

# St. Julie's Catholic High School



## Revision

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# The Considered Lesson Format

All lessons across all subject areas follow the considered lesson format. This was most recently updated in January 2023 with a particular focus on how teachers provide feedback to students.



**Identify:** PP, SEN, HPAB, Red/Amber Readers



St. Julie's Catholic High School  
CONSIDERED LESSON FORMAT



The Considered Lesson Format (CLF) has been developed to put Barak Rosenshine's 'Principles of Instruction' into practice. The purpose of the CLF is so that students benefit from a consistent approach to teaching & learning. In planning lessons please ensure that the features of the CLF clearly deliver the approved schemes of work in your department and build on prior learning. Lessons should be well planned for delivery in small pieces, progressing through an ambitious curriculum. Also, students must be supported in their learning through the correct and consistent application of rewards & sanctions, outlined in the behavior for learning policy.

**Respond: Adapt, Re-Teach/move learning forward**

Question, Assess & Feedback

**Circulate: Throughout the lesson, monitor all pupils**

Question, Assess & Feedback

Reflection time to review prior knowledge	<b>Short review</b> of prior knowledge to consolidate learning, identify misconceptions/errors, comprehension questions. Develop schema, connect prior knowledge to new learning.
Adaptive teaching to address the needs of all students	<b>Present new material in small steps</b> with student practice after each step. Limit the amount of material students receive at one time. Adapt lessons to ensure all students can meet the expectations of the lesson. Adaptive teaching should ensure all students have access to the full curriculum.
Contextualised with a focus on students' knowledge and understanding	Relate knowledge to a relevant application. Students must know how new knowledge fits in with prior knowledge and how it fits into context (schema). (It is not about why it is needed for the GCSE specification or exam).
Modelled answers to show requirements, standards and tackle the misconceptions	High-quality initial teaching which includes <b>clear and detailed instructions and explanations. Think aloud and model steps.</b> Provide models of worked-out problems.
Questioning to meet students' needs, then focus on the content and the process.	<b>Ask a large number of questions</b> to a range of pupils and <b>check for understanding.</b> Question for prior knowledge, understanding and misconceptions. <b>Ask all students to explain what they have learned.</b>
Homework that is linked to classwork	Make purpose of homework clear. <b>Provide a high level of practice for all students.</b> Support knowledge recall and skills development.
Independent practice time and recap on knowledge, understanding and application plus link to next lesson	<b>Prepare students for independent practice. Guide students as they begin to practice.</b> Monitor and support students as they work independently. <b>Re-teach</b> knowledge when <b>necessary.</b> Balance exposition, repetition, practice and retrieval of knowledge and skills.
Communication	Provide multiple opportunities for pupils to see and use vocabulary. Develop the number of words students know (breadth) and their understanding of relationships between words and the contexts in which words can be used (depth). Provide opportunities for all pupils to justify and give both written and verbal reasons for their solutions. Provide reading opportunities in every lesson that include development of comprehension, decoding and automaticity, using a range of strategies.



**Check: Understanding, errors, knowledge, progress**



# Assessment

At St. Julie's Catholic High School, our assessment policy will focus on the following three areas:

- Lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment
- Deliver appropriately timed feedback, that focuses on moving learning forward
- Plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.

## **Formative Assessment**

St Julie's Formative Assessment during lessons may include the following:

- Reflection and consolidation tasks to support prior knowledge, support retrieval and build students' long-term memory store.
- Low stakes and diagnostic questioning to unpick common misconceptions
- Chunked and scaffold learning to ensure that students' schema is built incrementally and securely
- Peer and self-assessment
- In-class live marking by the teacher
- Monitoring of SPaG using the following codes; Sp = Spelling error, Gr = Grammar error, P = Punctuation error
- Automated homework will support ongoing formative assessment using in-house school systems

## **SSAT Case Study**

*"A culture of risk-taking and collaboration, a focus on workload reduction and staff wellbeing, and a commitment to changing the feedback policy have underpinned the successful adoption of the Embedding Formative Assessment at St Julie's Catholic High School."*

St Julie's were recommended by the SSAT to be used as a case study on successful implementation and development of formative assessment techniques.

## **Summative Assessment**

- Three summative assessment points per year – 1 per term
- Summative assessments must assess composite and component knowledge across the expanding domain and be of requisite rigour, challenge and length
- Each summative assessment will be standardised across the subject
- Summative assessments will be moderated within and across departments
- Summative assessment will test students' progress through the curriculum and identify any knowledge gaps

**Further details can be found in our Assessment Policy on the school website**

# Summative Assessment Dates

The summative assessment points are published annually in the Academic Calendar and are summarised for the current academic year below.

The tests are designed to help pupils prepare for their final examinations by encompassing content that spans the entire domain of learning, as such specific revision lists will not be provided. Pupils can use the curriculum documents that follow in this booklet to see which topics have already been covered and then use the revision resource links to revise them.

<b>Year 10</b>	<b>Date</b>
Data Point 1 – Assessment	<b>WB 16<sup>th</sup> September</b>
Data Point 2 - Assessment	<b>WB 6<sup>th</sup> January</b>
Data Point 3 - End of Year Assessment	<b>WB 9<sup>th</sup> June</b>

<b>Year 11</b>	<b>Date</b>
Data Point 1 – Assessment	<b>WB 16<sup>th</sup> September</b>
Data Point 2 - Mock Exams*	<b>WB 25<sup>th</sup> November</b>
Data Point 3 - Assessment	<b>WB 3<sup>rd</sup> March</b>
External Examinations*	<b>WB 5<sup>th</sup> May</b>

\*Pupils & Parents/Carers will receive additional communication about mock exam and summer exam timetables and logistics.

