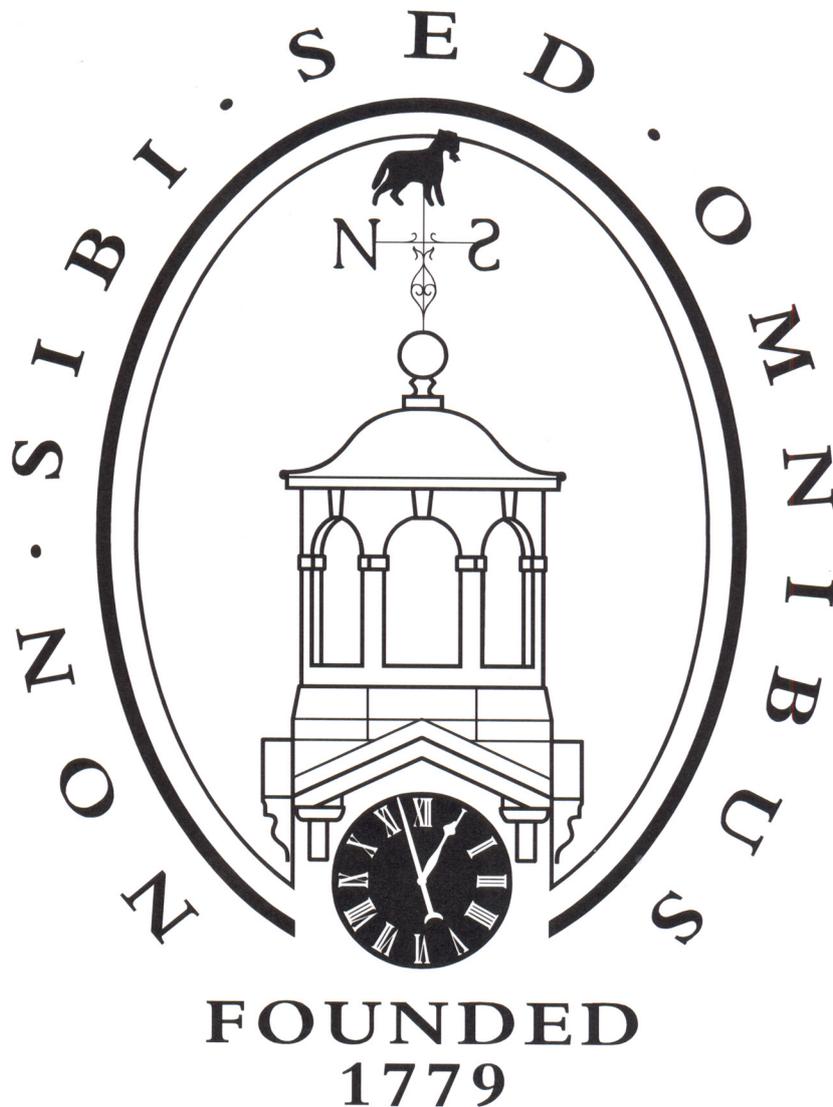


Ackworth School



First, Second and Third Form Curriculum Guide 2016–2019

First, Second and Third Form Curriculum Guide – Introduction

Contained in this booklet are brief statements about each of the subjects studied by pupils in the First, Second and Third Years at Ackworth School. We hope that you will find this useful in helping your son/daughter as they progress up the School.

We are constantly reviewing our curriculum - both in the wider sense of which subjects are taught and in the more narrow sense of what is taught in each subject. You will find that the snapshot contained here may well be out of date in two years' time - but much of what is written here will hold true, even if some of the details change.

As pupils work their way through the School, you and they will find that help, guidance and information are available from many places - subject teachers, form tutors, Heads of Department, School reports, Parents' Evenings. During the third year, options for GCSE need to be chosen, and the GCSE Courses Guide and GCSE Options evening will give specific help with this. Dates for these are published in the calendar and specific invitations are sent to parents in good time.

Should anything be unclear, do please ask.

Jeffrey Swales
Deputy Head (Academic)

Art

Pupils will explore visual, tactile and other sensory experiences to communicate ideas and meanings. They will work with traditional and new media, developing confidence, competence, imagination and creativity. Pupils will learn to appreciate and value images and artefacts across time and cultures, and to understand the contexts in which they were made. In art, craft and design, pupils will reflect critically on their own and other peoples' work, judging quality, value and meaning. Pupils will learn to think and act as artists, craftspeople and designers, and work closely with our artist in residence to work creatively and intelligently. Pupils will develop an appreciation of art, craft and design and its role in the creative and cultural industries that enrich their lives.

