher?</b>	While these will not be formally marked by teachers, any tasks done should be shown to the Lead Practitioner for the subject who will be delighted to see what has been done and discuss what has been learned
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	N/A – for homework. However, as above, home learning will be deployed for students to redo assessed tasks when they do not achieve their flightpath.

#### Y8 STRAND 4 IVC GEOGRAPHY CURRICULUM OVERVIEW

#### **Key Content/Topics:**

#### **Ideas & Beliefs – Is climate change a global threat to humanity**

- The causes of climate change
- Impacts of climate change at varying scales from local to global
- Using named case studies to investigate the social, economic and environmental impacts of climate change

#### **Assessed Tasks:**

**End of term assessment** - The weather of the UK is becoming more extreme.' Use evidence to support this statement

#### **SMSC & British Values:**

S – the importance of the sea for some coastline communities in LIC's

M – Should we offer more recognition to the impacts of climate change on poorer countries as a result of the actions of rich countries?

S – The plight of climate change refugees

C – The loss of an indigenous way of life for many people

#### **Enrichment Ideas:**



Investigate the impacts climate change is having on low lying regions in the world as well as popular tourist destinations now under threat from sea level rise

**Assessment Criteria:**

Students will use sources to evaluate the extent to which climate change is happening

Students will compare the impacts of climate changes on different places round the world

Students will be able to develop their ideas and evaluate the scale of the problems linked to climate change

**Literacy/Numeracy:**

**Key terms**

Greenhouse effect, greenhouse gases, adaption and mitigation,

**Numeracy**

Data showing increases in temperature and rainfall

**Careers Links(CAIEG)**

Environmental officer, disaster management, environmental scientist, meteorology

**Intervention Tasks:**

Write to follow a PEEL structured paragraph.

Incorporate facts into writing tasks

Writing task to develop evaluation skills.

Practise interpreting evidence and drawing conclusions

Use sources to find information to support and develop ideas

**Year 8 Home Learning Expectations:**

<b>When/how will homework be set?</b>	There is no homework in year 8 but there are optional units on Moodle for students who are interested in this subject
<b>How long should each task take?</b>	The optional units have no expected length and are designed so that students can explore and enjoy the tasks to follow their own interests

<p><b>Will this work be marked by a teacher?</b></p>	<p>While these will not be formally marked by teachers, any tasks done should be shown to the Lead Practitioner for the subject who will be delighted to see what has been done and discuss what has been learned</p>
<p><b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b></p>	<p>N/A – for homework. However, as above, home learning will be deployed for students to redo assessed tasks when they do not achieve their flightpath.</p>

## Y8 STRAND 5 IVC GEOGRAPHY CURRICULUM OVERVIEW

### Key Content/Topics:

#### Cambridge – BAS Antarctica

- Students will understand the key concept of Antarctica as a place, developing their geographical imaginations' of extreme environments at a variety of scales and understanding the physical and human characteristics of them
- Students will have a grasp of the physical and human processes that have created, changed and sustained Antarctica

#### Assessed Tasks:

**End of unit assessment** - To what extent do cold environments present challenges and opportunities?

#### MSMC & British Values:

S – the symbolism of extreme environments as places of majesty

M – the need to understand the wider role Antarctica plays in climate change

S – the importance of understanding the impacts of ice melt on coastal communities

C – the place of extreme environments in historical exploration

#### Enrichment Ideas:

Compare and contrast Antarctica with another polar environment

Use Youtube to watch clips of what life is like in Antarctica. Why do people work there?

#### Assessment Criteria:

- To understand the physical characteristics of Antarctica. Students will be able to confidently describe the landscape and comment on the key features.



- Students will know that humans can have an impact on landscapes such as Antarctica and give examples
- Students will understand the need to protect such environments and their global significance

### Literacy/Numeracy:

#### Key words

Polar, ice sheets, climate change, research, adaptation

#### Literacy

Calculating loss of ice sheet melt over time

#### Careers Links(CAEIG)

Research scientists, meteorology. BAS research and development

#### Intervention Tasks:

Write to follow a PEEL structured paragraph.

Incorporate facts into writing tasks

Writing task to develop evaluation skills.

Practise interpreting evidence and drawing conclusions

Use sources to find information to support and develop ideas

#### Year 8 Home Learning Expectations:

<b>When/how will homework be set?</b>	There is no homework in year 8 but there are optional units on Moodle for students who are interested in this subject
<b>How long should each task take?</b>	The optional units have no expected length and are designed so that students can explore and enjoy the tasks to follow their own interests
<b>Will this work be marked by a teacher?</b>	While these will not be formally marked by teachers, any tasks done should be shown to the Lead Practitioner for the subject who will be delighted to see what has been done and discuss what has been learned



<p><b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b></p>	<p>N/A – for homework. However, as above, home learning will be deployed for students to redo assessed tasks when they do not achieve their flightpath.</p>
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## Y8 STRAND 1 IVC HISTORY CURRICULUM OVERVIEW

### **Key Content/Topics:**

What are students learning this term?

#### British Empire

1. What was the British Empire?
2. How and why did the Empire get so big?
3. What did the colonisers and colonised think of each other?\*
4. How did the Britons benefit from moving to the colonies?
5. Did the colonised benefit from the Empire?
6. Why are there different interpretations of the British Empire?
7. How have people's views of the Empire changed?
8. Empire Assessment \*
9. How did a half-naked man defeat the British Empire?

### **Assessed Tasks:**

What work will be marked this term?

1. 'What was the attitude of colonisers towards the natives?' 25 minute source analysis of two interpretations in Lesson 3
2. 45 minute exam answering 'Why has our interpretation of the British Empire changed from the Victorian era?'. Students will assess both Victorian and current interpretations and include source analysis in each section.

### **SMSC & British Values:**

Links to SMSC and British Values through topics or activities this term

This topic encapsulates a history of immigration, migration and expansion all under the theme of British colonisation from the early 1700s.

It also touches upon how the British Empire grew its multicultural sphere. The history includes both the positive and negative aspects of the Empire.

### **Enrichment Ideas:**

Observe the online exhibit of the British

Empire: <http://www.kingscollections.org/exhibitions/archives/empire/imperialism/britishempire>



Play around with the British Empire Exhibit 1924 on the British Museum website: <http://british-library.georeferencer.com/map/MUUmTg4RsOMir7V7i2P2ie/201311061634-K92kww/visualize>

A challenging story: A Passage to India, EM Forster (1924)

A range of clips from the BBC on the Empire: <https://www.bbc.com/education/topics/zsnp34j/resources/1>

### **Assessment Criteria:**

What skills are students developing this term?

This unit develops the source skills of Y8 students including the skills of

- Ability to comprehend material and communicate effectively.
- Develop knowledge of historical period
- Interpret, analyse and infer from sources
- Comment on the nature, origin and purpose of a source and how it affects reliability
- Compare sources referring to similarities and differences
- Plan and write two pieces of assessed work

### **Literacy/Numeracy:**

Links to literacy/numeracy- e.g. key words

#### Key Words

British Empire

Colonisers

Colonist

Britons

Natives

Interpretations

Imports

Exports

Gandhi

### **Careers Links(CAEIG)**

Links to careers/any places this is addressed in lessons

The British Empire focuses on the concept of immigration and travel.



It places emphasis on multicultural environments which is thus applicable to the work place.

Finally, it considers political tension and thus touches upon politics.

### **Intervention Tasks:**

#### **Emerging & Developing:**

- A brilliant introduction: <http://amzn.eu/6WNypDX>
- A range of clips from the BBC on the Empire: <https://www.bbc.com/education/topics/zsnp34j/resources/1>
- Specific areas of British rule and an insight into them: <https://www.dkfindout.com/uk/history/victorian-britain/british-empire/>

#### **Securing & Mastering:**

- A thought-provoking work book: <http://amzn.eu/g8uEcmH>
- A range of clips from the BBC on the Empire: <https://www.bbc.com/education/topics/zsnp34j/resources/1>
- Listen to the clip of an overview of the Empire: <http://www.nationalarchives.gov.uk/education/empire/intro/default.htm>

#### **Mastering & Excelling:**

- Watch the *Passage to India* film.
- A range of clips from the BBC on the Empire: <https://www.bbc.com/education/topics/zsnp34j/resources/1>
- Listen to the clip of an overview of the Empire: <http://www.nationalarchives.gov.uk/education/empire/intro/default.htm>
- An overview of the British Empire; take notes on the section and look at the two different maps of the British Empire: [https://wiki.kidzsearch.com/wiki/British\\_Empire](https://wiki.kidzsearch.com/wiki/British_Empire)

### Y8 STRAND 2 IVC HISTORY CURRICULUM OVERVIEW

#### **Key Content/Topics:**

What are students learning this term?

#### **French Revolution**

1. What is a revolution?
2. Causes of the Revolution
3. Storming of the Bastille
4. Source Analysis of causes of the Revolution
5. The Changing nature of the French Revolution
6. Terror and the Revolution
7. Success of the Revolution
8. How successful was the Revolution?
9. Fashion and the revolution



**Assessed Tasks:**

What work will be marked this term?

1. Source Analysis Question: What was the cause of the French Revolution
2. How successful was the French Revolution?

**SMSC & British Values:**

Links to SMSC and British Values through topics or activities this term

The topic covers the idea of an absolute monarchy and how this was run by a tyrant. They will then see the values of a constitutional monarch and make references and comparisons between the French revolution and the English civil war.

**Enrichment Ideas:**

Ideas for parents/carers- e.g. visits to museums

- Visit this website <https://www.neok12.com/French-Revolution.htm>
- Watch this documentary <https://www.youtube.com/watch?v=VcAL7mHJBYg>
- Visit the Museum of London French Revolution Exhibition

**Assessment Criteria:**

What skills are students developing this term?

This unit develops the source skills of Y8 students including the skills of

- Comprehension
- Using quotes from sources to support a point
- Comparing sources – similarities and differences
- Inferring the message of a source
- Purpose of a source

The Y9 Students develop the following extended writing skills:

- Introductions
- PEEL Paragraphs
- Concluding statements
- Judgments in main essay
- 2<sup>nd</sup> order concepts e.g. Diversity, Causation, Consequence.

**Literacy/Numeracy:**

Links to literacy/numeracy- e.g. key words

Key Words

Revolution



Abbot

Estates-General

Clergy

Sermon

Bastille

Tricolour

Guillotined

Sans-Culottes

Counter-revolutionaries

Tree of Liberty

Tyrant

Sous

Constitution

Trimmer

Rostrum

Coalition

### **Careers Links(CAEIG)**

Links to careers/any places this is addressed in lessons

Politician

Lawyer

Teacher

### **Intervention Tasks:**

Home Learning tasks set for students who are underachieving

Watch clips / read articles and take notes

### **Emerging & Developing:**

<https://www.youtube.com/watch?v=ITTvKwCylFY>



**Securing & Mastering:**

<https://www.youtube.com/watch?v=4bTQv9ESk2c>

**Mastering & Excelling:**

<https://www.youtube.com/watch?v=5pXxoyk5wOo>

Y8 STRAND 3 IVC HISTORY CURRICULUM OVERVIEW

**Key Content/Topics:**

What are students learning this term?

Violent and Peaceful Protests: Suffragettes and Civil Rights

1. Why did women not have the right to vote?
2. How did women protest for the right to votes? \*
3. Why did women get the vote after the First World War?

-----

1. What was life like for Black Americas?
2. How did the black people of America protest for Civil Rights?
3. Was non-violent protest the key to black Civil Rights?
4. Assessment: 'peace or violent what was more effective at achieving rights?' \*

**Assessed Tasks:**

What work will be marked this term?

1. 'What was the most effective form of protest?' – this 25 minute assessment relates to the suffragettes and compares the tactics and outcomes of the suffragettes and suffragists in two separate paragraphs.
2. 45 minute assessment: 'peace or violent what was more effective at achieving rights?'. Students will be looking at the role of violent and peaceful protest from the Civil Rights Movement assessing what was more effective at bringing about change.

**SMSC & British Values:**

This topic reinforces the importance of equality and mutual acceptance of all genders and races.

It also harbours on the concept of going against rule and order but with a clear moral purpose.

**Enrichment Ideas:**

<https://www.natgeokids.com/uk/discover/history/general-history/suffragettes-facts/>

[http://www.bbc.co.uk/bitesize/ks3/history/20th\\_century/womens\\_suffrage/revision/1/](http://www.bbc.co.uk/bitesize/ks3/history/20th_century/womens_suffrage/revision/1/)



Watch the *Suffragette* film (2015)

Listen to the 'voices of the Civil Rights Movement': <https://www.loc.gov/exhibits/civilrights/exhibit.html>

### **Assessment Criteria:**

This unit develops the source skills of Y8 students including the skills of

- Ability to comprehend material and communicate effectively.
- Develop knowledge of the historical periods and countries: Britain and the right to vote against America the Civil Rights Movement.
- Interpret, analyse and infer from sources on and from the Suffragists and Suffragettes as well as those from the Civil Rights Movement.
- Comment on the nature, origin and purpose of sources and how it affects reliability
- To critically view historical clips and use them to inform historical knowledge
- Plan and write two pieces of assessed work

### **Literacy/Numeracy:**

#### Key Words

Protest

Suffragists

Suffragettes

Peace

Violence

Votes

Tactics

Civil Rights Movement

Demonstrations

### **Careers Links(CAIEG)**

The topic of protest encapsulates Women's rights and therefore touches upon Law.

It also focuses upon politics and governmental changes to and in politics.

### **Intervention Tasks:**

### **Emerging & Developing:**

Define the Key words: Protest, Suffragists, Suffragettes, Peace, Violence, Votes, Tactics, Civil Rights Movement, Demonstrations, Riots and Leaflets.



Scroll through and take notes on the information from Geographic

Kids: <https://www.natgeokids.com/uk/discover/history/general-history/suffragettes-facts/>

Civil Rights Movement: A cartoon clip reinforcing the key concepts of

CRM: <https://www.youtube.com/watch?v=jaeMr7dk6OQ>

### Securing & Mastering:

Define the Key words: Protest, Suffragists, Suffragettes, Peace, Violence, Votes, Tactics, Civil Rights Movement, Demonstrations, Riots and Leaflets.

Scroll through the timeline of events from BBC Bitesize on Women's

Suffrage: [http://www.bbc.co.uk/bitesize/ks3/history/20th\\_century/womens\\_suffrage/revision/1/](http://www.bbc.co.uk/bitesize/ks3/history/20th_century/womens_suffrage/revision/1/)

Civil Rights Movement: <https://www.youtube.com/watch?v=S64zRnnn4Po>

### Mastering & Excelling:

Explore the British Library exhibit of Suffragists and Suffragettes: <https://www.bl.uk/votes-for-women/articles/suffragists-and-suffragettes#>

Watch the *Suffragette* film (2015)

Civil Rights Movement: <https://www.youtube.com/watch?v=S64zRnnn4Po>

## Y8 STRAND 4 IVC HISTORY CURRICULUM OVERVIEW

### Key Content/Topics:

What are students learning this term?

#### Windrush

1. The creation of the NHS and its impact, 1948
2. The arrival of Windrush 1948, its significance and why West Indian immigrants came to Britain
3. The experiences of West Indian immigrants
4. The Summer of Violence, 1958
5. Rivers of Blood speech, 1968
6. Legacy of Windrush today

### Assessed Tasks:

What work will be marked this term?

45 minute exam, consisting of 4 sources on the topic of Windrush. They will assess the various skills of comprehension, comparing sources and explaining the message and purpose of sources.

### SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

This is the story of immigration, racism and multiculturalism.





It is also very topical, as it is the 70<sup>th</sup> anniversary of the NHS and the arrival of the Windrush, and the Windrush scandal has been in the news very recently.

### **Enrichment Ideas:**

Ideas for parents/carers- e.g. visits to museums

- Discuss Windrush scandal with your family
- Explore [Windrushday.org.uk](http://Windrushday.org.uk) and [Windrush70.com](http://Windrush70.com) websites
- Read book "Small Island" by Andrea Levy
- Watch TV adaptation of "Small Island" (15 rating)
- Visit free Windrush exhibition in the British Library
- Visit Mac Birmingham's "Beyond Windrush" season exhibitions
- Visit Migration Museum in London
- Visit 19 Princelet Street, Museum of Immigration and Diversity

### **Assessment Criteria:**

What skills are students developing this term?

This unit develops the source skills of Y8 students including the skills of

- Comprehension
- Using quotes from sources to support a point
- Comparing sources – similarities and differences
- Inferring the message of a source
- Purpose of a source

### **Literacy/Numeracy:**

Links to literacy/numeracy- e.g. key words

#### Key Words

Windrush Generation

Mother Country

Labour shortage

British Nationality Act

Colour bar

Summer of Violence

Enoch Powell

### **Careers Links(CAEIG)**

Links to careers/any places this is addressed in lessons



This topic addresses the issue of discrimination in the workplace, especially when looking at the experience of West Indian immigrants. There is a discussion about why methods and excuses given by the employer are illegal today.

**Intervention Tasks:**

Home Learning tasks set for students who are underachieving

Watch clips / read articles and take notes

**Emerging & Developing:**

<https://www.youtube.com/watch?v=qKJ-igFmHOQ>

**Securing & Mastering:**

[http://www.bbc.co.uk/history/british/modern/windrush\\_01.shtml](http://www.bbc.co.uk/history/british/modern/windrush_01.shtml)

**Mastering & Excelling:**

<https://www.historyextra.com/period/20th-century/london-is-the-place-for-me-david-olusoga-on-the-windrush-generation/>

Y8 STRAND 5 IVC HISTORY CURRICULUM OVERVIEW

**Key Content/Topics:**

What are students learning this term?

Slavery

1. What was the Slave Trade?
2. What was 'slave raiding' in Africa?
3. What was the experience for slaves on the slave ships? \*
4. What was the experience like at slave auctions?
5. What were the plantations like to live on?
6. Why did people want to abolish the Slave Trade?
7. How did people campaign for the abolition of the Slave Trade?
8. Assessment: 'What were the factors used to campaign for the abolition of the Slave Trade and how successful were they?'

**Assessed Tasks:**

What work will be marked this term?

1. 25 minute assessment assessing two sources from the Middle Passage and evaluating which is most reliable and explaining why.

2. 45 minute assessment on 'What were the factors used to campaign for the abolition of the Slave Trade and how successful were they?'. Students assess three different ways they campaigned including the slave sugar boycott.

### **SMSC & British Values:**

This unit links to the British Value of tolerance of people with different faiths and beliefs when touching upon black African culture and beliefs during the Slave Trade. It appreciates why the treatment of slaves was morally unjust and immoral.

It also reinforces going against the rule of law (abolitionists) but to enact positive change – the abolition of the Trade.

### **Enrichment Ideas:**

Watch the series of *Roots* (with parental consent and supervision).

Watch the Ted Ed series on 'what too few books told you about the Slave Trade': [https://www.youtube.com/watch?v=3NXC4Q\\_4JVg](https://www.youtube.com/watch?v=3NXC4Q_4JVg)

Visit the Museum of London Docklands in London and observe the London, Sugar and Slavery gallery: <https://www.museumoflondon.org.uk/museum-london-docklands/permanent-galleries/london-sugar-slavery>

Visit the Liverpool Museum and observe their Slavery exhibits and artefacts: <http://www.liverpoolmuseums.org.uk/ism/>

### **Assessment Criteria:**

What skills are students developing this term?