# Curriculum Progression Sheets

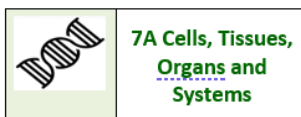
## EEF Guidance report on Metacognition

*“A series of steps—beginning with activating prior knowledge and leading to independent practice before ending in structured reflection—can be applied to different subjects”.*

To support pupils to plan, monitor and evaluate their own learning, pupils need to know their place in the curriculum.

Curriculum progression sheets linked directly the curriculum are given prior to each topic across all subject areas each half term to enable this.

### Example KS3 Science

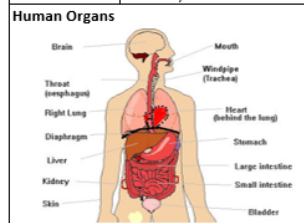


#### 7A Cells, Tissues, Organs and Systems

1. Life Processes	
Life Processes	If something can do all 7 life processes it is considered a 'living thing' They are: movement, reproduction, sensitivity, growth, respiration, excretion and nutrition.
Organism	A living thing.
Movement	Being able to move from place to place or move part of themselves.
Reproduction	Being able to make more living things like themselves.
Sensitivity	Being able to sense and react to things around them.
Growth	Being able to increase in size.
Respiration	Being able to release energy through respiration.
Excretion	Being able to get rid of waste materials.
Nutrition	Taking in substances (such as food) to help carry out the other processes.

2. Organs	
Organ	A part of animals or plants that does an important job-made up of different tissues.
Function	The job or role something has.
Brain	Controls the body.
Skin	The bodies biggest organ-used for protection and sensing things.

Lungs	Take in oxygen for respiration and excrete carbon dioxide.
Heart	Pumps blood around the body.
Liver	Makes and destroys substances.
Kidneys	Clean the blood and produce urine to excrete waste.
Bladder	Stores urine.
Stomach	Breaks up food.
Small Intestine	Breaks up food and absorbs it.
Large Intestine	Removes water from unwanted food.
Rectum	Stores faeces (waste material)

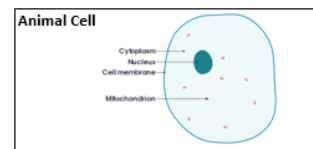
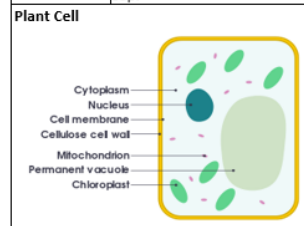


Leaf	Traps sunlight to make food for a plant.
Stem	Carries substances around a plant.
Root	Holds the plant in place and takes in water and other substances.
Photosynthesis	The process by which a plant makes its own food.

3. Tissues	
Tissues	Groups of the same cells doing the same job- make up organs.

The Heart	Made up of muscle tissue so it can move and pump the blood as well as fat tissue to protect it.
Root Hair Tissue	Small hairs on the outside of roots which help to take in as much water as possible.
Xylem Tissue	The tissue which carries water up through plants from the roots.

4. Cells	
Cells	The basic units from which all tissues and living things are made from.
Specialised	When something has features that allow it to do a particular job.
Cell Surface Membrane	Controls what enters and leaves the cell.
Nucleus	Controls the cell.
Cytoplasm	Jelly like substance where chemical reactions happen.
Mitochondria	(mitochondrion- singular) Where respiration happens.
Chloroplasts	Make food for the plant using photosynthesis-contains chlorophyll.
Cell Wall	Strengthens and supports the cell- made of cellulose.
Vacuole	Storage space filled with cell sap.



5. Organ Systems	
Organ Systems	A collection of organs working together.
Circulatory System	Heart, blood vessels Carries oxygen and nutrients around the body.
Digestive System	Gullet, stomach, intestines Breaks down food and takes nutrients into the blood.
Locomotor System	Muscles, bones Enables the body to move.
Urinary System	Kidneys, bladder Gets rid of waste materials produced in the body.
Breathing System	Lungs, trachea Allows exchange of gases between blood and lungs.
Nervous System	Brain, nerves, spinal cord Allows the body to sense things and react to them.
Water Transport System	Roots, stem, leaves Transports water around the plant.