There are a number of key concepts that underpin the study of art, craft and design. Pupils will explore the following concepts in order to deepen and broaden their knowledge, skills and understanding.

Creativity

Through producing imaginative images, artefact and other outcomes that are both original and of value.
Exploring and experimenting with ideas, materials, tools and techniques.
Taking risks and learning from mistakes.

Competence

Through investigating, analysing, designing, making, reflecting and evaluating effectively
Making informed choice about media, techniques and processes.

Cultural Understanding

Through engaging with a range of images and artefacts from different contexts, recognising the varied characteristics of different cultures and using them to inform their creating and making.
Understanding the role of the artist, craftsperson and designer in a range of cultures, times and contexts.

Critical Understanding

Through exploring visual, tactile and other sensory qualities of their own and others' work.
Engaging with ideas, images and artefacts, and identifying how values and meanings are conveyed.
Developing their own views and expressing reasoned judgements.
Analysing and reflecting on work from diverse contexts.

Over the Key Stage pupils will learn the following essential skills in order to make progress:

Explore and Create

Pupils will develop ideas and intentions by working from first-hand observation, experience, inspiration, imagination and other sources.
Investigate how to express and realise ideas using formal elements and the qualities of the range of media.
Make purposeful images and artefacts, selecting from a range of materials, techniques and processes.
Draw to express perception and invention, to communicate feelings, experiences and ideas, and for pleasure.
Explore and develop ideas using sketchbooks, journals and other appropriate strategies.

Understand and Evaluate

Pupils will use research and investigative skills appropriate to art, craft and design.
Appreciate how codes and conventions are used to convey ideas and meanings in and between different cultures and contexts.
Reflect on and evaluate their own and others' work, adapting and refining their own images and artefacts at all stages of the creative process.
Analyse, select and question critically, making reasoned choices when developing personal work.
Develop ideas and intentions when creating images and artefacts.
Organise and present their own material and information in appropriate forms.

Biology

First Form

The first year course in Biology is designed to introduce pupils to laboratory procedures and scientific enquiry methods whilst we study cells, classification, reproduction, growth, adaptations and ecology.

Main textbook: Longman Biology 11-14

Autumn Term

- Microscopes
- Animal and Plant cells
- Classification
- Plant Reproduction

Spring Term

- Animal Reproduction
- Growth and Development
- Cloning

Summer Term

- Adaptations
- Environmental factors
- Energy transfer
- British Invertebrates

Second Form

The second year course in Biology encourages pupils to develop an appreciation of scientific methods whilst we study sensitivity, gas exchange, transport and feeding.

Main textbook: Longman Biology 11-14

Autumn Term

- Sensory mechanisms
- Nervous systems
- Gas exchange in animals
- Gas exchange in plants

Spring Term

- Circulatory systems
- Transport in plants
- Photosynthesis

Summer Term

- Plant nutrition
- Micro-organism nutrition
- Animal nutrition
- British Vertebrates

Third Form

The third year course in Biology provides a solid foundation for GCSE and we further develop our understanding of scientific methods whilst we study biochemistry, cell division, genetic manipulation, inheritance and evolution.

Autumn Term

- Biomolecules
- Enzymes
- Respiration
- Transport into and out of cells

Spring Term

- The molecular basis of inheritance
- Cell division
- DNA technology

Summer Term

- Mendel and Inheritance
- Taxonomy
- Evolution
- British Plants

Chemistry

1st Form

The aims of the course are to give students a sound scientific training in Chemistry, show them the relevance and importance of Chemistry to life outside the classroom, and show them that Chemistry is fun. The year is spent developing good laboratory practice.

Autumn Term

In the autumn term students learn how to carry out experiments safely and competently using a wide range of chemicals and equipment and how to write them up.

Spring Term

In the spring term we continue to develop their experimental skills through a series of investigations designed to teach them how to carry out fair tests, manipulate data, draw graphs and charts and interpret their findings. The investigations into chocolate and fizzy drinks will be fondly remembered in future years!

Summer Term

In the summer term we study the topic of water looking at: the water cycle, solutions, crystals, separation techniques and chromatography. We also do a mini-project using the techniques which have been learned, and how these techniques can be used in different scientific jobs.