This unit develops the source skills of Y8 students including the skills of

- Ability to comprehend material and communicate effectively.
- Develop knowledge of historical period
- Interpret, analyse and infer from sources
- Comment on the nature, origin and purpose of a source and how it affects reliability
- Compare sources referring to similarities and differences
- Plan and write two pieces of assessed work

### **Literacy/Numeracy:**

#### Key Words

Slavery

Transatlantic Slave Trade

Abolition

Africa



Americas

West Indies

Cargo ships

Plantations

Middle Passage

Slave auctions

### **Careers Links(CAEIG)**

This unit links exclusively to being a curator in a museum, a History or R.E teacher, a politician, Lawyer (Human Rights or Immigration) and Travel and Tourism advisor, amongst others.

### **Intervention Tasks:**

#### **Emerging & Developing:**

Define the key words

Read over the BBC revision site and make a mind map on the Slave

Trade: [http://www.bbc.co.uk/bitesize/ks3/history/industrial\\_era/the\\_slave\\_trade/revision/2/](http://www.bbc.co.uk/bitesize/ks3/history/industrial_era/the_slave_trade/revision/2/)

#### **Securing & Mastering:**

Define the key words

Watch the crash course in history on the Slave

trade: [https://www.youtube.com/watch?v=dnV\\_MTFEGIY](https://www.youtube.com/watch?v=dnV_MTFEGIY)

Read over the BBC revision site and make a mind map on the Slave

Trade: [http://www.bbc.co.uk/bitesize/ks3/history/industrial\\_era/the\\_slave\\_trade/revision/2/](http://www.bbc.co.uk/bitesize/ks3/history/industrial_era/the_slave_trade/revision/2/)

#### **Mastering & Excelling:**

Watch the crash course in history on the Slave

trade: [https://www.youtube.com/watch?v=dnV\\_MTFEGIY](https://www.youtube.com/watch?v=dnV_MTFEGIY)

Watch the Ted Ed series on 'what too few books told you about the Slave

Trade': [https://www.youtube.com/watch?v=3NXC4Q\\_4JVg](https://www.youtube.com/watch?v=3NXC4Q_4JVg)

## Y8 STRAND 1 IVC EPS CURRICULUM OVERVIEW

### **Key Content/Topics:**

One World

In this unit the students will think about war and conflict on a global and personal scale.



The course begins with a consideration of Just war theory.

Later in the half term, students consider issues of personal conflict, exploring society's attitude toward sexuality

#### **Assessed Tasks:**

The assessed piece of work will be marked this term. It will be completed in the assessment book. Preparation for this assessment will be done in lessons and optional homework

#### **SMSC & British Values:**

S: Valuing the person / al

M: Is it right to use violence

S: How do we show equality in society?

C: How do cultural values affect attitudes to sexuality?

#### **Enrichment Ideas:**

Visit Duxford IWM

#### **Assessment Criteria:**

Students will be learning to construct arguments

They will consider the strengths and weaknesses of points of view

They will learn to apply religious teachings to ethical issues and to explain beliefs which are not their own.

#### **Literacy/Numeracy:**

Pacifism

Conflict

Just war

#### **Careers Links(CAIEIG)**

Considering personal values relating to the careers in the military

#### **Intervention Tasks:**

Students who are under achieving in their assessments will be expected to attend the faculty catch up sessions to re-do all or part of the assessment to improve the grade

#### **Year 8 Home Learning Expectations:**



<b>When/how will homework be set?</b>	There is no home work at Ks3 in EPS. Students may attempt the optional tasks on Moodle if interested in this subject.
<b>How long should each task take?</b>	As the tasks are optional, students may spend as little or as long as they wish
<b>Will this work be marked by a teacher?</b>	While the work will not be marked by a teacher, Mrs Middleton will be happy to look at the work and will award praise cards for excellent pieces.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	N/A

#### Y8 STRAND 2 IVC EPS CURRICULUM OVERVIEW

#### **Key Content/Topics:**

Students will be considering how the Holocaust affected the Theology of the Jewish faith

#### **Assessed Tasks:**

The assessed piece of work will be marked this term. It will be completed in the assessment book. Preparation for this assessment will be done in lessons and optional homework

#### **SMSC & British Values:**

S: How faith is affected by experience

M: The immorality of ethnic cleansing

S: The effect of pressure

C: How culture can sustain people

#### **Enrichment Ideas:**

Holocaust Museum: Newark

Watch: Anne Frank film

Watch: "The Boy in the Striped Pyjamas"

#### **Assessment Criteria:**



Students will be learning to construct arguments

They will consider the strengths and weaknesses of points of view

They will learn to apply religious teachings to ethical issues and to explain beliefs which are not their own.

#### Literacy/Numeracy:

Prejudice

Discrimination

Genocide

#### Careers Links(CAEIG)

Skills in this module will support any career which requires analysis of written argument

#### Intervention Tasks:

Students who are under achieving in their assessments will be expected to attend the faculty catch up sessions to re-do all or part of the assessment to improve the grade

#### Year 8 Home Learning Expectations:

<b>When/how will homework be set?</b>	There is no home work at Ks3 in EPS. Students may attempt the optional tasks on Moodle if interested in this subject.
<b>How long should each task take?</b>	As the tasks are optional, students may spend as little or as long as they wish
<b>Will this work be marked by a teacher?</b>	While the work will not be marked by a teacher, Mrs Middleton will be happy to look at the work and will award praise cards for excellent pieces.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	N/A

#### Y8 STRAND 3 IVC EPS CURRICULUM OVERVIEW

#### Key Content/Topics:



Students will be looking at the significance of a day of rest by learning about the Jewish day: Shabbat

**Assessed Tasks:**

The assessed piece of work will be marked this term. It will be completed in the assessment book. Preparation for this assessment will be done in lessons and optional homework

**SMSC & British Values:**

S: The value of reflection

M: The importance of rest

S: The value of family time

C: How culture can support family

**Enrichment Ideas:**

Try a day at the weekend, using the rules of Shabbat

**Assessment Criteria:**

Students will be learning to construct arguments

They will consider the strengths and weaknesses of points of view

They will learn to apply religious teachings to ethical issues and to explain beliefs which are not their own.

**Literacy/Numeracy:**

Shabbat

Challot

**Careers Links(CAEIG)**

Considering the type of working hours each would prefer

**Intervention Tasks:**

Students who are under achieving in their assessments will be expected to attend the faculty catch up sessions to re-do all or part of the assessment to improve the grade

**Year 8 Home Learning Expectations:**

<p><b>When/how will homework be set?</b></p>	<p>There is no home work at Ks3 in EPS. Students may attempt the optional tasks on Moodle if interested in this subject.</p>
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<b>How long should each task take?</b>	As the tasks are optional, students may spend as little or as long as they wish
<b>Will this work be marked by a teacher?</b>	While the work will not be marked by a teacher, Mrs Middleton will be happy to look at the work and will award praise cards for excellent pieces.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	N/A

## Y8 STRAND 4 IVC EPS CURRICULUM OVERVIEW

### **Key Content/Topics:**

Hinduism: A summary of the key beliefs and ideas

### **Assessed Tasks:**

The assessed piece of work will be marked this term. It will be completed in the assessment book. Preparation for this assessment will be done in lessons and optional homework

### **SMSC & British Values:**

S: The variety of spiritual experience

M: The effect of belief on behaviour

S: The value of beliefs for cohesive society

C: The connection between faith and culture

### **Enrichment Ideas:**

Visit the Hindu temple in Neasden

### **Assessment Criteria:**

Students will be learning to construct arguments

They will consider the strengths and weaknesses of points of view

They will learn to apply religious teachings to ethical issues and to explain beliefs which are not their own.



### Literacy/Numeracy:

Trimurti

Ganesh

Shrine

### Careers Links(CAEIG)

Any career in which an understanding of beliefs and ideas different from one's own, would support the working environment

### Intervention Tasks:

Students who are under achieving in their assessments will be expected to attend the faculty catch up sessions to re-do all or part of the assessment to improve the grade

### Year 8 Home Learning Expectations:

<b>When/how will homework be set?</b>	There is no home work at Ks3 in EPS. Students may attempt the optional tasks on Moodle if interested in this subject.
<b>How long should each task take?</b>	As the tasks are optional, students may spend as little or as long as they wish
<b>Will this work be marked by a teacher?</b>	While the work will not be marked by a teacher, Mrs Middleton will be happy to look at the work and will award praise cards for excellent pieces.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	N/A

### Y8 STRAND 5 IVC EPS CURRICULUM OVERVIEW

### Key Content/Topics:

Students will be learning about multiculturalism and the building of the Cambridge mosque

### Assessed Tasks:

The assessed piece of work will be marked this term. It will be completed in the assessment book. Preparation for this assessment will be done in lessons and optional homework



### SMSC & British Values:

The assessed piece of work will be marked this term. It will be completed in the assessment book. Preparation for this assessment will be done in lessons and optional homework

### Enrichment Ideas:

Visit the Cambridge mosque and / or a mosque in another city.

### Assessment Criteria:

Students will be learning to construct arguments

They will consider the strengths and weaknesses of points of view

They will learn to apply religious teachings to ethical issues and to explain beliefs which are not their own.

### Literacy/Numeracy:

Multiculturalism

Mosque

community

### Careers Links(CAIEIG)

Council work

Administration

Town planning

### Intervention Tasks:

Students who are under achieving in their assessments will be expected to attend the faculty catch up sessions to re-do all or part of the assessment to improve the grade

### Year 8 Home Learning Expectations:

<p><b>When/how will homework be set?</b></p>	<p>There is no home work at Ks3 in EPS. Students may attempt the optional tasks on Moodle if interested in this subject.</p>
<p><b>How long should each task take?</b></p>	<p>As the tasks are optional, students may spend as little or as long as they wish</p>

<p><b>Will this work be marked by a teacher?</b></p>	<p>While the work will not be marked by a teacher, Mrs Middleton will be happy to look at the work and will award praise cards for excellent pieces.</p>
<p><b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b></p>	<p>N/A</p>

## Y9 STRAND 1 IVC GEOGRAPHY CURRICULUM OVERVIEW

### **Key Content/Topics:**

Introduction to the course

How are GCSE questions assessed

### **Section C:**

Challenge of Resource management (20 hours)

Core – water, food & energy

Food, water and energy are fundamental to human development.

The changing demand and provision of resources in the UK create opportunities and challenges.

Demand for food water and energy resources is rising globally but supply can be insecure, which may lead to conflict.

Different strategies can be used to increase food, water and energy supply.

### **Assessed Tasks:**

Two 6 mark practice GCSE questions

Data response

Project

Skills

### **SMSC & British Values:**

BV- Accept responsibility for resource use and management



S- An ability to think in terms of the 'whole' – for example: concepts such as harmony, interdependence, scale, perspective

M- a considerate style of life and care for the environment.

#### Enrichment Ideas:

Watch documentaries on resource management e.g. Petropolis

Read articles regarding resource management in newspapers and magazines e.g. The Economist.

#### Assessment Criteria:

Knowledge of case studies and examples

Appropriate use of subject specific vocabulary

Knowledge of how systems change both spatially and temporally

Study of a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs).

#### Literacy/Numeracy:

Resources / Global inequality / Carbon footprints / Agribusiness / Pollution management / Fossil fuels / Sustainability / Biotechnology / Security and insecurity / Conflict / Renewable / Non Renewable

#### Careers Links(CAEIG)

Companies and organisations involved in Environmental and resource management

#### Intervention Tasks:

Home learning tasks set for those that are underachieving

Including highlighting revision pages, extra exam practice and suggested You Tube clips.

#### Year 9 Home Learning Expectations: GCSE Geography

<p><b>When/how will homework be set?</b></p>	<p>Core homeworks will be set weekly by Mr Dickason – this will be surrounding a list of case study facts that need memorising to be used in lessons and end of year exams. Further, complimentary homework can be assigned by the class teacher to cater to individuals'/class needs.</p>
<p><b>How long should each task take?</b></p>	<p>30-40 minutes split into 10 minutes a day</p>

<b>Will this work be marked by a teacher?</b>	A quiz will be completed in class
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	If a student is deemed to be not putting in the effort required, faculty report will be used to ensure that they focus on this.

## Y9 STRAND 2 IVC GEOGRAPHY CURRICULUM OVERVIEW

### **Key Content/Topics:**

Challenge of Resource management

Option – Energy (Chambamontera, Peru)

Strategies used to increase energy supply

Section B:

The Living World (26 hours)

Ecosystems (Pond and/or Epping Forest for a small wood)

Intro to rainforests

### **Assessed Tasks:**

Energy – DME, 1 written assessment – 6 marks

Unit assessment

Two 6 mark practice GCSE questions

Data response

Skills

### **SMSC & British Values:**

BV- Accept responsibility for resource use and management

S- An ability to think in terms of the 'whole' – for example: concepts such as harmony, interdependence, scale, perspective

M- a considerate style of life and care for the environment.

### **Enrichment Ideas:**



Watch TV documentaries such as Planet Earth episodes on Rainforests or Deserts.

Read articles about different ecosystems in National Geographic magazine.

**Assessment Criteria:**

Knowledge of case studies and examples

Appropriate use of subject specific vocabulary.

Knowledge of how systems change both spatially and temporally.

Study of a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs).

**Literacy/Numeracy:**

Sustainable energy / Micro-hydro plants / Ecosystem / Biodiversity / Food web / Interdependent / Deciduous forest / Biomass / Producers / Consumers

**Careers Links(CAEIG)**

Companies and organisations involved in Environmental and resource management

**Intervention Tasks:**

Home learning tasks set for those that are underachieving

Including highlighting revision pages, extra exam practice and suggested You Tube clips.

**Year 9 Home Learning Expectations: GCSE Geography**

<b>When/how will homework be set?</b>	Core homeworks will be set weekly by Mr Dickason – this will be surrounding a list of case study facts that need memorising to be used in lessons and end of year exams. Further, complimentary homework can be assigned by the class teacher to cater to individuals'/class needs.
<b>How long should each task take?</b>	30-40 minutes split into 10 minutes a day
<b>Will this work be marked by a teacher?</b>	A quiz will be completed in class

<p><b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b></p>	<p>If a student is deemed to be not putting in the effort required, faculty report will be used to ensure that they focus on this.</p>
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## Y9 STRAND 3 IVC GEOGRAPHY CURRICULUM OVERVIEW

### **Key Content/Topics:**

The Living World

Deforestation (Amazon)

Management of rainforest ecosystems (Amazon)

Option - Cold environments – features and uses (Tundra, Alaska)

Management of cold environment (Tundra, Alaska)

### **Assessed Tasks:**

DME on rainforest management

Three 9 mark practice GCSE questions

Unit assessment

### **SMSC & British Values:**

BV- Accept responsibility for resource use and management

S- An ability to think in terms of the 'whole' – for example: concepts such as harmony, inter-dependence, scale, perspective

M- a considerate style of life and care for the environment.

### **Enrichment Ideas:**

Watch TV documentaries such as Planet Earth episodes on Rainforests or Polar environments.

Read articles about different ecosystems in National Geographic magazine.

### **Assessment Criteria:**

Students are required to study Ecosystems, Tropical rainforests and one from Hot deserts or Cold environments.

### **Literacy/Numeracy:**

Biodiversity / Interdependent / Adaptations / Deforestation / Subsistence farming / Forest degradation / Selective logging / Commercial farming / Climate change / Global warming / Indigenous tribes /





Sustainable / Conservation / Debt reduction / Ecotourism / Biosphere reserve / Agroforestry / Tundra / Permafrost / Solifluction / Thermokarst / Wilderness

### Careers Links(CAEIG)

Energy companies

Logging companies

Companies and organisations involved in Environmental and resource management

### Intervention Tasks:

Home learning tasks set for those that are underachieving

Including highlighting revision pages, extra exam practice and suggested You Tube clips.

### Year 9 Home Learning Expectations: GCSE Geography

<b>When/how will homework be set?</b>	Core homeworks will be set weekly by Mr Dickason – this will be surrounding a list of case study facts that need memorising to be used in lessons and end of year exams. Further, complimentary homework can be assigned by the class teacher to cater to individuals'/class needs.
<b>How long should each task take?</b>	30-40 minutes split into 10 minutes a day
<b>Will this work be marked by a teacher?</b>	A quiz will be completed in class
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	If a student is deemed to be not putting in the effort required, faculty report will be used to ensure that they focus on this.

### Y9 STRAND 4 IVC GEOGRAPHY CURRICULUM OVERVIEW

#### Key Content/Topics:

Urban Challenges (22 hours)

- Causes of urbanisation
- Megacities
- Global trends in urbanisation

City in an NEE - Growth & importance (Lagos, Nigeria)



**Assessed Tasks:**

Two 6 mark practice GCSE questions

Two 9 mark practice GCSE questions

Data response

Skills

DME

**SMSC & British Values:**

Spiritual- a sense of empathy with others, concern and compassion

Moral- a respect for others' needs, interests and feelings, as well as their own

Social- understand how societies function and are organised in structures such as the family, the school and local and wider communities

Social- understand the notion of inter-dependence in an increasingly complex society

**Enrichment Ideas:**

Read articles about urban planning in magazines such as the economist and newspapers such as The Times

**Assessment Criteria:**

Students are required to study all the themes

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as HICs, LICs and NEEs.

**Literacy/Numeracy:**

Rural-urban migration / Megacities / Natural increase / Push and Pull factors

**Careers Links(CAEIG)**

Town and country planning

**Intervention Tasks:**

Home learning tasks set for those that are underachieving

Including highlighting revision pages, extra exam practice and suggested You Tube clips.

**Year 9 Home Learning Expectations: GCSE Geography**

<b>When/how will homework be set?</b>	Core homeworks will be set weekly by Mr Dickason – this will be surrounding a list of case study facts that need memorising to be used in lessons and end of year exams. Further, complimentary homework can be assigned by the class teacher to cater to individuals'/class needs.
<b>How long should each task take?</b>	30-40 minutes split into 10 minutes a day
<b>Will this work be marked by a teacher?</b>	A quiz will be completed in class
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	If a student is deemed to be not putting in the effort required, faculty report will be used to ensure that they focus on this.

## Y9 STRAND 5 IVC GEOGRAPHY CURRICULUM OVERVIEW

### **Key Content/Topics:**

Urban Challenges

Lagos – opportunities and challenges

Lagos – urban planning

Major city in the UK– growth an importance (London)

London – opportunities

London – challenges

Urban sustainability

### **Assessed Tasks:**

Two 6 mark practice GCSE questions

Two 9 mark practice GCSE questions

### **SMSC & British Values:**

Spiritual- a sense of empathy with others, concern and compassion

Moral- a respect for others' needs, interests and feelings, as well as their own



Social- understand how societies function and are organised in structures such as the family, the school and local and wider communities

Social- understand the notion of inter-dependence in an increasingly complex society

#### Enrichment Ideas:

Watch News broadcasts (e.g. BBC) and documentaries (e.g. National geographic) about urban living in LICs and regeneration or sustainable living in HICs. Read 'World' news and articles about urban regeneration and sustainable living.