Lesson	Date
1. Life Processes	
2. Organs	
3. Tissues	
4. Cells	
5. Organ Systems	

### Pupil Feedback

*‘It’s good to keep track of what unit I’m up too and what I need to revise’*  
*‘It’s a very good tool to use to have a good overview of the topic especially for revision’*  
*‘The information needed is summarized and sometimes has references for further research’*

# English Language

Subject area

Revision Resources



Lang GCSE Pod



Lang Seneca



Lang Bitesize

Lang GCSE Pod:  
<https://www.gcsepod.com/gcse-english/>  
 Lang Seneca:  
<https://senecalearning.com/en-GB/blog/gcse-english-language-revision/>  
 Lang Bitesize:  
<https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>

Year

Term

Content

9

3

May - July

Inspirational female writers  
Boys Don't Cry

10

1

Sep - Dec

Creative and Imaginative Texts

2

Jan - Apr

Literary Non-Fiction: Writing  
Speakers' Viewpoints and Perspectives: Spoken Language NEA

3

May - July

Literary Non-Fiction: Reading

11

1

Sep - Dec

Explorations in Creative Reading and Writing

2

Jan - Apr

Writers' Viewpoints and Perspectives

3

May - July

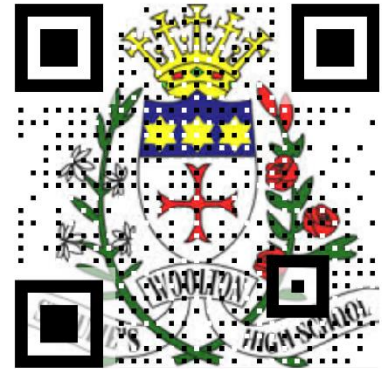
Language skills

# English Literature

Subject area



Lit Bitesize



Lit GCSE Pod

Revision Resources



Lit Seneca



Lit Massolit

Lit Bitesize: <https://www.bbc.co.uk/bitesize/examspecs/zxqncwx>

Lit GCSE Pod: <https://www.gcsepod.com/gcse-english/>

Lit Seneca: <https://senecalearning.com/en-GB/blog/gcse-english-literature-revision/>

Lit Massolit: <https://massolit.io/subjects/classics/option/aqa-gcse-literature-8702>

Year

Term

Content

9

3

May -  
July

Inspirational female writers  
Boys Don't Cry

10

1

Sep -  
Dec

Jekyll and Hyde  
Selected poems from the Power & Conflict poetry anthology

2

Jan -  
Apr

An Inspector Calls  
Selected poems from the Power & Conflict poetry anthology

3

May -  
July

Macbeth

11

1

Sep -  
Dec

Love and Relationships Poetry (24/25 only)  
Unseen Poetry

2

Jan -  
Apr

Revision of set texts

3

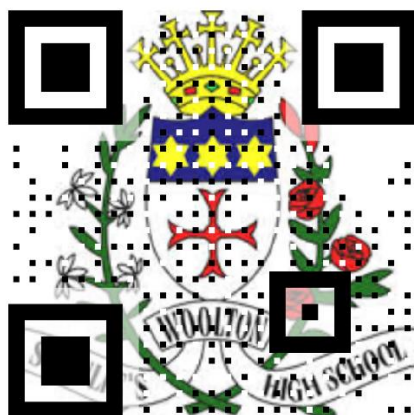
May -  
July

Revision of set texts

Subject area

# Maths

Revision Resources



Sparx Maths

Sparx Maths:  
[www.sparxmaths.com](http://www.sparxmaths.com)

Year

Term

Content

9

3

May - July

Enlargement and similarity  
 Solving ratio and proportion problems  
 Rates  
 Probability

Algebraic representation  
 Geometry of triangles  
 Sequences

10

1

Sep - Dec

Congruence, similarity and enlargement  
 Trigonometry  
 Solutions of equations and inequalities  
 Simultaneous Equations

2

Jan - Apr

Bearings  
 Circles and 3D shapes  
 Vectors  
 Ratio and fractions  
 Percentages and interest  
 Probability

3

May - July

Collecting, representing and interpreting data  
 Non-calculator methods  
 Sequences  
 Indices and roots  
 Manipulating expressions

11

1

Sep - Dec

Percentages  
 Gradient and lines  
 Non-linear graphs  
 Using graphs  
 Expanding and factorising  
 Changing the subject  
 Functions

2

Jan - Apr





Multiplicative reasoning  
 Geometric reasoning  
 Algebraic reasoning  
 Average  
 Transforming and constructing  
 Handling data  
 Proof

3



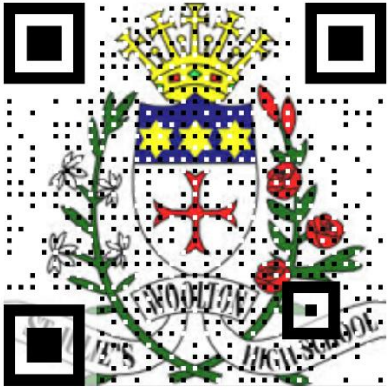
May - July

Revision and consolidation



Subject area		Science		
Revision Resources				
				
	Physics: <a href="https://www.physicsandmathstutor.com/physics-revision/gcse-aqa/">https://www.physicsandmathstutor.com/physics-revision/gcse-aqa/</a> Biology: <a href="https://www.physicsandmathstutor.com/biology-revision/gcse-aqa/">https://www.physicsandmathstutor.com/biology-revision/gcse-aqa/</a> Chemistry: <a href="https://www.physicsandmathstutor.com/chemistry-revision/gcse-aqa/">https://www.physicsandmathstutor.com/chemistry-revision/gcse-aqa/</a> Science Videos: <a href="https://www.freesciencelessons.co.uk/videos/">https://www.freesciencelessons.co.uk/videos/</a>			
	Year	Term	Content	
	9	3 May - July	4.1 Cell Biology 5.1 Atomic Structure and the Periodic Table	6.1 Energy
10	1 Sep - Dec	4.2 Organisation 5.2 Bonding, Structure and the Properties of Matter	6.2 Electricity	
	2 Jan - Apr	4.3 Infection and Response 5.3 Quantitative Chemistry 5.4 Chemical Changes	6.3 Particle Model of Matter 6.4 Atomic Structure	
	3 May - July	4.4 Bioenergetics 4.5 Homeostasis 5.5 Energy Changes	6.5 Forces Space (combined science)	
11	1 Sep - Dec	4.6 Inheritance, Variation and Evolution 5.6 The Rate and Extent of Chemical Change	5.7 Organic Chemistry 6.6 Waves	
	2 Jan - Apr	4.7 Ecology 5.8 Chemical Analysis	5.9 Chemistry of The Atmosphere 6.7 Magnetism and Electromagnetism	
	3 May - July	5.10 Using Resources	Space (Triple Science)	