We use in house produced materials; there is a small exam each term based on that term's work. By the end of the year students are able to carry out experiments safely and confidently, they are able to make accurate observations and record their findings in various ways. A sound start will have been made on the long but fascinating road that is Chemistry.

2nd Form

Autumn Term

In the autumn term we study the particle theory. We look at: states of matter, atoms, molecules, elements and compounds. Experiments on brownian motion and diffusion provide evidence for the existence of this theory. Simple compounds are prepared.

Spring Term

In the spring term we prepare various gases, such as carbon dioxide, hydrogen and oxygen. Students are introduced to the periodic table and we compare metals and non-metals.

Summer Term

The summer term is spent studying acids, alkalis, indicators and rocks.

During the year the students carry out numerous experiments and watch demonstrations to further their understanding. In house produced materials are used. An exam in the autumn term tests that term's work; the spring term exam tests two term's work and the summer exam is based on the year's work.

3rd Form

The third year course aims to ensure that we cover all the learning objectives of the national curriculum Key Stage 3 (Materials and their properties). This course also provides a framework for future learning and encourages students to increase their scientific knowledge.

Autumn Term

- Physical and chemical changes
- Solubility/solubility curves
- Effect of heat on various substances / word equations
- Types of chemical reactions - synthesis, thermal decomposition, oxidation reduction, neutralisation, precipitation and displacement

Spring Term

- The burning of fuels
- Scientific investigation methods
- Exothermic and endothermic reactions
- Review of acid and alkali reactions
- Reactions of metals, metal oxides and metal carbonates with various acids
- Making soluble salts
- Review of atoms, elements, mixtures and compounds

Summer Term

- The reactivity series of metals
- Displacement reactions of metals
- Extraction of metals using carbon
- Extraction of metals using electrolysis

Design and Technology

Aims of the course

Design and Technology (DT) aims to introduce KS3 students to the design process. This process gives the students a framework within which they can start to identify real situations and solve problems in an increasingly sophisticated way, and to write a specification to guide them when designing and making a product. A wide range of communication techniques is taught which help the young designers to articulate their ideas and to present a final design proposal ready for manufacture, these include a range of hand-sketching techniques and Computer-Aided Design (C.A.D.)

Students will develop an increased appreciation of the properties of a range of materials and how they can be manipulated safely and appropriately by using hand-tools, specialist machinery and equipment, as well as Computer-Aided Manufacture (C.A.M.) to realise higher quality products. At the end of the DT process the students should now be able to test their finished products fitness-for-purpose as well as quality of finish and explain how to evaluate their product against the original specification.

Details of what the course involves

The DT course involves a number of different Design and Make Assignments (DMA), Focused Practical Tasks (FPT) and Product Analysis Exercises (PAE). DMAs are projects designed to develop and assess the whole range of Designing-and-Making skills of a student through to the testing and evaluation of a final practical outcome. FPTs are used for teachers to demonstrate new skills and processes involving materials and equipment and for students to practise them safely. This raises the level of knowledge and understanding of specialist DT terms and hones Designing-and-Making skills. PAE are used to help students to understand how familiar existing products work and how they are manufactured.

How will the course be assessed?

DT assesses four main areas of study: Designing, Making, Evaluating, and Technical Understanding. Students keep a DT resource folder which they build up throughout the key stage. They record their projects using the DT process of Designing-and-Making as a guide, the projects are assessed at key points and targets are set to help the students towards future progress. There is an end of year examination to assess the individual level of knowledge & understanding accrued during the year.

Other information

It is important to the students' progress and well-being that they bring essential equipment to all of their DT lessons. Here is a list to help you prepare properly:

- a band to tie back long hair
- a HB pencil
- an eraser and pencil sharpener
- a set of coloured pencils
- a black or blue pen
- a 30cm ruler

The various projects are taught in a particular order to assist in the students understanding of the project. These are subject to change depending on resources and available technology.