#### Assessment Criteria:

Students study a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

#### Literacy/Numeracy:

Informal economy / Squatter settlements / Gross domestic product / Waste recycling / Sanitation / Groundwater / Traffic congestion / Integrated transport system / Regeneration / Urban greening / Social deprivation / Life expectancy / Green belt / Brownfield sites / Sustainable urban communities

#### Careers Links(CAIEG)

Town and country planning and working for aid agencies

#### Intervention Tasks:

Home learning tasks set for those that are underachieving

Including highlighting revision pages, extra exam practice and suggested You Tube clips.

#### Year 9 Home Learning Expectations: GCSE Geography

<b>When/how will homework be set?</b>	Core homeworks will be set weekly by Mr Dickason – this will be surrounding a list of case study facts that need memorising to be used in lessons and end of year exams. Further, complimentary homework can be assigned by the class teacher to cater to individuals'/class needs.
<b>How long should each task take?</b>	30-40 minutes split into 10 minutes a day
<b>Will this work be marked by a teacher?</b>	A quiz will be completed in class

<p><b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b></p>	<p>If a student is deemed to be not putting in the effort required, faculty report will be used to ensure that they focus on this.</p>
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## Y9 STRAND 1 IVC HISTORY CURRICULUM OVERVIEW

### **Key Content/Topics:**

What are students learning this term?

#### The First World War

Georgian Society, Causes of First World War; Long 1870 war, Medium Arms Race and short term Franz Ferdinand and Assessment

Army recruitment and experiences of the soldiers: Recruitment Propaganda, Life in Trenches and assessment, Women in First World War.

How should The First World War be remembered? Battle of the Somme, War graves

### **Assessed Tasks:**

What work will be marked this term?

L1 optional student paragraph [**self-assessed**]

L3 Student paragraph [**peer assessed**]

L5 Why did the Great War start in August 1914? Explain your answer [10 marks] [**Teacher assessed**]

L8 Write an organised summary that analyses the experience of the soldier's life in the trenches during The First World War. Support your summary with examples. [9 marks] [**self-assessed**]

L12 Why do opinions about The Battle of The Somme differ? Explain your answer [10 marks] [**Teacher Assessed**]

### **SMSC & British Values:**

Links to SMSC and British Values through topics or activities this term

This is the story of sacrifice:

- Should Governments allow conflict to cause the deaths of millions
- Is a War ever justified
- How grateful can/should we be for the sacrifice of others
- Are the experiences of 'the enemy' less valid than the experience of 'our allies and friends'
- How should conflict be commemorated/celebrated?



### Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

- Imperial War Museum
- Tate Britain until 23<sup>rd</sup> Sep 2018

<http://www.tate.org.uk/whats-on/tate-britain/exhibition/aftermath>

Cambridge war diary: <https://www.cambridge-news.co.uk/news/history/diary-first-world-war-soldier-12393537>

All quiet on the Western Front [both 1930 and 1979 versions are PG certificate]

War graves commission: <https://www.cwgc.org/>

### Assessment Criteria:

What skills are students developing this term?

This unit develops the source skills of Y9 students including the skills of

- Comprehension
- Using quotes from sources to support a point
- Inferring the message of a source
- Purpose of a source

The Y9 Students develop the following extended writing skills:

- Introductions
- PEEL Paragraphs
- Concluding statements
- Judgments in main essay
- 2<sup>nd</sup> order concepts e.g. Diversity, Causation, Consequence.

### Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

#### Key Words

Empire, Colonialism, Arms Race,

Franz Ferdinand, Recruitment, Propaganda, Diversity, Haig, Trench

Memorial

### Careers Links(CAEIG)

Links to careers/any places this is addressed in lessons



Careers in the armed forces, medical profession, gender bias in the workplace

### Intervention Tasks:

Home Learning tasks set for students who are underachieving

Watch clips / read articles and take notes

### Emerging & Developing:

<https://www.natgeokids.com/uk/discover/history/general-history/first-world-war/>

### Securing & Mastering:

[http://www.bbc.co.uk/bitesize/ks3/history/20th\\_century/first\\_world\\_war/revision/4/](http://www.bbc.co.uk/bitesize/ks3/history/20th_century/first_world_war/revision/4/)

### Mastering & Excelling:

<http://www.nationalarchives.gov.uk/first-world-war/first-world-war-100-at-the-national-archives/>

## Y9 STRAND 2 IVC HISTORY CURRICULUM OVERVIEW

### Key Content/Topics:

What are students learning this term?

#### The First World War

1. Types of Government: Democracy and Dictatorship
2. 1919 Treaty of Versailles
3. 1919 to 1922 Early challenges
4. Ruhr Crisis
5. Adolf Hitler: early life and Nazi leader
6. Munich Putsch: What and How
7. Munich Putsch: Why failed, how far.
8. Stresemann
9. Wall Street Crash and Great Depression
10. Political Deal, weak opposition, fear of communism and SA violence
11. Propaganda, Promises, Hitler's abilities
12. Hitler becomes Chancellor
13. Optional: Life for ordinary Germans in 1920s
14. Optional: Cabaret

### Assessed Tasks:

What work will be marked this term?

L3 T of V Source [7 marks] **[Teacher assessed]**

L7 The Munich Putsch was a failure for the Nazis. How far do you agree with this statement [18 marks] **[Teacher assessed]**



L10 SA violence source. [7 marks] **[peer-assessed]**

L12 Hitler only came to power because of the Great Depression. How far do you agree with this statement [18 marks] **[Self-Assessed]**

**Teacher to check, and amend if required, one of L10 or L12 student assessments**

### **SMSC & British Values:**

Links to SMSC and British Values through topics or activities this term

This is the story of sacrifice:

- Is Democracy good for a country?
- How economic pressures and social values are linked
- What is morally justifiable

### **Enrichment Ideas:**

Ideas for parents/carers- e.g. visits to museums

- Imperial War Museum
- Tate Britain until 23<sup>rd</sup> Sep 2018
- Political advertising e.g. recent BREXIT, and rise of popular slogans in American politics.

### **Assessment Criteria:**

What skills are students developing this term?

This unit develops the source skills of Y9 students including the skills of

- Comprehension
- Using quotes from sources to support a point
- Inferring the message of a source
- Purpose of a source
- Evaluate source PATCH

The Y9 Students develop the following extended writing skills:

- Introductions
- PEEL Paragraphs
- Balanced views; I believe ... others could believe ...
- Concluding statements
- Judgments in main essay
- 2<sup>nd</sup> order concepts e.g. Diversity, Causation, Consequence.

### **Literacy/Numeracy:**

Links to literacy/numeracy- e.g. key words





Key Words

Treaty of Versailles

November Criminals

Stabbed in the Back

Spartacists

Frei Korps [Free Corps]

Communist

Putsch

Hyperinflation

Wall Street Crash

Great Depression

**Careers Links(CAEIG)**

Links to careers/any places this is addressed in lessons

Careers in politics, economics, marketing and advertising.

**Intervention Tasks:**

Home Learning tasks set for students who are underachieving

Watch clips / read articles and take notes

**Emerging & Developing:**

[https://www.youtube.com/watch?v=vO- HXO7HwY](https://www.youtube.com/watch?v=vO-HXO7HwY)

Crash course on Weimar [1<sup>st</sup> 5 minutes of this link]

<https://www.youtube.com/watch?v=5GzJlgzFQno&t=599s>

Rise of Evil Munich Putsch

Rating 12

**Securing & Mastering:**

<http://www.bbc.co.uk/schools/gcsebiteize/history/mwh/germany/>

**Mastering & Excelling:**



<http://spartacus-educational.com/GERweimar.htm>

## Y9 STRAND 3 IVC HISTORY CURRICULUM OVERVIEW

### **Key Content/Topics:**

What are students learning this term?

#### Life under Nazi Rule

1. Hitler become dictator
2. Dictatorship: Reichstag Fire
3. Dictatorship: Enabling Act
4. Dictatorship: Night of long Knives
5. Control: Fear
6. Control: Fear and Assessment
7. Control: Propaganda
8. Control: Opposition
9. Changes: Workers
10. Changes: Young People
11. Changes: Racial policies
12. Changes: Kristallnacht and assessment

### **Assessed Tasks:**

What work will be marked this term?

L4 Dictatorship summary [9 marks] **[Teacher assessed]**

L6 Terror State source. [7 marks] **[peer-assessed]**

L10 Paragraph on youth. [18 marks] **[self-assessed]**

L12 Kristallnacht is the key turning point. How far do you agree with this statement [18 marks] **[Teacher-Assessed]**

**Teacher to check, and amend if required, one of L6 or L11 student assessments**

### **SMSC & British Values:**

Links to SMSC and British Values through topics or activities this term

This is the story of sacrifice:

- Is Democracy good for a country?
- How economic pressures and social values are linked
- What is morally justifiable
- Role of the bystander



### Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

- Imperial War Museum
- Films e.g. Swing Kids
- Read 1984 for model of a dictatorship/Animal Farm. <https://www.youtube.com/watch?v=1lbe-BgqWNg>
- Compare Nazi Germany to other totalitarian states e.g. Stalin

### Assessment Criteria:

What skills are students developing this term?

This unit develops the source skills of Y9 students including the skills of

- Comprehension
- Using quotes from sources to support a point
- Inferring the message of a source
- Purpose of a source
- Evaluate source PATCH

The Y9 Students develop the following extended writing skills:

- Introductions
- PEEL Paragraphs
- Balanced views; I believe ... others could believe ...
- Concluding statements
- Judgments in main essay
- 2<sup>nd</sup> order concepts e.g. Diversity, Causation, Consequence.

### Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

#### Key Words

Reichstag Fire, Enabling Act, Gleichschaltung, SS, SA, Gestapo, SD, Night of Long Knives, Propaganda, Censorship, White Rose Group, Edelweiss Pirates, Concentration camps,

Kinder Kirche Kuche, League of German Maidens, Hitler Youth, Nuremburg Laws, Kristallnacht, Ghetto, Strength through Joy [KDF], DAF

### Careers Links(CAEIG)

Links to careers/any places this is addressed in lessons

Careers in politics, armed forces, economics, marketing and advertising.

### Intervention Tasks:



Home Learning tasks set for students who are underachieving

Watch clips / read articles and take notes

**For all [it is quick so will need to pause]**

<https://www.youtube.com/watch?v=vO-HXO7HwY>

**Emerging & Developing:**

See above

**Securing & Mastering:**

<http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/germany/>

**Mastering & Excelling:**

<http://spartacus-educational.com/GERnazigermany.htm>

## Y9 STRAND 4 IVC HISTORY CURRICULUM OVERVIEW

**Key Content/Topics:**

What are students learning this term?

Life under Nazi Rule

1. WW2 impact on German civilians and combat troops
2. WW2 impact on opposition
3. WW2 significance of 1943
4. How far did Germans oppose Nazis - Assessment
5. Occupation: The East, Poland and USSR
6. Occupation: The West, France and Netherlands
7. Holocaust: How it happened
8. Holocaust: First Stage
9. Holocaust: Final Solution
10. Occupation: Collaborate or Resist
11. Review or extend e.g. Occupation of Channel islands
12. Review or extend e.g. effective opposition 1933 to 1945?

**Assessed Tasks:**

What work will be marked this term?

L4 Opposition to Nazis. How far do you agree [18 marks] **[Teacher assessed]**

L7 Vienna source. Part of a [15 marks] **[peer-assessed]**



L9 Final solution source Part of a [15 marks] **[self-assessed]**

L12 15 mark question set by class teacher appropriate to L11 and/or 12. **[Teacher-Assessed]**

**Teacher to check, and amend if required, one of L6 or L10 student assessments**

### **SMSC & British Values:**

Links to SMSC and British Values through topics or activities this term

This is the story of sacrifice:

- Would you collaborate for your family's safety or resist for your country?
- Prejudice the role of the bystander

### **Enrichment Ideas:**

Ideas for parents/carers- e.g. visits to museums

- Imperial War Museum
- Films e.g. The Pianist, Schindler's List, BBC/HBO Conspiracy [Kenneth Branagh]
- <https://www.holocaust.org.uk/> in Nottingham

### **Assessment Criteria:**

What skills are students developing this term?

This unit develops the source skills of Y9 students including the skills of

- Comprehension
- Using quotes from sources to support a point
- Inferring the message of a source
- Purpose of a source
- Evaluate source PATCH

The Y9 Students develop the following extended writing skills:

- Introductions
- PEEL Paragraphs
- Balanced views; I believe ... others could believe ...
- Concluding statements
- Judgments in main essay
- 2<sup>nd</sup> order concepts e.g. Diversity, Causation, Consequence.

### **Literacy/Numeracy:**

Links to literacy/numeracy- e.g. key words

Key Words



Albert Speer, Evacuation, rationing, War economy, July bomb plot/operation Valyrie, Rosentrasse, Passive Resistance, Volkssturm, Total War, Stalingrad, Collaboration, Resistance, Vichy France, Vienna Model, Final Solution, Wannsee Conference, Auschwitz-Birkenau, Einsatzgruppen.

### **Careers Links(CAEIG)**

Links to careers/any places this is addressed in lessons

Careers in politics, armed forces, economics, marketing and advertising.

### **Intervention Tasks:**

Home Learning tasks set for students who are underachieving

Watch clips / read articles and take notes

### **For all [it is quick so will need to pause]**

<https://www.youtube.com/watch?v=vO-HXO7HwY>

### **Emerging & Developing:**

<https://www.youtube.com/watch?v=Q78COTwT7nE>

### **Crash course in history**

### **Securing & Mastering:**

<http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/germany/>

### **Mastering & Excelling:**

<http://spartacus-educational.com/GERnazigermany.htm>

## Y9 STRAND 1 IVC EPS CURRICULUM OVERVIEW

### **Key Content/Topics:**

1. Introduction to Islam: Perspectives on Islam
  2. Religion and life
- Science and religion
  - Environmental ethics
  - Animal rights

### **Assessed Tasks:**

All the exam practice questions will be marked



In each paper studied this half term this will include at least one full question which covers the beliefs studied; one four mark question [e.g. the use of animals in experiments] and one five mark question [e.g. concerning beliefs about the origins of the world.]

### **SMSC & British Values:**

S: the value of faith for a believer and impact on life

M: Ethics of the environment / animal rights

S: the impact of faith on a community

C: The different cultures within one faith

### **Enrichment Ideas:**

Read Malala's book with your son / daughter

Watch documentaries on the ethical issues or save articles from newspapers

Make a collage of outer space from NASA pictures

### **Assessment Criteria:**

This unit will require them to practise:

- Using specialist subject vocabulary e.g. faith / belief / reason / morality
- Explaining beliefs clearly and referring to teachings to do this
- Thinking about how a belief might affect the life of a believer
- Writing a balanced argument

### **Literacy/Numeracy:**

Key words

Prayer / pilgrimage / charity / Qur'an

Cosmos / Big Bang / evolution / recycling / vivisection

### **Careers Links(CAEIG)**

Links to careers

Skills: To present an argument – a useful transferrable skill

Careers: Working with animals / moral questions relating to careers

### **Intervention Tasks:**

Home Learning tasks set for students who are underachieving



- Highlighting revision pages – if behind with notes
- Extra exam practice – if struggling with exam style questions
- Suggested You Tube clips if struggling with content – to learn visually

#### Year 9 Home Learning Expectations: GCSE EPS

When/how will homework be set?	Homework will be set on Moodle and will be preparation for test questions in class, preparing summaries of learning and making revision materials.
How long should each task take?	Ideally each task should take between 30 and 40 minutes
Will this work be marked by a teacher?	Homework is not marked but is an integral part of learning how to answer examination questions. Teachers will check that revision materials have been made and will know about appropriate levels of preparation from test outcomes
How will Home Learning/ intervention tasks be used if a student is underachieving?	<p>Firstly we will identify in which way a student is underachieving. Then a specific task will be set from the list above to address this.</p> <p>Students will be given very clear instructions which will also be emailed to parents for home support</p>

#### Y9 STRAND 2 IVC EPS CURRICULUM OVERVIEW

##### Key Content/Topics:

This term students are learning about:

1. Two of the Six articles of faith in Islam.

1. The Muslim concept of God
2. The beliefs about Angels

2: Medical ethics: Abortion

Medical ethics: Euthanasia

Summary of beliefs about life / death and life after death

##### Assessed Tasks:





All the exam practice questions will be marked

In each paper studied this half term this will include at least one full question which covers the beliefs studied; one four mark question [e.g. the influence of the belief in angels on Muslim behaviour] and one five mark question [e.g. concerning beliefs about Euthanasia.]

### **SMSC & British Values:**

S: the concept of “that beyond” human experience / the intrinsic value of each person

M: the effect of belief on life / what we morally can do to a living being

S: the effect of belief on a society / religious group / the effect of laws on values in society

C: the wider implications of belief on culture

### **Enrichment Ideas:**

Look at examples of Islamic art - mosaics and calligraphy.

[http://www.bbc.co.uk/religion/religions/islam/art/art\\_1.shtml](http://www.bbc.co.uk/religion/religions/islam/art/art_1.shtml)

[https://en.wikipedia.org/wiki/Islamic\\_art](https://en.wikipedia.org/wiki/Islamic_art)

<http://www.islamicartssociety.com/what-are-islamic-arts>

Watch documentaries on medical ethics or save articles from newspapers

### **Assessment Criteria:**

This unit will require them to practise:

- Using specialist subject vocabulary e.g. transcendent / foetus
- Explaining beliefs clearly and referring to teachings to do this
- Thinking about how a belief might affect the life of a believer
- Writing a balanced argument

### **Literacy/Numeracy:**

Key words

Transcendent / immanent / omnipotent / omniscient / jinn

Foetus / termination / quality of life / passive / active

### **Careers Links(CAEIG)**

Links to careers

Skills: To present an argument – a useful transferrable skill



Careers: The rights of the medical profession on the taking of life: Abortion

### Intervention Tasks:

- Home Learning tasks set for students who are underachieving
- Highlighting revision pages – if behind with notes
- Extra exam practice – if struggling with exam style questions
- Suggested You Tube clips if struggling with content – to learn visually

### Year 9 Home Learning Expectations: GCSE EPS

When/how will homework be set?	Homework will be set on Moodle and will be preparation for test questions in class, preparing summaries of learning and making revision materials.
How long should each task take?	Ideally each task should take between 30 and 40 minutes
Will this work be marked by a teacher?	Homework is not marked but is an integral part of learning how to answer examination questions. Teachers will check that revision materials have been made and will know about appropriate levels of preparation from test outcomes
How will Home Learning/ intervention tasks be used if a student is underachieving?	<p>Firstly we will identify in which way a student is underachieving. Then a specific task will be set from the list above to address this.</p> <p>Students will be given very clear instructions which will also be emailed to parents for home support</p>

### Y9 STRAND 3 IVC EPS CURRICULUM OVERVIEW

#### Key Content/Topics:

##### 1. Islamic beliefs

Holy books

Life after death

##### 2. Exam Question focus

Discussion Activities

12 mark answers



A specific focus in this half term on writing skills for one type of exam question.