Subject area	<h1>Religious Education</h1>	
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<b>Revision Resources</b>	 <p>RE Seneca</p>	 <p>RE Quizlet</p>
	 <p>RE Bitesize</p>	<p>RE Seneca:  <a href="https://senecalearning.com/en-GB/revision-notes/gcse/religious-studies/aqa/a-religions">https://senecalearning.com/en-GB/revision-notes/gcse/religious-studies/aqa/a-religions</a></p> <p>RE Quizlet:  <a href="https://quizlet.com/gb/content/gcse-religious-studies">https://quizlet.com/gb/content/gcse-religious-studies</a></p> <p>RE Bitesize:  <a href="https://www.bbc.co.uk/bitesize/examspecs/zjgx47h">https://www.bbc.co.uk/bitesize/examspecs/zjgx47h</a></p>

Year	Term	Term	Content
<b>9</b>	<b>3</b>	May - July	Creation (GCSE) Incarnation (GCSE)
<b>10</b>	<b>1</b>	Sep - Dec	Triune God Redemption
	<b>2</b>	Jan - Apr	Church and Kingdom of God Eschatology
	<b>3</b>	May - July	Religion, Relationships and Families Religion, Peace and Conflict
<b>11</b>	<b>1</b>	Sep - Dec	Religion, Peace and Conflict Judaism: Beliefs and Teachings
	<b>2</b>	Jan - Apr	Judaism: Practices Mastery and Recall
	<b>3</b>	May - July	Mastery and Recall

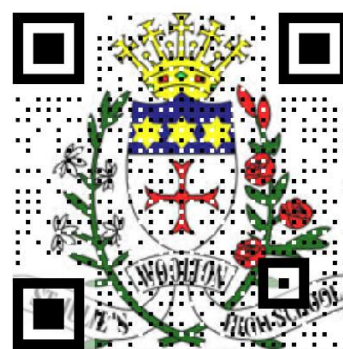
# History

Subject area

Revision Resources



History Elizabeth



History Germany



History Health

Elizabeth:  
[Elizabeth I - GCSE History - BBC Bitesize](#)

Germany:  
[Germany - GCSE History - BBC Bitesize](#)

Health:  
[GCSE History - AQA - BBC Bitesize](#)

Year

Term

Content

9

3

May -  
July

Germany Democracy and Dictatorship- Kaiser Wilhelm II and his legacy  
 Germany Democracy and Dictatorship- The First World War  
 Germany Democracy and Dictatorship- The Treaty of Versailles  
 Germany Democracy and Dictatorship- Weimar Years

10

1

Sep -  
Dec

Germany Democracy and Dictatorship- Life under the Nazis  
 Germany Democracy and Dictatorship- Nazi Control  
 The Interwar Years- The Treaty of Versailles  
 The Interwar Years- The League of Nations

2

Jan -  
Apr

The Interwar Years- The League of Nations  
 Britain: Health and the People- Medieval Medicine  
 Britain: Health and the People- Renaissance

3

May -  
July

Britain: Health and the People- Modern Medicine  
 Britain Health and the People- Into the 21<sup>st</sup> Century

11

1

Sep -  
Dec

Elizabethan England, c1568-1603- Elizabeth and her court  
 Elizabethan England, c1568-1603- Court Life  
 Elizabethan England, c1568-1603- Difficulties of a female ruler

2

Jan -  
Apr

Elizabethan England, c1568-1603- Elizabeth and her problems  
 Elizabethan England, c1568-1603- Marriage and succession  
 Elizabethan England, c1568-1603- Uprising and rebellion

3

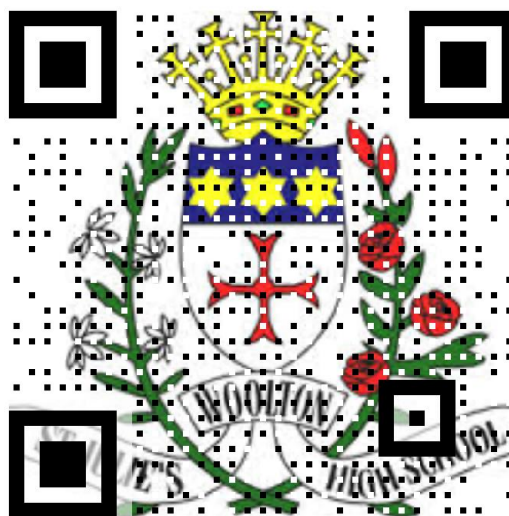
May -  
July

Elizabethan England, c1568-1603- Religious Matters  
 Elizabethan England, c1568-1603- Troubles at home  
 Elizabethan England, c1568-1603- Troubles abroad  
 Elizabethan England, c1568-1603