1st Form

Mood light

- Health & Safety in the workshop
- An introduction to plastics and their properties
- Card modelling
- Drawing techniques, including perspective and isometric drawing, tonal shading, the use of set squares, ellipse guides and circle guides
- Marking out, forming and shaping plastics.
- Introduction to CAD/CAM
- Introduction to electronics and PCBs

Board Game

- Developing CAD/CAM skills
- Designing using a theme
- Graphic design
- Modifications to design as a result of peer feedback
- Plastic forming process and investigation into mould design

2nd Form

Propeller Driven Racer

- Investigate structures, motion and mechanisms
- Forces and their impact on designed products
- Problem solving and decision making
- Planning and assembly of concept using timber and acrylic
- Modelling and testing of concept
- Evaluation and improvement of concept

Pewter Cast Pendant

- Designing based upon a given theme
- Use of CAD and CAM and the laser cutter
- Use of low melt pewter casting systems
- Introduction to finishing and polishing of metals
- Packaging of concept

3rd Form

Coram Outdoor Play

- Designing to a given specification
- Working for a client
- Investigation into anthropometric measurements and applying them to their designs
- Modelling in CAD
- Modification of designs as a result of client feedback
- Properties of woods and plastics and their selection for use
- Working in groups to manufacture a product from wood and plastic

Drama

1st Form

- Starting Drama
A series of lessons introducing the subject of drama, investigating some of the rules and principles involved.
- 'Charlotte Dymond – real life murder mystery'
Exploring the mystery of a 170 year old legend, using skills of role play, tableau and improvisation.
- Physical Theatre – 'Silent movie'
Developing and improving physical communication skills and building teamwork.
The work will involve the use of gesture, non verbal communication as well as miming skills.
- 'Literature as a stimulus for performance'
Working from the stimulus of a poem and letters in order to create drama.
Poems include 'The Haunted Lift' and 'The Deserted House'.
- Script work 'Coram Boy'
Explore the characters, themes and plot of the play.
- 'The alleyway is home'
Developing a character and exploring the circumstances in which a person may find themselves homeless. Skills include improvisation, thought tracking, monologue.

2nd form

- Evacuees
Using photographs and real-life diary accounts, a series of exploratory drama exercises investigates the life of evacuees. Skills used include, thought tracking, hot-seating, improvisation
- Explorative Script work 'Our Day Out'
Exploring themes characters and plot of the play by Willie Russell.
Skills include script analysis, characterisation, performance skills including movement and voice.
- Building a character
Using a series of objects, letters and diaries to create a life story.
Skills include script writing, improvisation, hot seating and narration.
- Melodrama
Using authentic scripts from the melodrama (19th century era) as well as modern melodrama, students learn about the skills involved in this genre. They also create their own melodrama.
- Communication skills
A series of lessons exploring and experimenting with how we communicate – including speech exercises and non verbal communication. There are also exercises in effective use of voice.

- Leaving home
Using case studies from Centre point hostels and Barnardos we explore the circumstances into why some teenagers leave home whilst parents still have legal responsibility for them. Skills involve hot seating and forum theatre.

3rd Form

- The Derek Bentley Story
An exploration of the events surrounding the conviction and execution of Derek Bentley in 1953. Improvisations and role play will explore capital punishment, peer group pressure and features of special needs.
- Documentary Drama
A series of workshops looking at how factual and historical events can be explored through Drama. Recent news items are explored, culminating in original documentary pieces by individual groups.
- Adaptation
This topic explores how one form – such as poems, short stories or newspaper articles can be adapted into drama. We explore existing adaptations (such as Nick Lane’s Dr Jekyll and Mr Hyde) and the group adapt war poems as well as choosing their own material to adapt.
- Invisible Friends
An exploration of the play Invisible Friends by Alan Ayckbourn. Themes include family strife, flights of imagination and isolation. Skills include hot seating, use of tableau, cross cutting and thought tracking.
- Suspense and tension
Using Poe’s Tell Tale Heart (and other supporting texts) we explore the use of tension and suspense in drama. Exercises in use of silence, pace, dynamics in use of voice as well as costume and lighting are carried out.
- Blood Brothers
An exploration of the play (not the musical!) by Willie Russell. Themes such as friendship, poverty, unemployment, crime and betrayal are explored. Skills such as use of narration, developing and aging a character and emotional expression are also explored.

English

English in 1st and 2nd Form

In the 1st and 2nd Form at Ackworth, our approach is absolutely rooted in the skills put forward in the National Curriculum: Reading, Writing and Speaking and Listening, underpinned by word- and sentence-level grammatical understanding. Our approach, however, is designed to enable our students to appreciate the richness, excitement and marvels of English, exposing them to as wide and broad a variety of texts, forms, and skills as possible.

The attention to the development of foundational skills – such as a core understanding of key literary terms within poetry, attention to different text types and genres, an introduction to key figures in Literature such as Shakespeare, and developing their understanding of how the author shapes effect for the reader – is balanced by a need to embed enjoyment and enthusiasm into learning, and foster a sense of pleasure and fun within the richness of English – writing our own poetry, crafting exciting and tension-filled short stories, performing playtexts, developing our understanding of media and manipulating this form for our own needs. We are determined to take advantage of these precious years when students are not under external exam pressure to empower student to learn both the critical skills needed for English, but also the holistic skills needed for being an effective, independent, collaborative and reflective student at Ackworth School.