### **Assessed Tasks:**

All the exam practice questions will be marked

In each paper studied this half term this will include:-

At least one full question which covers the beliefs studied; one four mark question [e.g.the importance of the holy book] and one five mark question [e.g. Muslim beliefs about life after death.]

**All practice 12 mark questions will also be marked**

### **SMSC & British Values:**

S: The significance of a Holy book for a believer

M: How might morality relate to beliefs about life after death?

S: How do teachings from a Holy book affect a believer in society

C: How might a Holy book influence culture?

### **Enrichment Ideas:**

Look at calligraphy and the way the Qur'an is presented – visit the Islamic exhibition in British Museum OR <http://www.vam.ac.uk/content/articles/c/calligraphy-in-islamic-art>

### **Assessment Criteria:**

This unit will require them to practise:

- Using specialist subject vocabulary e.g. Qur'an / Akhirah
- Explaining beliefs clearly and referring to teachings to do this
- Thinking about how a belief might affect the life of a believer
- Writing a balanced argument

### **Literacy/Numeracy:**

Key words

Qur'an / tawrat / injil / akhirah / jannam / jahannam

### **Careers Links(CAEIG)**

Links to careers/

Skills: To present an argument – a useful transferrable skill

Museum curator – understanding Holy books



### Intervention Tasks:

Home Learning tasks set for students who are underachieving

- Highlighting revision pages – if behind with notes
- Extra exam practice – if struggling with exam style questions
- Suggested You Tube clips if struggling with content – to learn visually

### Year 9 Home Learning Expectations: GCSE EPS

When/how will homework be set?	Homework will be set on Moodle and will be preparation for test questions in class, preparing summaries of learning and making revision materials.
How long should each task take?	Ideally each task should take between 30 and 40 minutes
Will this work be marked by a teacher?	Homework is not marked but is an integral part of learning how to answer examination questions. Teachers will check that revision materials have been made and will know about appropriate levels of preparation from test outcomes
How will Home Learning/ intervention tasks be used if a student is underachieving?	<p>Firstly we will identify in which way a student is underachieving. Then a specific task will be set from the list above to address this.</p> <p>Students will be given very clear instructions which will also be emailed to parents for home support</p>

### Y9 STRAND 4 IVC EPS CURRICULUM OVERVIEW

#### Key Content/Topics:

#### 1. **Islamic practices**

Pillars 1 – 3

Shahadah

Salah

Zakah

#### 1. **Relationships and families**



Sex, Sexuality and Contraception

Marriage

Co-habitation /Same Sex marriage

**Assessed Tasks:**

All the exam practice questions will be marked

In each paper studied this half term this will include:-

At least one full question which covers the beliefs studied; one four mark question [e.g contrasting practices in prayer] and one five mark question [e.g. concerning beliefs about same sex marriages.]

**SMSC & British Values:**

S: How do rituals deepen spirituality?

M: How do we know what is right and wrong in sexual ethics?

S: How do values affect the structure of society?

C: How does culture shape ethics?

**Enrichment Ideas:**

<http://www.bbc.co.uk/religion/religions/islam/practices/fivepillars.shtml>

Read this together or watch this <https://www.youtube.com/watch?v=ikVGwzVg48c>

Interview a minister about a wedding / marriage ceremony in his / her church

Muslim marriage

[http://www.bbc.co.uk/religion/religions/islam/ritesrituals/weddings\\_1.shtml](http://www.bbc.co.uk/religion/religions/islam/ritesrituals/weddings_1.shtml)

**Assessment Criteria:**

This unit will require them to practise:

- Using specialist subject vocabulary e.g contraception / sacrament / shahadah / zakah
- Explaining beliefs clearly and referring to teachings to do this
- Thinking about how a belief might affect the life of a believer
- Writing a balanced argument

**Literacy/Numeracy:**

Key words

shahadah / salah / zakah / sawm / hajj



gender / sex / contraception / conception

### Careers Links(CAEIG)

Links to careers

Skills: To present an argument – a useful transferrable skill

Career: Law: Rights in marriage.

### Intervention Tasks:

Home Learning tasks set for students who are underachieving

- **Highlighting revision pages – if behind with notes**
- **Extra exam practice – if struggling with exam style questions**
- **Suggested You Tube clips if struggling with content – to learn visually**

### Year 9 Home Learning Expectations: GCSE EPS

When/how will homework be set?	Homework will be set on Moodle and will be preparation for test questions in class, preparing summaries of learning and making revision materials.
How long should each task take?	Ideally each task should take between 30 and 40 minutes
Will this work be marked by a teacher?	Homework is not marked but is an integral part of learning how to answer examination questions. Teachers will check that revision materials have been made and will know about appropriate levels of preparation from test outcomes
How will Home Learning/ intervention tasks be used if a student is underachieving?	<p>Firstly we will identify in which way a student is underachieving. Then a specific task will be set from the list above to address this.</p> <p>Students will be given very clear instructions which will also be emailed to parents for home support</p>

### Y9 STRAND 5 IVC EPS CURRICULUM OVERVIEW

### Key Content/Topics:

#### 1. Islamic practices



### Pillars 4 – 5

Sawm + eid Fitr

Hajj + eid Adha

Project: Shi'a and Sunni Islam

### **2. Relationships and families**

Parenting

Divorce / re-marriage

Gender Equality and Prejudice

Summary of beliefs about men and women

### **Assessed Tasks:**

All the exam practice questions will be marked

In each paper studied this half term this will include:-

At least one full question which covers the beliefs studied; one four mark question [e.g. the role of women in society] and one five mark question [e.g. concerning beliefs about divorce.]

### **SMSC & British Values:**

S: How do religious rituals support deepening faith?

M: Is it acceptable to physically discipline children?

C: How are issues such as gay marriage affected by culture?

S: How can a personal religious ritual be to a social advantage?

### **Enrichment Ideas:**

Watch this National geographic clip on Hajj [https://www.youtube.com/watch?v=jM81wroj\\_MQ](https://www.youtube.com/watch?v=jM81wroj_MQ)

Research Super Nanny – Jo Frost on Parenting

### **Assessment Criteria:**

This unit will require them to practise:

- Using specialist subject vocabulary e.g. eid / Hajj / prejudice / sexism
- Explaining beliefs clearly and referring to teachings to do this
- Thinking about how a belief might affect the life of a believer
- Writing a balanced argument



### Literacy/Numeracy:

Key words:

Sawm / Eid / Hajj / tawaf / ihram / sa'y / ummrah / contraception / same sex marriage

### Careers Links(CAEIG)

Links to careers

Skills: To present an argument – a useful transferrable skill

Career: Law: Rights in marriage. / Nursery nanny – discipline

### Intervention Tasks:

Home Learning tasks set for students who are underachieving

- **Highlighting revision pages – if behind with notes**
- **Extra exam practice – if struggling with exam style questions**
- **Suggested You Tube clips if struggling with content – to learn visually**

### Year 9 Home Learning Expectations: GCSE EPS

When/how will homework be set?	Homework will be set on Moodle and will be preparation for test questions in class, preparing summaries of learning and making revision materials.
How long should each task take?	Ideally each task should take between 30 and 40 minutes
Will this work be marked by a teacher?	Homework is not marked but is an integral part of learning how to answer examination questions. Teachers will check that revision materials have been made and will know about appropriate levels of preparation from test outcomes
How will Home Learning/ intervention tasks be used if a student is underachieving?	Firstly we will identify in which way a student is underachieving. Then a specific task will be set from the list above to address this.  Students will be given very clear instructions which will also be emailed to parents for home support

### Y10 STRAND 1 IVC GEOGRAPHY CURRICULUM OVERVIEW

#### Key Content/Topics:





Completion of hazards unit – climate change

- Evidence and causes of climate change (for some this could be a review)
- Mitigation and adaption to climate change
- Review of hazards unit
- Unit test

Challenge of resource management

- Core – water, food and energy
- Option - Energy

### **Assessed Tasks:**

Two 6 mark questions

Skills

Unit assessment based on the SAMs

### **SMSC & British Values:**

S – understanding human causes of climate change and our role in creating them.

M – ensuring that we do what we can to reduce our impact on the Earth.

### **Enrichment Ideas:**

Google Earth to demonstrate impacts of climate change.

Research on the impact of resource scarcity and its link to future conflicts.

### **Assessment Criteria:**

This unit will require students to:

- Use a range of specialist key terminology
- Explore and evaluate how humans can assess the impact of climate change.
- Understand and evaluate the methods needed for humans to reduce the impact of climate change
- Develop evaluative skills to access AO3 marks by applying knowledge and understanding.
- Understand the impact of increased human population and consumption on water, food and energy
- Understand and evaluate strategic national the local responses to secure these resource.

### **Literacy/Numeracy:**

Literacy:

1. causes of climate change – natural and human
2. methods of mitigation and adaption



Numeracy:

- Statistics
- Measures of central tendency
- Data manipulation

### Careers Links(CAEIG)

Careers in local, national and international governance on the issues discussed. From climatologist to working in local recycling centres.

### Intervention Tasks:

- Revision pack activities/'Geog your memory pack'
- EXAMPRO practice questions
- Activities set from revision guide/Cool Geography webpage
- BBC Bitesize
- Seneca revision site

### Year 10 Home Learning Expectations: GCSE Geography

<b>When/how will homework be set?</b>	Homework will be set weekly on Edulink. It will incorporate revision tasks based on Year 9 topics as well as preparation for assessments in class and more general activities linked to taught topics
<b>How long should each task take?</b>	One and a half hours per week for both activities
<b>Will this work be marked by a teacher?</b>	Revision tasks will not be marked but will be checked for completion. Assessed work will be given a numerical mark so level of preparation can be gauged from performance.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	If a student is underachieving they will be set tasks to enable them to access the level of marks appropriate for their MTG. They will repeat assessments where they have failed to achieve an appropriate mark.

### Y10 STRAND 2 IVC GEOGRAPHY CURRICULUM OVERVIEW

#### Key Content/Topics:

#### Challenge of resource management

- Case study
- DME issue evaluation



### **Urban Challenges**

- Causes of urbanisation
- Megacities
- Global trends in urbanisation

City in an NEE - Growth & importance (Lagos, Nigeria)

### **Assessed Tasks:**

Energy – DME, 1 written assessment – 6 marks

Unit assessment

Data response questions

Skills

### **SMSC & British Values:**

S: to understand the motives behind global migration

M: An understand of migration

### **Enrichment Ideas:**

YouTube documentaries on Lagos

Google maps street view to help students understand the nature of LIC megacities.

### **Assessment Criteria:**

This unit will require students to:

- Use a range of specialist key terminology.
- Recall specific case studies of how humans have managed various resource issues.
- Understand the causes of urbanisation – globally. Be clear in their minds how that is difference in HICs vs LICs.
- Understand the distribution of megacities
- Understand the trends in urbanisation with reference specifically and in-detail to Lagos, Nigeria.

### **Literacy/Numeracy:**

Literacy – key terms and essay writing skills.

Numeracy – map interpretation and line/bar graphs that demonstrate population change over time

### **Careers Links(CAEIG)**

1. Urban planning
2. Crisis management



### 3. Energy industry

#### Intervention Tasks:

- Revision pack activities/'Geog your memory pack'
- EXAMPRO practice questions
- Activities set from revision guide/Cool Geography webpage
- BBC Bitesize
- Seneca revision site

#### Year 10 Home Learning Expectations: GCSE Geography

<b>When/how will homework be set?</b>	Homework will be set weekly on Edulink. It will incorporate revision tasks based on Year 9 topics as well as preparation for assessments in class and more general activities linked to taught topics
<b>How long should each task take?</b>	One and a half hours per week for both activities
<b>Will this work be marked by a teacher?</b>	Revision tasks will not be marked but will be checked for completion. Assessed work will be given a numerical mark so level of preparation can be gauged from performance.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	If a student is underachieving they will be set tasks to enable them to access the level of marks appropriate for their MTG. They will repeat assessments where they have failed to achieve an appropriate mark.

#### Y10 STRAND 3 IVC GEOGRAPHY CURRICULUM OVERVIEW

#### Key Content/Topics:

##### Urban challenges

- Lagos – opportunities and challenges
- Lagos – urban planning
- Major city in the UK– growth and importance (London)
- London – opportunities
- London – challenges
- Urban sustainability

#### Assessed Tasks:



One 6 mark question

Two 9 mark questions

Skills

Unit assessment

**SMSC & British Values:**

S – Understand issues surrounding urbanisation and how this can be managed sustainably.

**Enrichment Ideas:**

GIS to help understand urbanisation in London.

**Assessment Criteria:**

**This unit will require students to:**

1. Understand the issues with rapid urban migration
2. Understand how this can change the nature of a city and how it can respond
3. Why is London so important to the UK economy and its global influence
4. How do you create sustainable urban spaces in HICs and LICs?

**Literacy/Numeracy:**

Literacy – key terms and essay writing skills.

Numeracy – graphical interpretation to understand the scale and speed of urban change.

**Careers Links(CAEIG)**

Urban management

Transport management/planning

**Intervention Tasks:**

- **Revision pack activities/'Geog your memory pack'**
- **EXAMPRO practice questions**
- **Activities set from revision guide/Cool Geography webpage**
- **BBC Bitesize**
- **Seneca revision site**

**Year 10 Home Learning Expectations: GCSE Geography**

<b>When/how will homework be set?</b>	Homework will be set weekly on Edulink. It will incorporate revision tasks based on Year 9 topics as well as preparation for
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	assessments in class and more general activities linked to taught topics
<b>How long should each task take?</b>	One and a half hours per week for both activities
<b>Will this work be marked by a teacher?</b>	Revision tasks will not be marked but will be checked for completion. Assessed work will be given a numerical mark so level of preparation can be gauged from performance.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	If a student is underachieving they will be set tasks to enable them to access the level of marks appropriate for their MTG. They will repeat assessments where they have failed to achieve an appropriate mark.

## Y10 STRAND 4 IVC GEOGRAPHY CURRICULUM OVERVIEW

### **Key Content/Topics:**

#### **Urban challenges**

#### **The Living World**

- Ecosystems (Pond and/or Epping Forest for a small wood)
- Intro to rainforests
- Deforestation (Amazon)
- Management of rainforest ecosystems (Amazon)
- Option - Cold environments – features and uses (Tundra, Alaska)
- Management of cold environments (Tundra, Alaska)

#### **Assessed Tasks:**

One 6 mark question

Two 9 mark questions

Skills

Unit assessment

#### **SMSC & British Values:**

Moral – human use of fragile ecosystems

Cultural – how traditional cultures use the rainforest

#### **Enrichment Ideas:**



Documentaries to help students understand the nature of some very distant issues.

**Assessment Criteria:**

- Understand biotic and abiotic factors
- Understand the link between that and biome locations
- Features of rainforests
- Opportunities and challenges of human involvement in the rainforest
- Understand the features of polar ecosystems
- Alaskan opportunities and challenges

**Literacy/Numeracy:**

Literacy – key terms and essay writing skills.

**Careers Links(CAEIG)**

Travel/tourism

Oil industry

Ecology

**Intervention Tasks:**

- **Revision pack activities/'Geog your memory pack'**
- **EXAMPRO practice questions**
- **Activities set from revision guide/Cool Geography webpage**
- **BBC Bitesize**
- **Seneca revision site**

**Year 10 Home Learning Expectations: GCSE Geography**

<b>When/how will homework be set?</b>	Homework will be set weekly on Edulink. It will incorporate revision tasks based on Year 9 topics as well as preparation for assessments in class and more general activities linked to taught topics
<b>How long should each task take?</b>	One and a half hours per week for both activities
<b>Will this work be marked by a teacher?</b>	Revision tasks will not be marked but will be checked for completion. Assessed work will be given a numerical mark so level of preparation can be gauged from performance.

<p><b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b></p>	<p>If a student is underachieving they will be set tasks to enable them to access the level of marks appropriate for their MTG. They will repeat assessments where they have failed to achieve an appropriate mark.</p>
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## Y10 STRAND 5 IVC GEOGRAPHY CURRICULUM OVERVIEW

### **Key Content/Topics:**

#### **Issue evaluation**

- Preparation and mock exam

#### **Changing Economic World**

- How is development measured and limitations of these measures
- Demographic transition model
- Causes of uneven development - physical, economic and historical
- Consequences of uneven development - disparities in wealth and health, international migration

#### **Assessed Tasks:**

SAMS paper 3 issue evaluation

One 6 marks question

One 9 mark question

#### **SMSC & British Values:**

Social – the impacts of uneven development

#### **Assessment Criteria:**

1. Understand quality of life, standard of living, HDI and other ways of measuring development
2. How do countries move through the DTM
3. Why has some countries developed at faster rates than others? What are the physical and geopolitical reasons?
4. What is the impact of this?

#### **Literacy/Numeracy:**

Literacy – key terms and essay writing skills.

Numeracy – graphical interpretation to understand the scale and speed of urban change.

#### **Careers Links(CAEIG)**

Global charities





Global development

**Intervention Tasks:**

- Revision pack activities/'Geog your memory pack'
- EXAMPRO practice questions
- Activities set from revision guide/Cool Geography webpage
- BBC Bitesize
- Seneca revision site

**Year 10 Home Learning Expectations: GCSE Geography**

<b>When/how will homework be set?</b>	Homework will be set weekly on Edulink. It will incorporate revision tasks based on Year 9 topics as well as preparation for assessments in class and more general activities linked to taught topics
<b>How long should each task take?</b>	One and a half hours per week for both activities
<b>Will this work be marked by a teacher?</b>	Revision tasks will not be marked but will be checked for completion. Assessed work will be given a numerical mark so level of preparation can be gauged from performance.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	If a student is underachieving they will be set tasks to enable them to access the level of marks appropriate for their MTG. They will repeat assessments where they have failed to achieve an appropriate mark.

Y10 STRAND 1 IVC HISTORY CURRICULUM OVERVIEW

**Key Content/Topics:**

**People's Health**

**Industrial 1750-1900:**

1. Why were there huge changes in people's health between 1750-1900?
2. What were living conditions like in the Industrial period?
3. Why was Cholera such a concern to people's health and what were the reactions to overcome it? \*
4. How far had public health improved by 1900? \*\*

**1900s – 1900- 2000s:**



1. How far did people's health change between 1900– 2000s?
2. What were the changes to living conditions in the twentieth century? \*\*
3. How far have responses to epidemics changed: AIDS and Spanish Influenza? (including key individuals) \*\*
4. How did the government respond to smoking in the twentieth century?

#### Assessed Tasks:

1. Assessment 1: Write a clear and organised summary on the government's reaction to the Cholera epidemic [9 marks]
2. Assessment 2: "The discoveries and actions of great individuals was the most important factor in improving Public Health in Britain." how far do you agree? Give reasons for your answers [18 marks]
3. Assessment 3: "As living conditions and life expectancy improved new challenges also emerged for the People's Health in the 20<sup>th</sup> century" Why this was the case for the period 1900-2000?' [18 marks]
4. Assessment 4: What were the government's responses to the AIDS epidemic? [10 marks]

#### SMSC & British Values:

The topic touches upon people's beliefs and appreciates how and why people's beliefs influence their actions.