Subject area

# Geography

Revision Resources



Geography

Geography ROUTE A:

[GCSE Geography - Edexcel - BBC Bitesize](#)

Year

Term

Content

9

3

May -  
July

UK's changing landscapes  
Coastal landscapes

10

1

Sep -  
Dec

Coastal Landscapes  
River Landscapes  
Weather Hazards and Climate Change

2

Jan -  
Apr

Ecosystem Biodiversity and Management  
Urbanisation

3

May -  
July

Changing Cities  
Introduction to fieldwork – Constructing a field enquiry

11

1

Sep -  
Dec

Geographical Investigations – Urban Fieldwork  
Global Development

2

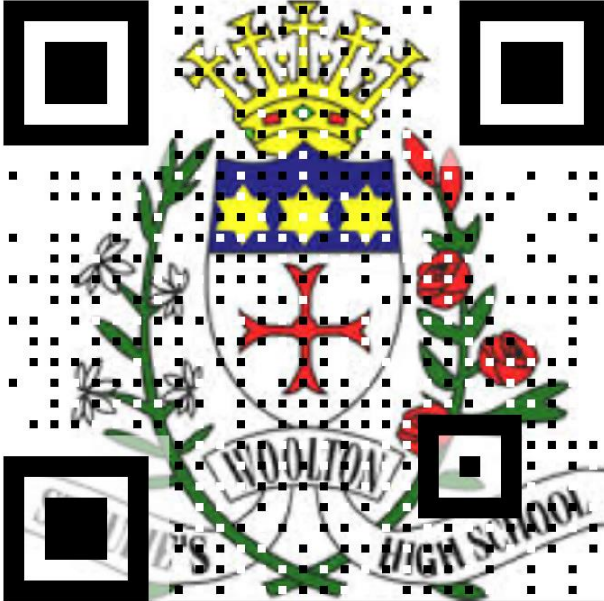
Jan -  
Apr



Resource Management – Energy  
UK Challenges

3


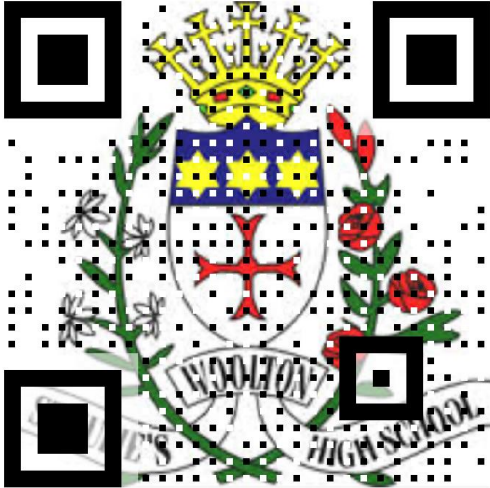
May -  
July

The UK settlement, population and economic challenges  
The UK's landscape challenges

Subject area	MFL		
Revision Resources	<div style="text-align: center;">  <p>Spanish</p> <p>Spanish: <a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a></p> </div>		
Year	Term	Content	
9	3	May - July	<b>¡Diviértete!</b> : Talking about technology, sports and free-time activities, arranging to go out, saying what you did at the weekend.
10	1	Sep - Dec	<b>Viajes</b> : Holidays & festivals in the Spanish speaking world.
	2	Jan - Apr	<b>Mi gente, mi mundo</b> : Family & relationships
	3	May - July	<b>Mi estilo de vida</b> : healthy daily routines, food & mealtimes, illnesses and injuries, wellbeing.
11	1	Sep - Dec	<b>A clase</b> : School life
	2	Jan - Apr	<b>Ciudades</b> : Local area and Spanish Speaking cities.
	3	May - July	<b>Hacia un mundo mejor</b> : Towards a better world - Environment Volunteering



Subject area	<h1>Business Studies</h1>		
Revision Resources	 <p>Business Studies - Bitesize</p> <p><a href="https://www.bbc.co.uk/bitesize/subjects/zpsvr82">https://www.bbc.co.uk/bitesize/subjects/zpsvr82</a></p>		 <p>Business Studies Tutor2U</p> <p><a href="#">Business   tutor2u</a></p>
Year	Term	Content	
9	3	May - July	The nature of business activity Providing goods and services Business enterprise Business planning
10	1	Sep - Dec	Business aims and objectives Business ownership Business growth Business location and site The interdependent nature of business
	2	Jan - Apr	Technology Ethics Environment Economy Globalisation Legislation
	3	May - July	Production Quality The supply chain Sales process
11	1	Sep - Dec	Sources of Finance Revenue and Costs Profit and Loss accounts Cash Flow Financial performance
	2	Jan - Apr	Identifying and understanding customers Market research Product Price Promotion Place
	3	May - July	Recruitment Training Motivation Organisation