English in 3rd Form

In the 3rd Form, by necessity, the pedagogic approach becomes much more oriented towards the teaching of exam-skills: not so much making this an unofficial “third year” of a two-year GCSE course, but rather as a foundational year to demystify the higher analytical and conceptual demands placed on the student in their GCSEs. While retaining a spirit of adventure in terms of the texts we study, the students’ analytical approach is sharpened and shaped, and their understanding of structure and clarity of argumentative communication is honed, and we explicitly confront some of the examination skills that they need in order to attain success in 4th and 5th form. A much greater sense of self-reflection is encouraged: the question for students is not simply what they know but how they know, how best they learn. A more holistic and meta-cognitive approach develops the maturity of our learners as they approach the rigours of KS4.

Module Entitlements

Across all three forms, pupils read a range of literature, across different centuries and different cultures, selected at the discretion of their teacher, from a variety forms, genres and approaches:

1st Form

- The Novel and the Writer’s Craft (such as *Private Peaceful* or *Skellig*)
- Poetry and Poetic Techniques
- An introduction to and experience of Shakespeare and his works
- Language and Literature Across Time (such as Greek Myths)

2nd Form

- The Novel and the Writer’s Craft (such as *Witch Child*)
- A more detailed focus on a Shakespeare play (such as *A Midsummer Night’s Dream*)
- The Short Story genre (taken from Dickens, for example)
- Reading and Writing Non-Fiction and Media
- Fiction and Non-Fiction from Different Cultures

3rd Form

- The Novel and the Writer's Craft (such as *The Curious Incident of the Dog in the Night-time*)
- A wide variety of Poetry (Multimodal War Poetry)
- 20th century Drama (such as *The Crucible*, *Death of a Salesman*, *Journey's End*, and *An Inspector Calls*)
- A more detailed focus on a Shakespeare play (*Romeo and Juliet*)
- Non-Fiction Texts, Rhetoric and Speeches (engaging with Speaking and Listening formal assessments)
- Pedagogical approaches that consider independent and interdependent learning approaches (through methods such as Gregorc's Learning Styles Analysis and Ginnis' "Learning Styles Menu" or "Blank Cheque" scheme)

Food and Nutrition

1st Year

First form pupils undertake half a year of Food and Nutrition for two periods a week. We focus on the safety and hygiene aspects of working in the Food area as well as Healthy Eating covering all aspects of the 'Eatwell Guide'.

Topics covered include:

- Weighing and measuring
- Hazards in the kitchen area and basic food poisoning
- Healthy eating and basic nutrition
- Food labelling
- Basic culinary skills and techniques
- Basic food science experiments
- Recipe modification

Practical lessons include many basic skills and reflect the theory covered. In all lessons the students are encouraged to work together and develop social skills.

2nd Year

Second form pupils undertake half a year of Food and Nutrition theory and practical making skills for three periods a week. We focus on three main areas: Nutrition, Food Science and Kitchen Equipment involving methods of cooking, including:

- Nutrition and dietary needs of teenagers
- Developing dishes to meet the Government guidelines for healthy eating
- Food science and functions of ingredients within a variety of food commodities, for example sauces and yeast bread dough
- Microwave oven
- Small electrical equipment

In the practical lessons the students are able to use the different pieces of equipment and work together in pairs and groups to develop their social skills.

3rd Year

Third form pupils undertake half a year of Food and Nutrition theory and practical making skills for three periods a week. In the third form the focus is on Meal Planning, nutritional analysis and food science and on 'Food and Culture' including food provenance, looking at how culture affects our food choices.

Topics covered include:

- Review Health, safety and personal hygiene
- Food science experimental work
- Meal Planning and special diets including recipe adaptation and nutritional analysis
- Religion & vegetarianism
- Environmental, ethical and moral food choices including food provenance.

The practical lessons reflect the theory covered, allowing students to develop an understanding of cultural foods. The practical lessons are also to introduce higher order making skills and presentation as well as to consolidate preparation and making skills from previous years. The aim is that students will be able to make informed decisions to prepare food for themselves for their future health and well being.