It also reinforces the concept of adhering to the law and order – namely in the face of the government.

#### Enrichment Ideas:

- Wellcome Museum in London
- Museum of London with the focus on the Plague (as a re-cap from the last term)
- Watch documentary on the Great Plague (as a recap from the last term): <https://www.youtube.com/watch?v=HPe6BgzHWY0>
- Watch documentary on Cholera/ the Big Stink: <https://www.youtube.com/watch?v=BKTTx4Xq7Fo>

#### Assessment Criteria:

- Students will be able to track changes to people's health
- Students will identify ways the government attempted to improve people's health and evaluate its success
- Students will be able to effectively comprehend and apply their knowledge to a range of assessment questions
- Students will structure their knowledge into evaluative tables and mind maps
- They can analyse, identify and infer the key issues with people's health from sources in the C19 and C20.
- Successfully complete three to four key assessment pieces in preparation for the People's Health exam

#### Literacy/Numeracy:

Aids

HIV

Spanish Flu/Influenza



Joseph Bazalgette

Robert Baker

John Snow

Edwin Chadwick

John Simon

Louis Pasteur

Public Health Acts

Industrialisation

### **Careers Links(CAEIG)**

Politician

Police

Army

Teacher

Curator at a museum

Lawyer

### **Intervention Tasks:**

Home Learning tasks set for students who are underachieving

Research the following individuals and how they helped people's health in the Industrial period:  
Joseph Bazalgette, Robert Baker, John Snow, Edwin Chadwick, John Simon, Louis Pasteur

Practice a 'write an organised summary' question on one of the following topics: responses to the black death, people's living conditions in the Medieval period, government responses to the Plague, on why people's health improved in the industrial period and how did the government respond to AIDS epidemic.

Draw a timeline of the key changes in the medieval period, early modern, industrial and 1900s – including significant people.

**Year 10 Home Learning Expectations: History** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Homework will be set every week and applied to Moodle.
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<b>How long should each task take?</b>	The homework should not take any longer than 45 minutes. However, this may vary slightly depending on the activity.
<b>Will this work be marked by a teacher?</b>	The work will not be marked by the teacher, but it will be checked to ensure it has been completed as a way to support students' understanding in lesson.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	The students will be able to practice the skills that they find most challenging, and reinforce content to support the essay questions.

## Y10 STRAND 2 IVC HISTORY CURRICULUM OVERVIEW

### **Key Content/Topics:**

What are students learning this term?

#### Norman Conquest

1. Introduction to Interpretations
2. Power and Society in Anglo Saxon England
3. Religion in Anglo Saxon England
4. Culture in Anglo Saxon England/ Was Anglo-Saxon England a Golden Age?
5. Succession Crisis
6. Pre Battle of Hastings
7. What happened in the Battle of Hastings?
8. Was William a 'lucky bastard'?
9. What happened between 1066 and 1068?
10. What was the Harrying of the North?

### **Assessed Tasks:**

What work will be marked this term?

Assessment 1: (A) In Interpretation A the illustrator portrays the important role of wealthy women in late Anglo-Saxon society. Identify and explain one way in which he does this.

(b) If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand the roles of different groups of people in late Anglo-Saxon society.

Assessment 2: In 1996, John Gillingham described William the Conqueror, the victor at the Battle of Hastings, as a 'lucky Bastard'. How far do you agree with this view? (20)

### **SMSC & British Values:**



Links to SMSC and British Values through topics or activities this term

This unit covers the history of Britain from the Norman Conquest.

This unit involves significant discussion and debate around the issues of sovereignty and the power of parliament in relation to who has the right to rule Britain. These are all relevant to the modern world. The impact of the Norman Conquest on the people of Britain and the division that was created between the conquerors and those who were conquered.

### **Enrichment Ideas:**

Ideas for parents/carers- e.g. visits to museums:

- Visit Denny Abbey
- Visit Isleham Priory
- Visit Thetford Priory
- Visit Weeting Castle
- Visit Framlingham Castle
- Visit Battle Abbey and the Battle of Hastings site

Use the English Heritage website

- <http://www.english-heritage.org.uk/learn/1066-and-the-norman-conquest/what-happened-battle-hastings/>

### **Assessment Criteria:**

What skills are students developing this term?

This is the unit of the GCSE course, and focusses on developing students' skills in the following areas:

- Sources
- Interpretations
- Construction of an Argument

The GCSE plays an innovator role in history education based:

- Making history meaningful for young people
- Engaging in historical enquiry
- Developing broad and deep knowledge
- Rigorous and enjoyable learning

### **Literacy/Numeracy:**

Links to literacy/numeracy- e.g. key words

### Key Words

Normans



Saxons

Vikings

Fyrd

Cavalry

Conquest

Witan

Harrying

### **Careers Links(CAEIG)**

Links to careers/any places this is addressed in lessons

This topic includes consideration of the role of various positions in society in terms of jobs such as farmers, doctors, soldiers and priests. Students will consider the power and influence of various jobs so engaging in a wider sense of what work involves and the responsibilities that it brings.

### **Intervention Tasks:**

Home Learning tasks set for students who are underachieving

Activity 1:

Write down the second-order concepts e.g. similarity/difference

Activity 2:

Create 2 mind maps on –

Reasons for Anglo-Saxon England being a Golden Age

Reasons for it not being a Golden Age

Please refer to such things as: government, society and hierarchy, women, religion, art, literature, buildings and churches

Activity 3:

'William won the Battle of Hastings due to Harold Godwinson's mistakes and weaknesses' How far do you agree.

List 3 examples of William winning due to Luck

List 3 examples of William winning due to Harold Godwinson's mistakes/weaknesses

List 3 examples of William winning due to William's skills and leadership



**Year 10 Home Learning Expectations: History** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Homework will be set every week and applied to Moodle.
<b>How long should each task take?</b>	The homework should not take any longer than 45 minutes. However, this may vary slightly depending on the activity.
<b>Will this work be marked by a teacher?</b>	The work will not be marked by the teacher, but it will be checked to ensure it has been completed as a way to support students' understanding in lesson.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	The students will be able to practice the skills that they find most challenging, and reinforce content to support the essay questions.

### Y10 STRAND 3 IVC HISTORY CURRICULUM OVERVIEW

#### **Key Content/Topics:**

What are students learning this term?

#### Norman Conquest

1. Hereward the Wake
2. How to answer an interpretations question
3. Did William take control via brutal slaughter?
4. What was new about Norman Castles?
5. Where were Castles built and why?
6. Why exactly were different Norman Castles built?
7. Truckload of trouble- the Domesday book
8. Truckload of trouble- the impact on English Culture
9. How did life change for English people?
10. How much change and continuity was there between 1066 and 1086?

#### **Assessed Tasks:**

What work will be marked this term?

In the Orderic Vitalis, Orderic describes the Norman Conquest as 'Brutal Slaughter'. How far do you agree with this view?

Interpretations B and C are both illustrations of Norman motte and bailey castles.

How far do they differ and what might explain any differences?



According to Simon Schama, for the English people the Norman Conquest was 'a truck load of trouble'. How far do you agree with this view?

### **SMSC & British Values:**

Links to SMSC and British Values through topics or activities this term

This unit covers the history of Britain from the Norman Conquest.

This unit involves significant discussion and debate around the issues of sovereignty and the power of parliament in relation to who has the right to rule Britain. These are all relevant to the modern world. The impact of the Norman Conquest on the people of Britain and the division that was created between the conquerors and those who were conquered.

### **Enrichment Ideas:**

Ideas for parents/carers- e.g. visits to museums:

- Visit Denny Abbey
- Visit Isleham Priory
- Visit Thetford Priory
- Visit Weeting Castle
- Visit Framlingham Castle
- Visit Battle Abbey and the Battle of Hastings site

Use the English Heritage website

- <http://www.english-heritage.org.uk/learn/1066-and-the-norman-conquest/what-happened-battle-hastings/>

### **Assessment Criteria:**

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This is the unit of the GCSE course, and focusses on developing students' skills in the following areas:

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- Construction of an Argument

The GCSE plays an innovator role in history education based:

- Making history meaningful for young people
- Engaging in historical enquiry
- Developing broad and deep knowledge
- Rigorous and enjoyable learning

### **Literacy/Numeracy:**





Links to literacy/numeracy- e.g. key words

Key Words

Harrying

Rebellion

Gatehouse

Geld

Palisade

Ramparts

Ringwork

Thegn

Vassal

Wergild

**Careers Links(CAEIG)**

Links to careers/any places this is addressed in lessons

This topic includes consideration of the role of various positions in society in terms of jobs such as farmers, doctors, soldiers and priests. Students will consider the power and influence of various jobs so engaging in a wider sense of what work involves and the responsibilities that it brings.

**Intervention Tasks:**

Home Learning tasks set for students who are underachieving

Activity 1:

Write down 5 things that can influence a source and what impact that would have

e.g. date, type of source, (could be to exaggerate, entertain)

Activity 2:

Draw a timeline of rebellions against the Normans 1067-61. Make sure to include a brief summary of what happened and where – Mercia, Exeter, Durham, York, Ely

THEN answer the following question: Do the rebellions show they were happening all the time and all over England or irregularly and only within some key areas?

Activity 3:



Create a table and find at least three pieces of evidence on Norman castles being built for:

Military reasons      Other reasons

Activity 4:

Identify three ways the Norman Conquest impacted England positively

Identify three ways the Norman Conquest impacted England negatively

**Year 10 Home Learning Expectations: History** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Homework will be set every week and applied to Moodle.
<b>How long should each task take?</b>	The homework should not take any longer than 45 minutes. However, this may vary slightly depending on the activity.
<b>Will this work be marked by a teacher?</b>	The work will not be marked by the teacher, but it will be checked to ensure it has been completed as a way to support students' understanding in lesson.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	The students will be able to practice the skills that they find most challenging, and reinforce content to support the essay questions.

#### Y10 STRAND 4 IVC HISTORY CURRICULUM OVERVIEW

#### **Key Content/Topics:**

What are students learning this term?

#### Framlingham Castle

1. What is the overall history of Framlingham Castle?
2. Who are the key figures in the history of Framlingham Castle?
3. Why was Framlingham chosen as the site for the castle?
4. What is the history of the castle during the Bigod era?
5. What is the history of the castle during the Howard era?
6. What is the history of the castle after the Howards?
7. How has Framlingham Castle been used by the rich and powerful?
8. How has Framlingham Castle been used by the poor?
9. How has Framlingham Castle been used by soldiers and craftspeople?

#### **Assessed Tasks:**



What work will be marked this term?

Assessment 1: Why was your site created and how has it changed over time? Use physical features of the site as well as your own knowledge to support your answer.

Assessment 2: Imagine that an artist has been hired to do a painting showing the diversity of everyday life at your site, at a particular time in its past. What would you tell the artist to help make the painting historically accurate? Use physical features of the site as well as your knowledge to support your answer.

### **SMSC & British Values:**

Links to SMSC and British Values through topics or activities this term

This unit covers the history of Britain from the Norman Conquest to the present day, with particular focus on medieval and Tudor history. It places a local site into the national framework of history and developments in politics and power. It then places Framlingham as a social site used for its local population before becoming a tourist site in the 20<sup>th</sup> century.

### **Enrichment Ideas:**

Ideas for parents/carers- e.g. visits to museums:

- Visit various local castles including Framlingham, Norwich, Orford and Cambridge.
- Visit the Tower of London, Windsor Castle or Dover Castle
- Visit the British Museum
- The English Heritage Framlingham Castle webpage: <http://www.english-heritage.org.uk/visit/places/framlingham-castle/>

### **Assessment Criteria:**

What skills are students developing this term?

This is the local study unit of the GCSE course, and focusses on developing students' skills in the following areas:

- Building a narrative of the history of a site based on a wide range of evidence and sources
- Being able to explain the history of the site from a range of viewpoints
- Being able to use key events in the history of the site to explain how it has changed and been used
- Being able to identify key turning points in the history of the site

### **Literacy/Numeracy:**

Links to literacy/numeracy- e.g. key words

#### Key Words

Framlingham

Bigod



Brotherton

Howard

Hitcham

Physical

Social

Rebellion

### Careers Links(CAIEG)

Links to careers/any places this is addressed in lessons

The unit has a wider sense of careers related to history and culture than many other history units. For example the work of a range of craft skills is referenced, as are the skills of soldiers, builders, historians, record keepers, archaeologists and modern day heritage workers.

### Intervention Tasks:

Home Learning tasks set for students who are underachieving

Watch clips / read articles and take notes

**Year 10 Home Learning Expectations: History** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Homework will be set every week and applied to Moodle.
<b>How long should each task take?</b>	The homework should not take any longer than 45 minutes. However, this may vary slightly depending on the activity.
<b>Will this work be marked by a teacher?</b>	The work will not be marked by the teacher, but it will be checked to ensure it has been completed as a way to support students' understanding in lesson.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	The students will be able to practice the skills that they find most challenging, and reinforce content to support the essay questions.

## Y10 STRAND 5 IVC HISTORY CURRICULUM OVERVIEW

### Key Content/Topics:



What are students learning this term?

### Framlingham Castle

1. How does the history of Framlingham Castle compare to the Tower of London?
2. How does the history of Framlingham Castle compare to Norwich Castle?
3. How does the history of Framlingham Castle compare to Orford Castle?
4. What do the physical remains at Framlingham Castle tell us about its history?
5. How significant has Framlingham Castle been in the history of Britain?

### **Assessed Tasks:**

What work will be marked this term?

Assessment 1: Choose a turning point in your site's history. Explain how and why this changed the importance of the site, either locally or nationally. Use physical features of the site as well as your knowledge to support your answer.

Assessment 2: Choose other sites to which you can compare the features and history of your site. Explain how typical your site is in comparison to the other similar sites. Use physical features of the site as well as your knowledge to support your answer.

### **SMSC & British Values:**

Links to SMSC and British Values through topics or activities this term

This unit covers the history of Britain from the Norman Conquest to the present day, with particular focus on medieval and Tudor history. It places a local site into the national framework of history and developments in politics and power. It then places Framlingham as a social site used for its local population before becoming a tourist site in the 20<sup>th</sup> century.

### **Enrichment Ideas:**

Ideas for parents/carers- e.g. visits to museums:

- Visit various local castles including Framlingham, Norwich, Orford and Cambridge.
- Visit the Tower of London, Windsor Castle or Dover Castle
- Visit the British Museum
- The English Heritage Framlingham Castle webpage: <http://www.english-heritage.org.uk/visit/places/framlingham-castle/>

### **Assessment Criteria:**

What skills are students developing this term?

This is the local study unit of the GCSE course, and focusses on developing students' skills in the following areas:

- Building a narrative of the history of a site based on a wide range of evidence and sources
- Being able to explain the history of the site from a range of viewpoints
- Being able to use key events in the history of the site to explain how it has changed and been used



- Being able to identify key turning points in the history of the site

### Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

#### Key Words

Framlingham

Bigod

Brotherton

Howard

Hitcham

Physical

Social

Rebellion

### Careers Links(CAEIG)

Links to careers/any places this is addressed in lessons

The unit has a wider sense of careers related to history and culture than many other history units. For example the work of a range of craft skills is referenced, as are the skills of soldiers, builders, historians, record keepers, archaeologists and modern day heritage workers.

### Intervention Tasks:

Home Learning tasks set for students who are underachieving

Watch clips / read articles and take notes

**Year 10 Home Learning Expectations: History** [common for each strand of the year within a subject]

<b>When/how will homework be set?</b>	Homework will be set every week and applied to Moodle.
<b>How long should each task take?</b>	The homework should not take any longer than 45 minutes. However, this may vary slightly depending on the activity.

<p><b>Will this work be marked by a teacher?</b></p>	<p>The work will not be marked by the teacher, but it will be checked to ensure it has been completed as a way to support students' understanding in lesson.</p>
<p><b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b></p>	<p>The students will be able to practice the skills that they find most challenging, and reinforce content to support the essay questions.</p>

## Y10 STRAND 1 IVC EPS CURRICULUM OVERVIEW

### **Key Content/Topics:**

#### **1. Christian beliefs**

Nature of God

Evil and Suffering

Creation

#### **2. Religion, Peace and Conflict**

Justice, Forgiveness, Reconciliation

Religious attitudes to:

violence / violent protest

terrorism

Peacekeeping

Peace and pacifism

### **Assessed Tasks:**

All the exam practice questions will be marked. In each paper studied this half term this will include:

one full question which covers the topic studied;

one four mark question [re: impact of belief]

one five mark question [re: explanation of belief.]

### **SMSC & British Values:**

S: The nature of belief in deity

M: The use of violence



S: Responsibility to others

C: Cultural perspectives on ethical issues

**Enrichment Ideas:**

Visit the Imperial War Museum

Review environmental initiatives locally

**Assessment Criteria:**

This unit will require them to practise:

- Using specialist subject vocabulary e.g. faith / belief / reason / morality
- Explaining beliefs clearly and referring to teachings to do this
- Thinking about how a belief might affect the life of a believer
- Writing a balanced argument

**Literacy/Numeracy:**

Key words

Monotheism / omnipotence / omniscience / theodicy / just war / jihad / pacifism

**Careers Links(CAEIG)**

Links to careers

Careers in the armed forces

**Intervention Tasks:**

Home Learning tasks set for students who are underachieving

- Highlighting revision pages – if behind with notes
- Extra exam practice – if struggling with exam style questions
- Suggested You Tube clips if struggling with content – to learn visually

**Year 10 Home Learning Expectations: EPS**

<p><b>When/how will homework be set?</b></p>	<p><b>Homework will be set on Moodle and will be preparation for test questions in class, preparing summaries of learning and making revision materials.</b></p>
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How long should each task take?	Ideally each task should take between 30 and 40 minutes
Will this work be marked by a teacher?	Homework is not marked but is an integral part of learning how to answer examination questions. Teachers will check that revision materials have been made and will know about appropriate levels of preparation from test outcomes
How will Home Learning/ intervention tasks be used if a student is underachieving?	<p>Firstly we will identify in which way a student is underachieving. Then a specific task will be set from the list above to address this.</p> <p>Students will be given very clear instructions which will also be emailed to parents for home support</p>

## Y10 STRAND 2 IVC EPS CURRICULUM OVERVIEW

### Key Content/Topics:

#### 1. Christian beliefs

Judgement

Jesus

Sin and Salvation

#### 2. Religion, Peace and Conflict

reasons for war

war and peace

Religion causing war

Religion allowing war

Victims of war

Religious attitudes to WMD

### Assessed Tasks:

All the exam practice questions will be marked. In each paper studied this half term this will include:  
one full question which covers the topic studied;



one four mark question [re: impact of belief]

one five mark question [re: explanation of belief.]

**SMSC & British Values:**

S: The nature of belief in deity

M: The use of violence

S: Responsibility to others

C: Cultural perspectives on ethical issues

**Enrichment Ideas:**

Explore art / paintings representing the death and resurrection Jesus

**Assessment Criteria:**

What skills are students developing this term?