Subject area	<h1 style="margin: 0;">Sociology</h1>
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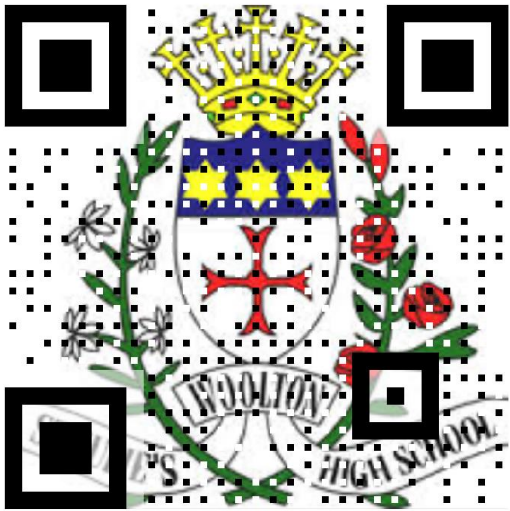

<b>Revision Resources</b>	 <p style="margin: 5px 0;">Sociology Seneca</p>	 <p style="margin: 5px 0;">Sociology Tutor2U</p>
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Sociology Tutor2u: <https://www.tutor2u.net/sociology>  
 Sociology Seneca: <https://senecalearning.com/en-GB/revision-notes/gcse/sociology/aqa/1-1-1-what-is-sociology>



Year	Term	Content
<b>9</b>	<b>3</b>	May - July Key Concepts and Cultural Transmission Families
<b>10</b>	<b>1</b>	Sep - Dec Families Research Methods
	<b>2</b>	Jan - Apr Research Methods Applied Methods Education
	<b>3</b>	May - July Education
<b>11</b>	<b>1</b>	Sep - Dec Crime and Deviance
	<b>2</b>	Jan - Apr Stratification and Inequality
	<b>3</b>	May - July Revision and exam skills.


Subject area	Creative IMedia		
Revision Resources	 <p data-bbox="587 779 667 808">iMedia</p>		 <p data-bbox="1134 775 1332 804">iMedia GCSE Pod</p>
	<p data-bbox="683 837 1177 866">iMedia: <a href="https://www.knowitallninja.com/">https://www.knowitallninja.com/</a></p> <p data-bbox="496 871 1362 900">iMedia GCSE Pod: <a href="https://www.gcsepod.com/new-gcse-creative-imedia/">https://www.gcsepod.com/new-gcse-creative-imedia/</a></p>		
Year	Term	Content	
9	3 May - July	Visual identity and digital graphics Digital graphics for products Graphics for product layout Raster and Vector graphics	Assets Mood boards Pre-production documents
10	1 Sep - Dec	Visual Identity and digital graphics Target Audience Planning professional graphics	Professional graphic Image editing software Practice assignment R094
	2 Jan - Apr	Coursework assignment R094	Practice assignment R097
	3 May - July	Coursework assignment R097 Media industry, sectors and products Job roles in the Media	Audience, demographics and segmentation Research methods, sources and types of data Media codes
11	1 Sep - Dec	Traditional and new Media Products in the Media industry Job roles in the Media industry Purpose Style, content and layout	Client requirements Client brief formats Categories of audience segmentation Primary and secondary research data Media codes
	2 Jan - Apr	Work planning Documents used to support idea generation Documents used to design and plan media products Legal considerations to protect individuals	Intellectual property rights Regulation, certification, and classification Health and Safety
	3 May - July	Distribution platforms and media to reach audiences Properties and formats of media files Image files	Audio files Moving Image files File compression



Subject area	Art		
Revision Resources	 <p data-bbox="564 913 612 947">Art</p>		 <p data-bbox="1139 913 1315 947">Art Bitesize</p>
	<p data-bbox="491 1019 1331 1052">Art Bitesize: <a href="https://www.bbc.co.uk/bitesize/examspecs/zkpjxg8">https://www.bbc.co.uk/bitesize/examspecs/zkpjxg8</a></p> <p data-bbox="651 1059 1171 1093">Art: <a href="https://www.studentartguide.com/">https://www.studentartguide.com/</a></p>		
Year	Term		Content
9	3	May - July	Natural World – Visual Recording
10	1	Sep - Dec	Creative Making – Oil Pastel Visual Recording – Grid Method
	2	Jan - Apr	Visual Recording – Experimental Drawing Creative Making – Acrylic Painting Creative Making – Surface Pattern Creative Making – Textiles
	3	May - July	Contextual Studies Critical Studies Combining Artists
11	1	Sep - Dec	Critical Studies Portfolio – Personal Response
	2	Jan - Apr	Externally Set Assignment
	3	May - July	Externally Set Assignment

Subject area	<b>Hospitality &amp; Catering</b>		
Revision Resources	Speak to teacher.		
Year	Term	Content	
<b>9</b>	<b>3</b>	May - July	Unit 2: Hospitality and Catering in action
<b>10</b>	<b>1</b>	Sep - Dec	Unit 1: Hospitality and catering industry Introduction to establishments and providers Working in the hospitality industry Working conditions in the hospitality and catering industry Unit 2. Practical skill development
	<b>2</b>	Jan - Apr	Unit 1: Hospitality and catering Industry Contributing factors to the success of hospitality and catering industry. Unit 2: Hospitality and Catering in Action Nutritional and functions of ingredients Cooking methods Menu planning
	<b>3</b>	May - July	Unit 2: Hospitality and Catering in Action Challenge tasks for practical Vegan diet menu Mock Controlled Assessment Practical mock dish 1 & dish 2 Practical assessment / portfolio of work analysing the design brief
<b>11</b>	<b>1</b>	Sep - Dec	Unit 2: Hospitality and Catering in Action recap on nutritional information Unit 2 Controlled Assessment internal written exam 9 hours Practical exam (3 hours)
	<b>2</b>	Jan - Apr	Practical Exam. Evaluating cooking techniques. Unit 1: Hospitality and catering in industry. Revision / past papers Externally set Exam in January
	<b>3</b>	May - July	Unit 1: Hospitality and catering. Revision past papers External set Exam in June