This unit will require them to practise:

- Using specialist subject vocabulary e.g. faith / belief / reason / morality
- Explaining beliefs clearly and referring to teachings to do this
- Thinking about how a belief might affect the life of a believer
- Writing a balanced argument

**Literacy/Numeracy:**

Key words

Salvation / sacrifice / just war / jihad / pacifism

**Careers Links(CAEIG)**

Links to careers

Careers in the armed forces

**Intervention Tasks:**

Home Learning tasks set for students who are underachieving

- Highlighting revision pages – if behind with notes
- Extra exam practice – if struggling with exam style questions
- Suggested You Tube clips if struggling with content – to learn visually

### Year 10 Home Learning Expectations: EPS

When/how will homework be set?	Homework will be set on Moodle and will be preparation for test questions in class, preparing summaries of learning and making revision materials.
How long should each task take?	Ideally each task should take between 30 and 40 minutes
Will this work be marked by a teacher?	Homework is not marked but is an integral part of learning how to answer examination questions. Teachers will check that revision materials have been made and will know about appropriate levels of preparation from test outcomes
How will Home Learning/ intervention tasks be used if a student is underachieving?	<p>Firstly we will identify in which way a student is underachieving. Then a specific task will be set from the list above to address this.</p> <p>Students will be given very clear instructions which will also be emailed to parents for home support</p>

### Y10 STRAND 3 IVC EPS CURRICULUM OVERVIEW

#### Key Content/Topics:

1. Discussion topics and 12 mark answers
2. Focus project: to explore in more depth one area of ethical study / student interest.

#### Assessed Tasks:

All the exam practice questions will be marked. In each paper studied this half term this will include:

- one full question which covers the topic studied;
- one four mark question [re: impact of belief]
- one five mark question [re: explanation of belief.]

#### SMSC & British Values:

S: The nature of belief

M: Ethical issues



S: Responsibility to others

C: Cultural perspectives on ethical issues

**Enrichment Ideas:**

Search newspapers and magazines for articles about ethical project

**Assessment Criteria:**

This unit will require them to practise:

- Using specialist subject vocabulary e.g. faith / belief / reason / morality
- Explaining beliefs clearly and referring to teachings to do this
- Thinking about how a belief might affect the life of a believer
- Writing a balanced argument

**Literacy/Numeracy:**

Key words

Evaluate

**Careers Links(CAEIG)**

Links to careers

Practising argument: Legal profession

**Intervention Tasks:**

Home Learning tasks set for students who are underachieving

- Highlighting revision pages – if behind with notes
- Extra exam practice – if struggling with exam style questions
- Suggested You Tube clips if struggling with content – to learn visually

**Year 10 Home Learning Expectations: EPS**

<p><b>When/how will homework be set?</b></p>	<p><b>Homework will be set on Moodle and will be preparation for test questions in class, preparing summaries of learning and making revision materials.</b></p>
<p><b>How long should each task take?</b></p>	<p><b>Ideally each task should take between 30 and 40 minutes</b></p>

<p><b>Will this work be marked by a teacher?</b></p>	<p><b>Homework is not marked but is an integral part of learning how to answer examination questions. Teachers will check that revision materials have been made and will know about appropriate levels of preparation from test outcomes</b></p>
<p><b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b></p>	<p><b>Firstly we will identify in which way a student is underachieving. Then a specific task will be set from the list above to address this.</b></p> <p><b>Students will be given very clear instructions which will also be emailed to parents for home support</b></p>

## Y10 STRAND 4 IVC EPS CURRICULUM OVERVIEW

### **Key Content/Topics:**

#### **1. Christian Practices**

Worship

Prayer

Holy communion

Baptism

#### **2. Crime and Punishment**

Types of crime

Causes of crime

Good and evil

Aims of punishment

Connections between crime and suffering

Forgiveness of criminals

### **Assessed Tasks:**

All the exam practice questions will be marked. In each paper studied this half term this will include:

one full question which covers the topic studied;

one four mark question [re: impact of belief]



one five mark question [re: explanation of belief.]

**SMSC & British Values:**

S: The nature of prayer

M: Ethical issues re punishment

S: Responsibility to others

C: Cultural perspectives on ethical issues

**Enrichment Ideas:**

Take a tour of Cambridge churches and compare the features.

Suggest reasons for the differences in terms of worship styles

**Assessment Criteria:**

This unit will require them to practise:

- Using specialist subject vocabulary e.g. faith / belief / reason / morality
- Explaining beliefs clearly and referring to teachings to do this
- Thinking about how a belief might affect the life of a believer
- Writing a balanced argument

**Literacy/Numeracy:**

Key words

Eucharist / Mass / Immersion / deprivation / poverty / addiction

**Careers Links(CAEIG)**

Links to careers

Prison service / police

**Intervention Tasks:**

Home Learning tasks set for students who are underachieving

- Highlighting revision pages – if behind with notes
- Extra exam practice – if struggling with exam style questions
- Suggested You Tube clips if struggling with content – to learn visually

**Year 10 Home Learning Expectations: EPS**



When/how will homework be set?	Homework will be set on Moodle and will be preparation for test questions in class, preparing summaries of learning and making revision materials.
How long should each task take?	Ideally each task should take between 30 and 40 minutes
Will this work be marked by a teacher?	Homework is not marked but is an integral part of learning how to answer examination questions. Teachers will check that revision materials have been made and will know about appropriate levels of preparation from test outcomes
How will Home Learning/ intervention tasks be used if a student is underachieving?	<p>Firstly we will identify in which way a student is underachieving. Then a specific task will be set from the list above to address this.</p> <p>Students will be given very clear instructions which will also be emailed to parents for home support</p>

## Y10 STRAND 5 IVC EPS CURRICULUM OVERVIEW

### Key Content/Topics:

#### 1. Christian Practices

Pilgrimage

Festivals

Church in community

Charity

#### 2. Crime and Punishment

Treatment of criminals

Prisons

Types of punishment

Capital punishment

### Assessed Tasks:



All the exam practice questions will be marked. In each paper studied this half term this will include:

one full question which covers the topic studied;

one four mark question [re: impact of belief]

one five mark question [re: explanation of belief.]

**SMSC & British Values:**

S: The nature of devotion

M: Ethical issues re punishment

S: Responsibility to others: Charity

C: Cultural perspectives on ethical issues

**Enrichment Ideas:**

Explore the contribution local churches make to the community.

Research the story of Edward Earl Johnson: 14 Days in May BBC

**Assessment Criteria:**

This unit will require them to practise:

- Using specialist subject vocabulary e.g. faith / belief / reason / morality
- Explaining beliefs clearly and referring to teachings to do this
- Thinking about how a belief might affect the life of a believer
- Writing a balanced argument

**Literacy/Numeracy:**

Key words

Pilgrimage / incarnation / salvation / charity / death penalty / ultimate punishment

**Careers Links(CAEIG)**

Links to careers

Social work / charity work

Prison service

**Intervention Tasks:**

Home Learning tasks set for students who are underachieving





- Highlighting revision pages – if behind with notes
- Extra exam practice – if struggling with exam style questions
- Suggested You Tube clips if struggling with content – to learn visually

### Year 10 Home Learning Expectations: EPS

When/how will homework be set?	Homework will be set on Moodle and will be preparation for test questions in class, preparing summaries of learning and making revision materials.
How long should each task take?	Ideally each task should take between 30 and 40 minutes
Will this work be marked by a teacher?	Homework is not marked but is an integral part of learning how to answer examination questions. Teachers will check that revision materials have been made and will know about appropriate levels of preparation from test outcomes
How will Home Learning/ intervention tasks be used if a student is underachieving?	<p>Firstly we will identify in which way a student is underachieving. Then a specific task will be set from the list above to address this.</p> <p>Students will be given very clear instructions which will also be emailed to parents for home support</p>

### Y10 STRAND 1 IVC BUSINESS CURRICULUM OVERVIEW

#### Key Content/Topics:

1. **Recap of year 9 content:** Choosing the Right Legal Structure for the Business.
2. The aims & objectives of business. How and why business aims and objectives evolve. Why different businesses have different objectives
3. Importance of business planning
4. Demonstrate knowledge and understanding of business stakeholders Analyse the effect business activity has on stakeholders and the effects stakeholders have on business
5. Identify methods of Organic growth & Identify methods of External growth
6. Marketing – demonstrate knowledge of the Marketing Mix. Evaluate marketing decisions. Marketing Maths

#### Assessed Tasks:

All the exam practice questions will be marked, this will include:



Two sets of multiple choice questions ( new for 1-9 GCSE);

one four mark question [re: identify and explain]

one seven mark question [re, evaluate, recommend]

one nine mark question [re: recommend, analyse.]

### **SMSC & British Values:**

SMSC focus: Ethical business objectives, moral aspects of not for profit organisations, use of personal data for marketing purposes

### **Enrichment Ideas:**

Review local business structures

Evaluating famous marketing campaigns

### **Assessment Criteria:**

This unit will require them to practise:

- Using specialist subject vocabulary e.g. sole trader, partnership
- Explaining advantages and disadvantages of different legal structures
- Recommending a suitable legal structure for different scenarios
- Identify the main business objectives and why these change over time and according to the type of business
- Analyse the importance of business plans to the success or failure of business
- Writing a balanced argument

### **Literacy/Numeracy:**

Key words

Limited liability & Unlimited liability

Sole trader/ proprietor /Partnership

Deed of partnership /Sleeping partner

LLPs /Private limited company

Public limited company

Capital /Shareholders

Dividend

Profit, growth, survival

Business plans

### Careers Links(CAEIG)

Links to careers

Becoming an entrepreneur, owning and running your own business

### Intervention Tasks:

Home Learning tasks set for students who are underachieving

Extra exam practice questions – if struggling with exam style questions

Suggested tutor2u video clips

Revision activities from bbc bitesize & bized.co.uk to self test

### Year 10 Home Learning Expectations: BUSINESS

When/how will homework be set?	Homework will be set on Moodle and will be consolidating learning in lessons, preparation for assessments in class, preparing summaries of learning and making revision materials. One homework per week unless all lesson fall in either week A or B
How long should each task take?	Ideally each task should take between 30 and 40 minutes
Will this work be marked by a teacher?	Homework will often be self and peer assessed. Homework is not marked by the teacher but teachers will check that revision materials have been made and all tasks completed and will know about appropriate levels of preparation from assessment results
How will Home Learning/ intervention tasks be used if a student is underachieving?	Differentiated homework will often be set by colour coding ( e.g blue group) Invitations to underachieving students to attend lunchtime sessions from September for those year 10 who are 2 or more grades under target

### Y10 STRAND 2 IVC BUSINESS CURRICULUM OVERVIEW

### Key Content/Topics:

1. The role of Human Resources



2. Organisational Structures and ways of working
3. Communication in Business
4. Recruitment & Selection

#### **Assessed Tasks:**

All the exam practice questions will be marked, this will include:

Two sets of multiple choice questions ( new for 1-9 GCSE);

one four mark question [re: identify and explain]

one seven mark question [re, evaluate, recommend]

one nine mark question [re: recommend, analyse.]

#### **SMSC & British Values:**

Fairness and equity in recruitment and selection, gender pay gap, gender bias in top roles in FTSE 100 companies

#### **Enrichment Ideas:**

Bringing examples of organisational structures from parental/ carer workplaces

Researching organisational structures of FTSE 100 firms

#### **Assessment Criteria:**

What skills are students developing this term?

This unit will require them to practise:

- Using specialist vocabulary
- Explaining how firms identify their human resource needs
- Why firms have different organisational structures
- Describing and evaluating different ways of working
- Describing why firms recruit
- Evaluating different recruitment methods for different businesses
- Describing the methods used by firms to select the best candidates

#### **Literacy/Numeracy:**

#### **Key words**

tall, flat organisational structure

span of control, chain of command, delegation,

subordinates, authority, different job roles and responsibilities, different ways of working



full-time, part-time, flexible working, temporary work, working from home, working whilst mobile, self-employed

### Numeracy

- Calculating wages, rates of pay
- Calculating days of holidays

### Careers Links(CAEIG)

Links to careers

Flexible working, working from home

### Intervention Tasks:

Home Learning tasks set for students who are underachieving

- Extra exam practice – if struggling with exam style questions
- Suggested You Tube clips if struggling with content – to learn visually
- Revision activities from bbc bitesize & bized.co.uk to self test

### Year 10 Home Learning Expectations: BUSINESS

When/how will homework be set?	Homework will be set on Moodle and will be consolidating learning in lessons, preparation for assessments in class, preparing summaries of learning and making revision materials. One homework per week unless all lesson fall in either week A or B
How long should each task take?	Ideally each task should take between 30 and 40 minutes
Will this work be marked by a teacher?	Homework will often be self and peer assessed. Homework is not marked by the teacher but teachers will check that revision materials have been made and all tasks completed and will know about appropriate levels of preparation from assessment results
How will Home Learning/ intervention tasks be used if a student is underachieving?	Differentiated homework will often be set by colour coding ( e.g blue group) Invitations to underachieving students to attend lunchtime sessions from September for those year 10 who are 2 or more grades under target

## Y10 STRAND 3 IVC BUSINESS CURRICULUM OVERVIEW

### **Key Content/Topics:**

1. Motivation and Retention
2. Training and Development
3. Employment Law

### **Assessed Tasks:**

All the exam practice questions will be marked, this will include:

Two sets of multiple choice questions ( new for 1-9 GCSE);

one four mark question [re: identify and explain]

one seven mark question [re, evaluate, recommend]

one nine mark question [re: recommend, analyse.

### **SMSC & British Values:**

Discrimination in the recruitment process/ discrimination in employment/ ethical recruitment & remuneration

### **Enrichment Ideas:**

Search newspapers and magazines for articles about pay discrimination

### **Assessment Criteria:**

This unit will require them to practise:

- Evaluating the importance of employee retention
- Describing, analysing and evaluating financial and non financial methods of motivation
- Evaluating the importance of employee motivation and its impact on different businesses
- Evaluating the effectiveness of different training methods
- Analysing the benefits to staff and businesses of staff development

### **Literacy/Numeracy:**

#### **Key words**

Key words

Pay. Bonuses, profit sharing, fringe benefits, praise, award schemes, working environment, induction, on the job, off the job training, legislation

#### **Numeracy**



- Calculating wages, rates of pay
- Calculating days of holidays

### Careers Links(CAEIG)

Links to careers

Practising argument: Legal profession

### Intervention Tasks:

Home Learning tasks set for students who are underachieving

Creating additional revision resources

Extra exam practice – if struggling with exam style questions

Suggested You Tube clips if struggling with content – to learn visually

Revision activities from bbc bitesize & bized.co.uk to self test

### Year 10 Home Learning Expectations: BUSINESS

When/how will homework be set?	Homework will be set on Moodle and will be consolidating learning in lessons, preparation for assessments in class, preparing summaries of learning and making revision materials. One homework per week unless all lesson fall in either week A or B
How long should each task take?	Ideally each task should take between 30 and 40 minutes
Will this work be marked by a teacher?	Homework will often be self and peer assessed. Homework is not marked by the teacher but teachers will check that revision materials have been made and all tasks completed and will know about appropriate levels of preparation from assessment results
How will Home Learning/ intervention tasks be used if a student is underachieving?	Differentiated homework will often be set by colour coding ( e.g blue group) Invitations to underachieving students to attend lunchtime sessions from September for those year 10 who are 2 or more grades under target

### Y10 STRAND 4 IVC BUSINESS CURRICULUM OVERVIEW

### Key Content/Topics:



1. Operations
  - a. Production processes
  - b. Quality of goods and services

#### **Assessed Tasks:**

All the exam practice questions will be marked, this will include:

Two sets of multiple choice questions ( new for 1-9 GCSE);

one four mark question [re: identify and explain]

one seven mark question [re, evaluate, recommend]

one nine mark question [re: recommend, analyse.

#### **SMSC & British Values:**

The ethics of the phrase “fit for purpose”. The ethics of using mystery shoppers to “spy” on workers

#### **Enrichment Ideas:**

Examine the different quality of goods from the high street

#### **Assessment Criteria:**

This unit will require them to practise:

- Using specialist subject vocabulary e.g.
- Explaining methods of production
- Explaining methods of ensuring quality
- Evaluating the importance of quality to a firm’s reputation
- Writing a balanced argument

#### **Literacy/Numeracy:**

Key words

- Job, batch, flow, automation, computers, robotics, quality control, quality assurance, returns, recalls

#### **Careers Links(CAIEIG)**

Links to careers

Customer service representatives, mystery shoppers, quality assurance workers

#### **Intervention Tasks:**

Home Learning tasks set for students who are underachieving

- Creating additional revision resources





- Extra exam practice – if struggling with exam style questions
- Suggested You Tube clips if struggling with content – to learn visually
- Revision activities from bbc bitesize & bized.co.uk to self test

### Year 10 Home Learning Expectations: BUSINESS

When/how will homework be set?	Homework will be set on Moodle and will be consolidating learning in lessons, preparation for assessments in class, preparing summaries of learning and making revision materials. One homework per week unless all lesson fall in either week A or B
How long should each task take?	Ideally each task should take between 30 and 40 minutes
Will this work be marked by a teacher?	Homework will often be self and peer assessed. Homework is not marked by the teacher but teachers will check that revision materials have been made and all tasks completed and will know about appropriate levels of preparation from assessment results
How will Home Learning/ intervention tasks be used if a student is underachieving?	Differentiated homework will often be set by colour coding ( e.g blue group) Invitations to underachieving students to attend lunchtime sessions from September for those year 10 who are 2 or more grades under target

### Y10 STRAND 5 IVC BUSINESS CURRICULUM OVERVIEW

#### Key Content/Topics:

1. **The Sales Process**
  - a. Methods of selling
  - b. Influence of ecommerce
2. **Customer Service**
  - a. Importance of good customer service including after sale service
  - b. The contribution of product knowledge and customer engagement to good customer service

#### Assessed Tasks:

All the exam practice questions will be marked. In each paper studied this half term this will include:

one full question which covers the topic studied;

one four mark question [re: impact of belief]



one five mark question [re: explanation of belief.]

**SMSC & British Values:**

Ethical & cultural aspects of pile it high sell it cheap vs caring for the customer

**Enrichment Ideas:**

Watch Mary Portas Secret shopper to see the lack of good customers service in many high street chains

**Assessment Criteria:**

- Using specialist vocabulary
- Recommending a sales methods to different businesses
- Evaluating the impact of good or bad customer service

**Literacy/Numeracy:**

Key words

e-commerce, face to face, telesales

gain and retain customers

**Careers Links(CAEIG)**

Sales assistant job roles,

Customer service job roles

**Intervention Tasks:**

Home Learning tasks set for students who are underachieving

- Highlighting revision pages – if behind with notes
- Extra exam practice – if struggling with exam style questions
- Suggested You Tube clips if struggling with content – to learn visually

**Year 10 Home Learning Expectations: BUSINESS**

<p><b>When/how will homework be set?</b></p>	<p><b>Homework will be set on Moodle and will be consolidating learning in lessons, preparation for assessments in class, preparing summaries of learning and making revision materials. One homework per week unless all lesson fall in either week A or B</b></p>
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How long should each task take?	Ideally each task should take between 30 and 40 minutes
Will this work be marked by a teacher?	Homework will often be self and peer assessed. Homework is not marked by the teacher but teachers will check that revision materials have been made and all tasks completed and will know about appropriate levels of preparation from assessment results
How will Home Learning/ intervention tasks be used if a student is underachieving?	Differentiated homework will often be set by colour coding ( e.g blue group) Invitations to underachieving students to attend lunchtime sessions from September for those year 10 who are 2 or more grades under target

## Y10 STRAND 6 IVC BUSINESS CURRICULUM OVERVIEW

### Key Content/Topics:

- Consumer Law
- Business Location
- Working with Suppliers

### Assessed Tasks:

All the exam practice questions will be marked. In each paper studied this half term this will include:

one full question which covers the topic studied;

one four mark question [re: impact of belief]

one five mark question [re: explanation of belief.]

### SMSC & British Values:

Ethical & cultural aspects of business who do not comply with consumer laws **Enrichment Ideas:**

Watch Mary Portas Secret shopper to see the lack of good customers service in many high street chains

### Assessment Criteria:

- Using specialist vocabulary
- Recommending a suitable location to different businesses
- Evaluating the impact of consumer law



### Literacy/Numeracy:

Key words

e-commerce, face to face, telesales, gain and retain customers

### Careers Links(CAEIG)

Business inspectors

Solicitors

Public Prosecution service

### Intervention Tasks:

Home Learning tasks set for students who are underachieving

- Highlighting revision pages – if behind with notes
- Extra exam practice – if struggling with exam style questions
- Suggested You Tube clips if struggling with content – to learn visually

### Year 10 Home Learning Expectations: BUSINESS

When/how will homework be set?	Homework will be set on Moodle and will be consolidating learning in lessons, preparation for assessments in class, preparing summaries of learning and making revision materials. One homework per week unless all lesson fall in either week A or B
How long should each task take?	Ideally each task should take between 30 and 40 minutes
Will this work be marked by a teacher?	Homework will often be self and peer assessed. Homework is not marked by the teacher but teachers will check that revision materials have been made and all tasks completed and will know about appropriate levels of preparation from assessment results
How will Home Learning/ intervention tasks be used if a student is underachieving?	Differentiated homework will often be set by colour coding ( e.g blue group) Invitations to underachieving students to attend lunchtime sessions from September for those year 10 who are 2 or more grades under target

### Y11 STRAND 1 IVC GEOGRAPHY CURRICULUM OVERVIEW



### Key Content/Topics:

1. Overview of UK landscapes
  2. Coastal landscapes
- Review of flipped learning summer project
  - Coastal processes and landforms
  - Coastal management
1. Fieldwork investigation and write up
  2. River landscapes
- Long profile and river processes

### Assessed Tasks:

Students will complete three assessed tasks on coastal processes and landform development including SAM's based unit overview. These questions will be drawn from the available SAM's. They will range in marks from 6 to 40 marks for the unit assessment.

They will complete a write up based on fieldwork where they will collect primary data. They will complete an assessment on their investigation.

### SMSC & British Values:

S – the wonder of the sea and how the coastline is such a sought after environment in the UK

M – the importance of caring for the coastal environment and ensuring our activities do not cause damage

S – the impact of processes on coastal communities under threat

C – part of UK heritage

### Enrichment Ideas:

YouTube clips on the vulnerability of some coastal environments

Visit the coast to explore different types of landform

Research how geology has affected the development of Britain's coastline.

Use Google earth to visit different coastlines around the UK to identify landforms

### Assessment Criteria:

This unit will require students to:

- Use a range of specialist key terminology
- Explore and evaluate how human actions can negatively interfere with natural processes
- Develop evaluative skills to access AO3 marks by applying knowledge and understanding



### Literacy/Numeracy:

#### Key Terms

Erosion/transportation/deposition/landforms/  
management

#### Numeracy

- Statistics
- Measures of central tendency
- Data manipulation

#### Careers Links(CAIEG)

Links to careers:

Skills – collecting primary data, data analysis and interpretation, writing a report

Careers

Working in marine environments, engineering, tourism

#### Intervention Tasks:

- Revision pack activities
- EXAMPRO practice questions
- Activities set from revision guide/Cool Geography webpage
- BBC Bitesize
- Seneca revision site

#### Year 11 Home Learning Expectations: GCSE Geography

<b>When/how will homework be set?</b>	Homework will be set weekly on Edulink. It will incorporate revision tasks based on year 10 topics as well as preparation for assessments in class and more general activities linked to taught topics
<b>How long should each task take?</b>	One and a half hours per week for both activities
<b>Will this work be marked by a teacher?</b>	Revision tasks will not be marked but will be checked for completion. Assessed work will be given a numerical mark so level of preparation can be gauged from performance.

<p><b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b></p>	<p>If a student is underachieving they will be set tasks to enable them to access the level of marks appropriate for their MTG. They will repeat assessments where they have failed to achieve an appropriate mark.</p>
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## Y11 STRAND 2 IVC GEOGRAPHY CURRICULUM OVERVIEW

### **Key Content/Topics:**

River landscapes

- Landform development from erosion, transportation and deposition
- Causes of flooding and hydrographs
- Flood management

Challenge of resource management

- Core – food, water and energy
- Option - energy

### **Assessed Tasks:**

Students will complete three assessed tasks on river processes and landform development including SAM's based unit overview. These questions will be drawn from the available SAM's. They will range in marks from 6 to 40 marks for the unit assessment.

### **SMSC & British Values:**

S – How the laws of nature work for us and against us

M – The importance of sustainable management of nature and natural processes

S – Conflicts arising over managing rivers and resources

C – The importance assigned to natural resources and their place in human evolution.

### **Enrichment Ideas:**

Visit the Environment Agency website to find out more about flood management and risk

Research the Ukraine/Russia gas dispute and issues around energy insecurity

Access the websites of UK water boards to see how they manage water supplies during prolonged hot weather

### **Assessment Criteria:**

This unit will require students to:



- Use a range of specialist key terminology
- Explore and evaluate how human actions can negatively interfere with natural processes
- Exploring the importance of different sources of energy and the issues linked to these
- Develop evaluative skills to access AO3 marks by applying knowledge and understanding

### Literacy/Numeracy:

#### Key Terms

Erosion/transportation/deposition/landforms/

Management/energy security/insecurity/water stress/deficit/food miles

#### Numeracy

- Correlations
- Hydrographs

#### Careers Links(CAEIG)

Links to careers:

Skills – manipulating data

Careers

Resource management, sustainability officer, engineering, environmental consultant, emergency management

#### Intervention Tasks:

- Revision pack activities
- EXAMPRO practice questions
- Activities set from revision guide/Cool Geography webpage
- BBC Bitesize
- Seneca revision site

#### Year 11 Home Learning Expectations: GCSE Geography

<b>When/how will homework be set?</b>	Homework will be set weekly on Edulink. It will incorporate revision tasks based on year 10 topics as well as preparation for assessments in class and more general activities linked to taught topics
<b>How long should each task take?</b>	One and a half hours per week for both activities



<p><b>Will this work be marked by a teacher?</b></p>	<p>Revision tasks will not be marked but will be checked for completion. Assessed work will be given a numerical mark so level of preparation can be gauged from performance.</p>
<p><b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b></p>	<p>If a student is underachieving they will be set tasks to enable them to access the level of marks appropriate for their MTG. They will repeat assessments where they have failed to achieve an appropriate mark.</p>

## Y11 STRAND 3 IVC GEOGRAPHY CURRICULUM OVERVIEW

### **Key Content/Topics:**

#### Changing Economic World

- Global patterns of development
- How we measure development
- Causes and consequences of uneven development
- Reducing the development gap

#### Case study of a NEE – Nigeria

- Changing industrial structure
- Role of TNC's
- Trading relationships
- International aid
- Impacts of development on quality of life and environment

### **Assessed Tasks:**

Students will complete three assessed tasks on development and economic change in Nigeria including SAM's based unit overview. These questions will be drawn from the available SAM's. They will range in marks from 6 to 40 marks for the unit assessments.

### **SMSC & British Values:**

S - How we are all linked through a desire to improve our wellbeing

M – issues around the exploitation of people in LIC's by TNC's such as Shell

S – how quality of life can be affected by the wider impacts of a global economy

C – How globalisation is eroding away traditions in countries

### **Enrichment Ideas:**



Access YouTube to watch clips on the negative impact of TNC's on their host countries

Visit The World Factbook to find out more about Nigeria

Read in more detail about Shell's activities in Nigeria

<https://ccrjustice.org/home/get-involved/tools-resources/fact-sheets-and-faqs/factsheet-shells-environmental-devastation>

### **Assessment Criteria:**

This unit will require students to:

- Use a range of specialist key terminology
- Investigate disparities in global wealth and why these exist
- Explore how different strategies can work to reduce the gap between LIC's and HIC's
- Evaluate how globalisation can bring both benefits and issues globally

### **Literacy/Numeracy:**

#### **Key Terms**

Development/demographic transition/development indicators/quality of life/TNC's/economic structure

#### **Numeracy**

- Correlations
- Measures of central tendency

#### **Careers Links(CAEIG)**

Links to careers

Skills - Using secondary data sources

Careers

International aid and development

#### **Intervention Tasks:**

- Revision pack activities
- EXAMPRO practice questions
- Activities set from revision guide/Cool Geography webpage
- BBC Bitesize
- Seneca revision site

### **Year 11 Home Learning Expectations: GCSE Geography**



<b>When/how will homework be set?</b>	Homework will be set weekly on Edulink. It will incorporate revision tasks based on year 10 topics as well as preparation for assessments in class and more general activities linked to taught topics
<b>How long should each task take?</b>	One and a half hours per week for both activities
<b>Will this work be marked by a teacher?</b>	Revision tasks will not be marked but will be checked for completion. Assessed work will be given a numerical mark so level of preparation can be gauged from performance.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	If a student is underachieving they will be set tasks to enable them to access the level of marks appropriate for their MTG. They will repeat assessments where they have failed to achieve an appropriate mark.

## Y11 STRAND 1 IVC HISTORY CURRICULUM OVERVIEW

### **Key Content/Topics:**

#### **The Making of America 1789-1900**

American's expansion 1789-1838

- Why did the USA expand so rapidly?
- Why did slavery grow and how did this lead to tension?
- How were Indians removed from the East?

Expansion to the West, 1839-1860

- How did Plains Indians envision the West?
- Why did early migrants move to the West and what were the dangers of their journeys?
- Why did Mormons move to the West?
- What was the impact of the Gold Rush?

Civil War 1861-65

- What was the significance of the Civil War?
- Why did growing tensions lead to Civil War?
- What was the experience of African Americans during the war?

### **Assessed Tasks:**

Students will prepare and answer a full exam answer every 3-4 lessons.



**SMSC & British Values:**

The course examines the politics of the United States and we will explore the issues of slavery and abolitionism, discrimination, expulsion, migration and war.

**Enrichment Ideas:**

- Visit the American Museum in Bath
- Watch the Ken Burns documentaries on “The West” and “The Civil War”, available on Netflix
- Watch Western films like “True Grit” or “Dances With Wolves” or films on slavery like “12 Years A Slave”, “Glory”
- Read fiction like “Little House on the Prairie”

**Assessment Criteria:**

The main focus will be to hone exam writing skills:

- 9 mark narrative account / summary analysis that focuses on the 2<sup>nd</sup> order concepts of cause and consequence, change and continuity, similarity and difference
- 10 mark explanation that focuses on 2<sup>nd</sup> order concepts
- 18 mark essay question that requires student to examine different arguments and substantiate a judgement

**Literacy/Numeracy:****Key Terms**Key Words

Constitution

Louisiana Purchase

Cotton gin

Cotton Kingdom

Missouri Compromise

Abolitionists

Indian Removal Act

Manifest Destiny

Kansas-Nebraska Act

Democrats / Republicans

Confederacy



Secession

States' Rights

Emancipation Proclamation

### Careers Links(CAEIG)

Links to careers in politics, law, economics, journalism, marketing will be made.

### Intervention Tasks:

Useful websites include:

<http://timelines.tv/index.php?t=4&e=1>

<http://www.bbc.co.uk/schools/gcsebitesize/history/shp/americanwest/>

### Year 11 Home Learning Expectations: History

<b>When/how will homework be set?</b>	Homework will be set each week. Some of this will include exam questions.
<b>How long should each task take?</b>	One hour in total. Ideally the student will prepare for about 40 minutes and then write it in timed conditions [20 minutes]
<b>Will this work be marked by a teacher?</b>	Exam questions will be marked by teachers. Revision homework will be gone over in lessons.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Home learning will be tailored to the specific needs of the student. Contact with home via email or through a meeting with parents, will set up the specific intervention needed to redress any underachievement.

### Y11 STRAND 2 IVC HISTORY CURRICULUM OVERVIEW

#### Key Content/Topics:

#### Revision & November mock exams

#### The Making of America 1789-1900

Reconstruction 1865-77

- How did President Johnson reverse Lincoln's legacy?



- What was the significance of Radical Reconstruction?
- Why did Reconstruction lose its way?

Settlement & Conflict on the Plains, 1861-77

- How did railroads and ranches change the Plains?
- How did homesteaders survive on the Plains?
- Why was there so much bloodshed on the Plains?
- What was the significance of the Battle of Little Bighorn?

### Assessed Tasks:

Students will prepare and answer a full exam answer every 3-4 lessons.

### SMSC & British Values:

The course examines the politics of the United States and we will explore the issues of slavery and abolitionism, discrimination, expulsion, migration and war.

### Enrichment Ideas:

- Visit the American Museum in Bath
- Watch the Ken Burns documentaries on “The West” and “The Civil War”, available on Netflix
- Watch Western films like “True Grit” or “Dances With Wolves” or films on slavery like “12 Years A Slave”, “Glory”
- Read fiction like “Little House on the Prairie”

### Assessment Criteria:

The main focus will be to hone exam writing skills:

- 9 mark narrative account / summary analysis that focuses on the 2<sup>nd</sup> order concepts of cause and consequence, change and continuity, similarity and difference
- 10 mark explanation that focuses on 2<sup>nd</sup> order concepts
- 18 mark essay question that requires student to examine different arguments and substantiate a judgement

### Literacy/Numeracy:

#### Key Words

Reconstruction

Freedmen’s Bureau

Amendment

Black Codes

Supreme Court



Transcontinental

Texas Longhorn

Homesteaders

Little Crow's War

Sand Creek Massacre

Red Cloud's War

Battle of Little Bighorn

Reservations

### Careers Links(CAEIG)

Links to careers in politics, law, economics, journalism, marketing will be made.

### Intervention Tasks:

Useful websites include:

<http://timelines.tv/index.php?t=4&e=1>

<http://www.bbc.co.uk/schools/gcsebitesize/history/shp/americanwest/>

### Year 11 Home Learning Expectations: History

<b>When/how will homework be set?</b>	Homework will be set each week. Some of this will include exam questions.
<b>How long should each task take?</b>	One hour in total. Ideally the student will prepare for about 40 minutes and then write it in timed conditions [20 minutes]
<b>Will this work be marked by a teacher?</b>	Exam questions will be marked by teachers. Revision homework will be gone over in lessons.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Home learning will be tailored to the specific needs of the student. Contact with home via email or through a meeting with parents, will set up the specific intervention needed to redress any underachievement.

### Y11 STRAND 3 IVC HISTORY CURRICULUM OVERVIEW



### Key Content/Topics:

#### The Making of America 1789-1900

1. American cultures 1877-1900
  - How was Native American culture destroyed after 1877?
  - How far did lives of Black Americans change?
  - How did the growth of cities, big business and mass migration impact America?

#### Revision

Previously taught units of:

- The People's Health
- Living under Nazi Rule
- Norman Conquest
- Framlingham Castle

#### **Assessed Tasks:**

Students will prepare and answer a full exam answer every 3-4 lessons.

#### **SMSC & British Values:**

The course examines the politics of the United States and we will explore the issues of slavery and abolitionism, discrimination, expulsion, migration and war.

#### **Enrichment Ideas:**

- Visit the American Museum in Bath
- Watch the Ken Burns documentaries on "The West" and "The Civil War", available on Netflix
- Watch Western films like "True Grit" or "Dances With Wolves" or films on slavery like "12 Years A Slave", "Glory"
- Read fiction like "Little House on the Prairie"

#### **Assessment Criteria:**

The main focus will be to hone exam writing skills:

- 9 mark narrative account / summary analysis that focuses on the 2<sup>nd</sup> order concepts of cause and consequence, change and continuity, similarity and difference
- 10 mark explanation that focuses on 2<sup>nd</sup> order concepts
- 18 mark essay question that requires student to examine different arguments and substantiate a judgement

#### **Literacy/Numeracy:**

#### Key Words





Dawes Act

Ghost Dance

Wounded Knee

Jim Crow Laws

Segregation

Ku Klux Klan

Lynching

Redeemers

Corporations

Ellis Island

### Careers Links(CAEIG)

Links to careers in politics, law, economics, journalism, marketing will be made.

### Intervention Tasks:

Useful websites include:

<http://timelines.tv/index.php?t=4&e=1>

<http://www.bbc.co.uk/schools/gcsebitesize/history/shp/americanwest/>

### Year 11 Home Learning Expectations: History

<b>When/how will homework be set?</b>	Homework will be set each week. Some of this will include exam questions.
<b>How long should each task take?</b>	One hour in total. Ideally the student will prepare for about 40 minutes and then write it in timed conditions [20 minutes]
<b>Will this work be marked by a teacher?</b>	Exam questions will be marked by teachers. Revision homework will be gone over in lessons.
<b>How will Home Learning/ intervention tasks be used if a student is underachieving?</b>	Home learning will be tailored to the specific needs of the student. Contact with home via email or through a meeting with

	parents, will set up the specific intervention needed to redress any underachievement.
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## Y11 STRAND 1 IVC EPS CURRICULUM OVERVIEW

### **Key Content/Topics:**

Students will be preparing for the mock examinations.

Having completed the course they will review:

Ethical Issues:

- Family and relationships
- Religion and Life

Islam

- The differences between Sunni and Shi'a

### **Assessed Tasks:**

Students will prepare a full exam answer each week; alternating between the Study of Religion and Ethical issues.

These will be marked and green pen activities used to ensure good quality model answers are available for revision

### **SMSC & British Values:**

SMSC will be covered implicitly through the topics revised and questions prepared especially in the 12 mark answers

### **Enrichment Ideas:**

It is important to find fun ways to revise. Variety is the spice of life. Discuss issues in the ethical units.

Watch programmes / documentaries

Be colourful in revision materials

### **Assessment Criteria:**

The main focus will be to hone exam writing skills

12 mark answers

5 marks referring to teachings

4 marks on influences / significance and diversity of practice



### Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Essay writing structure

### Careers Links(CAEIG)

Links to careers

None specifically in this module

### Intervention Tasks:

Home Learning tasks set for students who are underachieving

This term the students who are underachieving in the examination questions will have 1:1 support in school with Mrs Middleton to ensure they understand what is required of them and then will have tailored practice questions set for work at home.