Subject area	PE (GCSE)		
Revision Resources	 <p data-bbox="549 840 699 871">PE Bitesize</p>		 <p data-bbox="1158 840 1308 871">PE Youtube</p>
	<p data-bbox="549 936 1310 967">PE Bitesize: <a href="https://www.bbc.co.uk/bitesize/examspecs/zqfyg8">https://www.bbc.co.uk/bitesize/examspecs/zqfyg8</a></p> <p data-bbox="549 969 1310 1001">PE Youtube: <a href="https://www.youtube.com/c/TheEverLearner/videos">https://www.youtube.com/c/TheEverLearner/videos</a></p>		
Year	Term	Content	
9	3 May - July	GCSE PE Course Begins (HT5) <b>Key Area 1 - Health Training and Exercise</b> (Health, Fitness and Wellbeing, Diet & Nutrition, Components of Fitness, Methods of Training)	
10	1 Sep - Dec	<b>Key Area 1 – Health Training and Exercise</b> (Principles of training) <b>Key Area 5 – Socio-cultural issues in physical activity and sport</b> (Participation and provision, Performance, Commercialisation and deviance)	
	2 Jan - Apr	<b>Key Area 5 – Socio-cultural issues in physical activity and sport</b> (Participation and provision, Performance, Commercialisation and deviance) <b>Key Area 2 – Exercise Physiology</b> (Cardio-Respiratory and Vascular Systems, Aerobic & Anaerobic Exercise, Short- & long-term effects of exercise)	
	3 May - July	<b>Key Area 2 – Exercise Physiology</b> (Cardio-Respiratory and Vascular Systems, Aerobic & Anaerobic Exercise, Short- & long-term effects of exercise) <b>Key Area 3 – Movement Analysis</b> (Muscle Contractions, Levers, Planes and Axes of movement, Sports Technology)	
11	1 Sep - Dec	<b>Key Area 4 – Psychology of sport and physical activity</b> (Goal setting, Mental preparation and motivation, Information Processing, Classification of skills, Guidance and practice)	
	2 Jan - Apr	<b>Key Area 4 – Psychology of sport and physical activity</b> (Goal setting, Mental preparation and motivation, Information Processing, Classification of skills, Guidance and practice) <b>Reconsolidation of Key 1 and 2</b>	
	3 May - July	<b>Revisit and reconsolidation of previous topic knowledge (Key Areas 3, 4 &amp; 5)</b>	

Subject area	Music		
Revision Resources	<div style="text-align: center;">  <p data-bbox="871 1070 987 1115">Music</p> <p data-bbox="491 1149 1370 1182">Music Bitesize: <a href="https://www.bbc.co.uk/bitesize/examspecs/zv7gxyc">https://www.bbc.co.uk/bitesize/examspecs/zv7gxyc</a></p> </div>		
Year	Term	Content	
<b>9</b>	<b>3</b>	May - July	'What Makes a Good Song?'
<b>10</b>	<b>1</b>	Sep - Dec	Theory - AOS4 Film Music & Computer Game Music – Half Term 1 Practical - Solo Performance Theory - AOS5 Conventions of Pop Music Half Term 2 Practical – Composition Preparation Skills
	<b>2</b>	Jan - Apr	Theory - AOS2 The Concerto Through Time – Half Term 3 Practical - Ensemble Performance Theory -AOS3 Rhythms of the World – Half Term 4 Practical – Composition Preparation
	<b>3</b>	May - July	Practical - Solo Performance Rehearsal and Recordings Practical – Composition Preparation Skills Practical - Composition Preparation and Recording
<b>11</b>	<b>1</b>	Sep - Dec	Theory - AOS2 The Concerto Through Time – Half Term 1 Practical – Set Composition Preparation Skills Theory - AOS3 Rhythms of the World – Half Term 2 Practical - Ensemble Performance
	<b>2</b>	Jan - Apr	Theory - AOS4 Film Music & Computer Game Music – Half Term 3 Practical - Ensemble Performance and Recordings Theory - AOS5 Conventions of Pop Music Half Term 4 Practical - Composition Preparation and Recording
	<b>3</b>	May - July	Theory – Examination Practice and Revision all AOS.

<b>Subject area</b>	<h1>Drama</h1>
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<b>Revision Resources</b>	 <p style="text-align: center;">Drama</p> <p style="text-align: center;">Drama Bitesize: <a href="https://www.bbc.co.uk/bitesize/examspecs/zrniwty">https://www.bbc.co.uk/bitesize/examspecs/zrniwty</a></p>
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Year	Term	Term	Content
9	<b>3</b>	May - July	Comp 1: Section A – Theatre Roles and Responsibilities Comp 1: Section B – Blood Brothers
10	<b>1</b>	Sep - Dec	Comp 1: Section B – Blood Brothers – 6.3 Comp 2: Devising Drama – Exploration
	<b>2</b>	Jan - Apr	Comp 2: Devising Drama – Creating
	<b>3</b>	May - July	Comp 2: Devising Drama – Performing Comp 2: Devising Drama – Logbook
11	<b>1</b>	Sep - Dec	Comp 1: Section B – Blood Brothers – 6.4 Comp 1: Section C - Live Theatre Review – Billy Elliot – The Boxing Scene
	<b>2</b>	Jan - Apr	Comp 1: Section C - Live Theatre Review – Billy Elliot – The Argument Scene Comp 3: Scripted Drama
	<b>3</b>	May - July	Comp 3: Scripted Drama Comp 1: Section B – Blood Brothers revision Comp 1: Section C - Live Theatre Review – Billy Elliot – The Letter Scene