### Year 11 Home Learning Expectations: EPS

When/how will homework be set?	Homework will be set each week and will be to complete an examination question
How long should each task take?	One hour in total. Ideally the student will prepare for about 40 minutes and then write it in timed conditions [20 minute]
Will this work be marked by a teacher?	This will be marked by the teacher and possibly also peer marked
How will Home Learning/ intervention tasks be used if a student is underachieving?	Home learning will be tailored to the specific needs of the student. Contact with home via email or through a meeting with parents, will set up the specific intervention needed to redress any underachievement.

### Y11 STRAND 2 IVC EPS CURRICULUM OVERVIEW

#### Key Content/Topics:

Students will be preparing for the mock examinations.

Having completed the course they will review:

#### Ethical Issues:



- Family and relationships
- Religion and Life
- Crime and punishment
- War and peace

### **Islam**

- Islamic beliefs
- Islamic practices

### **Christianity**

- Christian beliefs
- Christian practices

### **Assessed Tasks:**

Students will prepare a full exam answer each week; alternating between the Study of Religion and Ethical issues.

These will be marked and green pen activities used to ensure good quality model answers are available for revision

### **SMSC & British Values:**

SMSC will be covered implicitly through the topics revised and questions prepared especially in the 12 mark answers

### **Enrichment Ideas:**

It is important to find fun ways to revise. Variety is the spice of life. Discuss issues in the ethical units.

Watch programmes / documentaries

Be colourful in revision materials

### **Assessment Criteria:**

The main focus will be to hone exam writing skills

12 mark answers

5 marks referring to teachings

4 marks on influences / significance and diversity of practice

### **Literacy/Numeracy:**

Links to literacy/numeracy- e.g. key words

Essay writing structure



### Careers Links(CAEIG)

Links to careers

None specifically in this module

### Intervention Tasks:

Home Learning tasks set for students who are underachieving

This term the students who are underachieving in the examination questions will have 1:1 support in school with Mrs Middleton to ensure they understand what is required of them and then will have tailored practice questions set for work at home.

### Year 11 Home Learning Expectations: EPS

When/how will homework be set?	Homework will be set each week and will be to complete an examination question
How long should each task take?	One hour in total. Ideally the student will prepare for about 40 minutes and then write it in timed conditions [20 minute]
Will this work be marked by a teacher?	This will be marked by the teacher and possibly also peer marked
How will Home Learning/ intervention tasks be used if a student is underachieving?	Home learning will be tailored to the specific needs of the student. Contact with home via email or through a meeting with parents, will set up the specific intervention needed to redress any underachievement.

### Y11 STRAND 3 IVC EPS CURRICULUM OVERVIEW

#### Key Content/Topics:

Having completed the course they will review:

#### Ethical Issues

- War and Peace
- Crime and punishment

#### Islam

- Islamic practices



## **Christianity**

- Christian practices

### **Assessed Tasks:**

Students will prepare a full exam answer each week; alternating between the Study of Religion and Ethical issues.

These will be marked and green pen activities used to ensure good quality model answers are available for revision

### **SMSC & British Values:**

SMSC will be covered implicitly through the topics revised and questions prepared especially in the 12 mark answers

### **Enrichment Ideas:**

It is important to find fun ways to revise. Variety is the spice of life. Discuss issues in the ethical units.

Watch programmes / documentaries

Be colourful in revision materials

### **Assessment Criteria:**

The main focus will be to hone exam writing skills

12 mark answers

5 marks referring to teachings

4 marks on influences / significance and diversity of practice

### **Literacy/Numeracy:**

Links to literacy/numeracy- e.g. key words

Essay writing structure

### **Careers Links(CAIEG)**

Links to careers

None specifically in this module

### **Intervention Tasks:**

Home Learning tasks set for students who are underachieving



This term the students who are underachieving in the examination questions will have 1:1 support in school with Mrs Middleton to ensure they understand what is required of them and then will have tailored practice questions set for work at home.

### Year 11 Home Learning Expectations: EPS

When/how will homework be set?	Homework will be set each week and will be to complete an examination question
How long should each task take?	One hour in total. Ideally the student will prepare for about 40 minutes and then write it in timed conditions [20 minute]
Will this work be marked by a teacher?	This will be marked by the teacher and possibly also peer marked
How will Home Learning/ intervention tasks be used if a student is underachieving?	Home learning will be tailored to the specific needs of the student. Contact with home via email or through a meeting with parents, will set up the specific intervention needed to redress any underachievement.

### Y11 STRAND 4 IVC EPS CURRICULUM OVERVIEW

#### Key Content/Topics:

Having completed the course they will review:

#### Ethical Issues

- War and Peace
- Crime and punishment

#### Islam

- Islamic beliefs

#### Christianity

- Christian beliefs

#### Assessed Tasks:

Students will prepare a full exam answer each week; alternating between the Study of Religion and Ethical issues.



These will be marked and green pen activities used to ensure good quality model answers are available for revision

### SMSC & British Values:

SMSC will be covered implicitly through the topics revised and questions prepared especially in the 12 mark answers

### Enrichment Ideas:

It is important to find fun ways to revise. Variety is the spice of life. Discuss issues in the ethical units.

Watch programmes / documentaries

Be colourful in revision materials

### Assessment Criteria:

The main focus will be to hone exam writing skills

12 mark answers

5 marks referring to teachings

4 marks on influences / significance and diversity of practice

### Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Essay writing structure

### Careers Links(CAEIG)

Links to careers

None specifically in this module

### Intervention Tasks:

Home Learning tasks set for students who are underachieving

This term the students who are underachieving in the examination questions will have 1:1 support in school with Mrs Middleton to ensure they understand what is required of them and then will have tailored practice questions set for work at home.

### Year 11 Home Learning Expectations: EPS

When/how will homework be set?	Homework will be set each week and will be to complete an examination question
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How long should each task take?	One hour in total. Ideally the student will prepare for about 40 minutes and then write it in timed conditions [20 minute]
Will this work be marked by a teacher?	This will be marked by the teacher and possibly also peer marked
How will Home Learning/ intervention tasks be used if a student is underachieving?	Home learning will be tailored to the specific needs of the student. Contact with home via email or through a meeting with parents, will set up the specific intervention needed to redress any underachievement.

## Y11 STRAND 5 IVC EPS CURRICULUM OVERVIEW

### **Key Content/Topics:**

Students will be preparing for the mock examinations.

Having completed the course they will review:

### **Ethical Issues:**

- Family and relationships
- Religion and Life
- Crime and punishment
- War and peace

### **Islam**

- Islamic beliefs
- Islamic practices

### **Christianity**

- Christian beliefs
- Christian practices

### **Assessed Tasks:**

Students will prepare a full exam answer each week; alternating between the Study of Religion and Ethical issues.

These will be marked and green pen activities used to ensure good quality model answers are available for revision

### **SMSC & British Values:**



SMSC will be covered implicitly through the topics revised and questions prepared especially in the 12 mark answers

**Enrichment Ideas:**

It is important to find fun ways to revise. Variety is the spice of life. Discuss issues in the ethical units.

Watch programmes / documentaries

Be colourful in revision materials

**Assessment Criteria:**

The main focus will be to hone exam writing skills

12 mark answers

5 marks referring to teachings

4 marks on influences / significance and diversity of practice

**Literacy/Numeracy:**

Links to literacy/numeracy- e.g. key words

Essay writing structure

**Careers Links(CAEIG)**

Links to careers

None specifically in this module

**Intervention Tasks:**

Home Learning tasks set for students who are underachieving

This term the students who are underachieving in the examination questions will have 1:1 support in school with Mrs Middleton to ensure they understand what is required of them and then will have tailored practice questions set for work at home.

**Year 11 Home Learning Expectations: EPS**

<b>When/how will homework be set?</b>	<b>Homework will be set each week and will be to complete an examination question</b>
<b>How long should each task take?</b>	<b>One hour in total. Ideally the student will prepare for about 40 minutes and then write it in timed conditions [20 minute]</b>



Will this work be marked by a teacher?	This will be marked by the teacher and possibly also peer marked
How will Home Learning/ intervention tasks be used if a student is underachieving?	Home learning will be tailored to the specific needs of the student. Contact with home via email or through a meeting with parents, will set up the specific intervention needed to redress any underachievement.

## Y11 STRAND 1 IVC BUSINESS CURRICULUM OVERVIEW

### Key Content/Topics:

1. Recap of year 9 & 10 content:
2. Operations: Consumer Law
  - a. The impact of consumer law on businesses
3. Operations: Location
  - a. Factors influencing business location
4. Operations: Working with suppliers
  - a. Procurement & logistics
5. Finance: The Finance Function
  - a. The purpose and influence of the finance function
6. Finance: Sources of Finance

### Assessed Tasks:

All the exam practice questions will be marked, this will include:

Two sets of multiple choice questions ( new for 1-9 GCSE);

one four mark question [re: identify and explain]

one seven mark question [re, evaluate, recommend]

one nine mark question [re: recommend, analyse.]

### SMSC & British Values:

SMSC focus: Ethical business objectives, ethical and cultural considerations of poor quality goods and services. Social impact of waste in the food industry

### Enrichment Ideas:

Researching the use of technology for selected products & services

Research the volume of food waste and measures to control this

### Assessment Criteria:



This unit will require them to practise:

- Evaluate costs, the proximity to market, labour and materials
- Describe the role of procurement
- Evaluate the impact of logistical and supply decisions on businesses
- Describe the finance function
- Evaluate the influence of the finance function on business
- Explain the reasons businesses need finance
- Describe ways of raising finance
- Evaluate why different sources of finance are suitable for new and established businesses

### Literacy/Numeracy:

Key words

automation, robotics, quality assurance, quality control, safety, reputation , supply chain, finance, loan, overdraft, trade credit, retained profit, sale of assets, owners' capital, new partner, share issue, crowdfunding

### Careers Links(CAEIG)

Software designer, robotics designer

### Intervention Tasks:

Home Learning tasks set for students who are underachieving

- Extra exam practice questions –
- Suggested tutor2u video clips for visual learning
- Revision activities from bbc bitesize & bized.co.uk to self test

### Year 11 Home Learning Expectations: BUSINESS

When/how will homework be set?	Homework will be set on Moodle and will be consolidating learning in lessons, preparation for assessments in class, preparing summaries of learning and making revision materials. One homework per week unless all lesson fall in either week A or B
How long should each task take?	Ideally each task should take between 30 and 40 minutes
Will this work be marked by a teacher?	Homework will often be self and peer assessed. Homework is not marked by the teacher but teachers will check that revision materials have been made and all tasks completed and will know about appropriate levels of preparation from assessment results

How will Home Learning/ intervention tasks be used if a student is underachieving?	Differentiated homework will often be set by colour coding ( e.g blue group) Invitations to underachieving students to attend lunchtime sessions from September for those year 11 who are 2 or more grades under target
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## Y11 STRAND 2 IVC BUSINESS CURRICULUM OVERVIEW

### Key Content/Topics:

1. **Finance: Revenue, Costs & Profit**
  - a. Different costs of a business
  - b. Calculating costs
  - c. Revenue
  - d. Calculating Revenue
  - e. Profit
  - f. Calculating profit
  - g. Ratio analysis
  - h. Average Rate of Return
  - i. Break Even analysis

### Assessed Tasks:

All the exam practice questions will be marked, this will include:

Two sets of multiple choice questions ( new for 1-9 GCSE);

one four mark question [re: identify and explain]

one seven mark question [re, evaluate, recommend]

one nine mark question [re: recommend, analyse.]

### SMSC & British Values:

Moral: How much profit is too much?

### Enrichment Ideas:

Researching companies who made huge losses and their strategies to become profitable

### Assessment Criteria:

What skills are students developing this term?

This unit will require them to practise:

- Using specialist vocabulary
- Numeracy skills in calculating costs, revenue & profit



- Analysis of cost, revenue & profit calculations
- Analysis of ratios
- Plotting and calculating Break Even

#### Literacy/Numeracy:

Key words

Fixed & variable costs, total costs, revenue, gross & net profit, profit margin, average rate of return, break even, margin of safety

#### Careers Links(CAIEG)

Links to careers

Careers in Finance

#### Intervention Tasks:

Home Learning tasks set for students who are underachieving

- Extra exam practice – if struggling with exam style questions
- Suggested You Tube clips if struggling with content – to learn visually
- Revision activities from bbc bitesize & bized.co.uk to self test

#### Year 11 Home Learning Expectations: BUSINESS

When/how will homework be set?	Homework will be set on Moodle and will be consolidating learning in lessons, preparation for assessments in class, preparing summaries of learning and making revision materials. One homework per week unless all lesson fall in either week A or B
How long should each task take?	Ideally each task should take between 30 and 40 minutes
Will this work be marked by a teacher?	Homework will often be self and peer assessed. Homework is not marked by the teacher but teachers will check that revision materials have been made and all tasks completed and will know about appropriate levels of preparation from assessment results
How will Home Learning/ intervention tasks be used if a student is underachieving?	Differentiated homework will often be set by colour coding ( e.g blue group) Invitations to underachieving students to attend lunchtime sessions from September for those year 11 who are 2 or more grades under target

## Y11 STRAND 3 IVC BUSINESS CURRICULUM OVERVIEW

### **Key Content/Topics:**

1. **Finance: Cash & Cash flow**
  - a. Cash
  - b. Completing a cash flow forecast
2. **Influences on business**
  - a. Ethical influences
  - b. Environmental influences
  - c. Economic climate
  - d. Globalisation
  - e. Interdependent nature of business

### **Assessed Tasks:**

All the exam practice questions will be marked, this will include:

Two sets of multiple choice questions ( new for 1-9 GCSE);

one four mark question [re: identify and explain]

one seven mark question [re, evaluate, recommend]

one nine mark question [re: recommend, analyse.

### **Enrichment Ideas:**

Search newspapers and magazines for articles about businesses in cash flow crisis

Research child labour in the textiles industry

### **Assessment Criteria:**

This unit will require them to practise:

- Evaluating the importance of cash to a business
- Explaining the difference between cash and profit
- Analysing the usefulness of cash flow forecasting to a business
- Completion of cash flow forecasts

### **Literacy/Numeracy:**

Key words

Cash, liquidity, profit, shortage, surplus

### **Careers Links(CAEIG)**



Links to careers

Careers in finance

### Intervention Tasks:

Home Learning tasks set for students who are underachieving

- Creating additional revision resources
- Extra exam practice – if struggling with exam style questions
- Suggested You Tube clips if struggling with content – to learn visually
- Revision activities from bbc bitesize & bized.co.uk to self test

### Year 11 Home Learning Expectations: BUSINESS

When/how will homework be set?	Homework will be set on Moodle and will be consolidating learning in lessons, preparation for assessments in class, preparing summaries of learning and making revision materials. One homework per week unless all lesson fall in either week A or B
How long should each task take?	Ideally each task should take between 30 and 40 minutes
Will this work be marked by a teacher?	Homework will often be self and peer assessed. Homework is not marked by the teacher but teachers will check that revision materials have been made and all tasks completed and will know about appropriate levels of preparation from assessment results
How will Home Learning/ intervention tasks be used if a student is underachieving?	Differentiated homework will often be set by colour coding ( e.g blue group) Invitations to underachieving students to attend lunchtime sessions from September for those year 11 who are 2 or more grades under target

### Y11 STRAND 4 IVC BUSINESS CURRICULUM OVERVIEW

#### Key Content/Topics:

1. Revision and Exam technique
  - a. Business ownership
  - b. Growth
  - c. Marketing – research & segmentation
  - d. The Marketing Mix
  - e. Human Resources





f. Finance

**Assessed Tasks:**

All the exam practice questions will be marked, this will include:

Two sets of multiple choice questions ( new for 1-9 GCSE);

one four mark question [re: identify and explain]

one seven mark question [re, evaluate, recommend]

one nine mark question [re: recommend, analyse.

**SMSC & British Values:**

S: The nature of business activity

M: Ethical issues re: production and the use of the environment

S: Responsibility to others & the environment

C: Cultural perspectives on ethical issues

**Enrichment Ideas:**

Examine the different quality of goods from the high street

**Assessment Criteria:**

This unit will require them to practise:

- Using specialist subject vocabulary e.g.
- Writing a balanced argument
- Performing accurate calculations

**Literacy/Numeracy:**

Key words

Calculations

**Careers Links(CAEIG)**

Links to Careers

Becoming an entrepreneur

**Intervention Tasks:**

Home Learning tasks set for students who are underachieving



- Creating additional revision resources
- Extra exam practice – if struggling with exam style questions
- Suggested You Tube clips if struggling with content – to learn visually
- Revision activities from bbc bitesize & bized.co.uk to self test

### Year 11 Home Learning Expectations: BUSINESS

When/how will homework be set?	Homework will be set on Moodle and will be consolidating learning in lessons, preparation for assessments in class, preparing summaries of learning and making revision materials. One homework per week unless all lesson fall in either week A or B
How long should each task take?	Ideally each task should take between 30 and 40 minutes
Will this work be marked by a teacher?	Homework will often be self and peer assessed. Homework is not marked by the teacher but teachers will check that revision materials have been made and all tasks completed and will know about appropriate levels of preparation from assessment results
How will Home Learning/ intervention tasks be used if a student is underachieving?	Differentiated homework will often be set by colour coding ( e.g blue group) Invitations to underachieving students to attend lunchtime sessions from September for those year 11 who are 2 or more grades under target

### Y11 STRAND 5 IVC BUSINESS CURRICULUM OVERVIEW

#### Key Content/Topics:

1. Revision & Exam technique
  - a. Finance
  - b. Influences on business

#### Assessed Tasks:

All the exam practice questions will be marked, this will include:

Two sets of multiple choice questions ( new for 1-9 GCSE);

one four mark question [re: identify and explain]

one seven mark question [re, evaluate, recommend]



one nine mark question [re: recommend, analyse.

### SMSC & British Values:

S: The nature of business activity

M: Ethical issues re: production and the use of the environment

S: Responsibility to others & the environment

C: Cultural perspectives on ethical issues

### Assessment Criteria:

This unit will require them to practise:

- Using specialist subject vocabulary
- Writing a balanced argument
- Performing accurate calculations

### Literacy/Numeracy:

Key words

Accurate Calculations

### Intervention Tasks:

Home Learning tasks set for students who are underachieving

- Extra exam practice – if struggling with exam style questions
- Suggested You Tube clips if struggling with content – to learn visually

### Year 11 Home Learning Expectations: BUSINESS

When/how will homework be set?	Homework will be set on Moodle and will be consolidating learning in lessons, preparation for assessments in class, preparing summaries of learning and making revision materials. One homework per week unless all lesson fall in either week A or B
How long should each task take?	Ideally each task should take between 30 and 40 minutes
Will this work be marked by a teacher?	Homework will often be self and peer assessed. Homework is not marked by the teacher but teachers will check that revision materials have been made and all tasks completed and will

	know about appropriate levels of preparation from assessment results
How will Home Learning/ intervention tasks be used if a student is underachieving?	Differentiated homework will often be set by colour coding ( e.g blue group) Invitations to underachieving students to attend lunchtime sessions from September for those year 11 who are 2 or more grades under target