<b>Subject area</b>	<h1>Dance</h1>
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<b>Revision Resources</b>	 <p style="text-align: center;">Dance</p> <p style="text-align: center;">Dance: <a href="https://www.aqa.org.uk/resources/dance/gcse/dance/teach/set-phrases">https://www.aqa.org.uk/resources/dance/gcse/dance/teach/set-phrases</a></p>
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Year	Term	Term	Content
<b>9</b>	<b>3</b>	May - July	Technique Development Professional Work (1)
<b>10</b>	<b>1</b>	Sep - Dec	Set Phrase Professional Works (2)
	<b>2</b>	Jan - Apr	Professional Works (1) Duet and Trio
	<b>3</b>	May - July	Duet and Trio Section A and B
<b>11</b>	<b>1</b>	Sep - Dec	Choreography Comp 2: Professional Works (1)
	<b>2</b>	Jan - Apr	Choreography Comp 2: Professional Works (1)
	<b>3</b>	May - July	Comp 1: Revision

# KS4 – Homework at St. Julie’s

Homework forms an integral part of students learning at St Julie’s by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in-depth inquiry, prepare for lessons or revise for exams. Homework is set regularly across each curriculum area in-line with curriculum content. Students are expected to record homework in their planners and complete outside of their normal lessons. Your daughter can complete homework at home or use the Learning Resource Centre.

	Platform/Activity	Website	Frequency
English	Reading Plus	<a href="http://www.readingplus.co.uk">www.readingplus.co.uk</a>	Weekly
Maths	Sparx Maths	<a href="http://www.sparxmaths.uk">www.sparxmaths.uk</a>	Weekly
Science (Combined, Triple)	Educake Exampro	<a href="http://www.educake.co.uk">www.educake.co.uk</a> <a href="http://www.exampro.co.uk">www.exampro.co.uk</a>	Weekly
History	Spellings/reading/comprehension	Microsoft Teams and VLE	Weekly
Geography	Spellings/reading/comprehension	Microsoft Teams and VLE	Weekly
RE	Reading Activity	VLE	Weekly
Spanish	ActiveLearn Grammar practice	<a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a> Microsoft Teams	Weekly
Art	Research/practical tasks	VLE	2 per HT
DT	Research/theory practice	VLE	Fortnightly
PA	Practical skills/reading/theory practice	VLE	2 per HT
Business	Knowledge and case study questions	VLE	Weekly
Sociology	Knowledge and case study questions	VLE and Microsoft Teams	Weekly
Creative IMedia	Coursework/exam skills preparation	VLE	Weekly

**The Learning Resources Centre will open to all pupils before school from 8 until 8.30am and after school from 3.15 until 5pm. In addition, the Learning Resource Centre is available for use by pupils at break and lunch times.**

During this time pupils will have internet access from a PC using their school login details.

**During break and lunchtimes our Pastoral Support Workers will be available to support pupils in accessing homework via online platforms in the STARS room, access to which can be given through referral.**

# KS4 – Contact Information



## Curriculum Leaders

**English:** Mrs D Walker - [dwalker@stjulies.org.uk](mailto:dwalker@stjulies.org.uk)

**Maths:** Miss M Naylor - [mnaylor@stjulies.org.uk](mailto:mnaylor@stjulies.org.uk)

**Science:** Mr J Magor - [jmagor@stjulies.org.uk](mailto:jmagor@stjulies.org.uk)

**RE:** Mrs H Dunleavey - [hdunleavey@stjulies.org.uk](mailto:hdunleavey@stjulies.org.uk)

**MFL:** Mrs J Davey - [jdavey@stjulies.org.uk](mailto:jdavey@stjulies.org.uk)

**Humanities:** Miss J Rimmer - [jrimmer@stjulies.org.uk](mailto:jrimmer@stjulies.org.uk)

**Performing Arts (including PE):** Miss A Douglas -  
[adouglas@stjulies.org.uk](mailto:adouglas@stjulies.org.uk)

**Art and Technology:** Mrs A Bell - [abell@stjulies.org.uk](mailto:abell@stjulies.org.uk)

**Social Sciences and Computing:** Mrs K Byrne -  
[kbyrne@stjulies.org.uk](mailto:kbyrne@stjulies.org.uk)

**SENDCo:** Miss S Jackson - [senco@stjulies.org.uk](mailto:senco@stjulies.org.uk)

## Progress Leaders

**Year 11:** Miss E Murphy - [emurphy@stjulies.org.uk](mailto:emurphy@stjulies.org.uk)

**Year 10:** Mrs K Monks - [kmonks@stjulies.org.uk](mailto:kmonks@stjulies.org.uk)

## Head of Middle School

Miss L Gawley – [lgawley@stjulies.org.uk](mailto:lgawley@stjulies.org.uk)