French

First Form

We have introduced a new interactive course in first year called Studio. The emphasis is on verbal communication although we encourage pupils to develop accuracy in their written work as well as developing listening and reading skills. First year pupils will be tested regularly on new vocabulary.

Topics:

- Numbers
- Alphabet
- Introductions
- Personal information
- Likes and dislikes
- School
- Hobbies
- Local Environment
- Holidays

Grammar:

- Present tense -er verbs
- avoir, être, faire and aller
- Vouloir and Pouvoir
- Jouer à
- Adjectival agreement
- Partitive article
- Reflexive verbs
- Time

Second Form

We aim to complete Tricolore 1. As in first year pupils will regularly be tested on new vocabulary. We aim to develop their speaking, listening, reading and writing skills.

Topics:

- Sport
- Places in town
- Directions
- Time and 24 hour clock
- School Subjects
- Food and drink
- Meals
- Giving opinions
- Leisure activities
- Jobs at home
- Numbers
- Daily routine

Grammar:

- -er verbs
- -re verbs
- The present tense of aller
- Prepositions
- Further use of possessive adjectives
- The partitive article (du, de la, des)
- Irregular verbs in the present tense.
- The use of verb + infinitive
- Reflexive verbs

Third Form

We use Tricolore 2 in 3rd year to ensure a good grounding for IGCSE French.

Pupils continue to develop the four skills: listening, reading, writing and speaking. The introduction of the perfect tense to talk about past events and the ability to talk about future actions help 3rd year pupils to develop their linguistic independence.

Topics:

- The perfect tense
- Shops
- Food and drink
- Ordering in a café/restaurant
- Modes of transport
- Countries and Nationalities
- Revision of time
- Clothes and colours
- Describing appearance
- Body parts
- Illness + avoir mal
- Expressions with avoir
- Arranging to go out

Grammar:

- The present tense er/re/ir verbs
- The perfect tense – regular past participles
 - irregular past participles
 - être verbs
 - negatives in the perfect tense
- Irregular present tense verbs (boire, partir)
- Questions in the perfect tense
- Il faut + infinitive
- Mettre (perfect and present tense forms)
- Direct object pronouns
- Expressions with avoir
- Using the imperative
- Sortir (perfect and present tense forms)
- Comparisons
- Aller + infinitive to talk about the future

Games and Physical Education

The PE curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them.

They learn about the value of healthy, active lifestyle, discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity which may help them make informed choices about lifelong physical activity.

PE helps pupils develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

Range and content of Physical education - the study of PE includes activities which cover at least four of the following:

- a. outwitting opponents, as in games activities
- b. accurate replication of actions, phrases and sequences, as in gymnastic activities
- c. exploring and communicating ideas, concepts and emotions, as in dance activities
- d. performing at maximum levels in relation to speed, height, distance, strength or accuracy, as in athletic activities
- e. identifying and solving problems to overcome challenges of an adventurous nature, as in life saving and personal survival in swimming and outdoor activities
- f. exercising safely and effectively to improve health and wellbeing, as in fitness and health activities.

First Form Girls' PE/Games

- Gymnastics, Dance, Health Related Fitness, Problem Solving, Swimming, Cross Country
- Hockey, Netball Athletics, Tennis, Rounders

First Form Boys' PE/Games

- Health Related Fitness, Swimming/Personal Survival, Handball, Basketball
- Football, Hockey, Athletics, Tennis, Cricket, Squash, Badminton

Second Form Girls' PE/Games

- Gymnastics, Dance, Health Related Fitness, Problem Solving, Swimming, Cross Country
- Hockey, Netball, Athletics, Tennis, Rounders

Second Form Boys' PE/Games

- Health Related Fitness, Swimming/Personal Survival, Handball, Basketball
- Football, Hockey, Athletics, Tennis, Cricket, Squash, Badminton

Third Form Girls' PE/Games

- Dance, Health Related Fitness/Problem Solving, Swimming/Personal Survival, Cross Country, Badminton, Volleyball
- Hockey, Netball, Athletics, Tennis, Rounders

Third Form Boys' PE/Games

- Health Related Fitness, Swimming/Personal Survival, Handball, Basketball
- Football, Hockey, Athletics, Tennis, Cricket, Squash, Badminton

All pupils are encouraged to take part in extra-curricular clubs and are given information on local school-club links in order to continue their participation outside school and after school life.

Geography

Geography is the study of people and place and the interaction between the two. Pupils will also learn skills such as map-reading and how to present data in a variety of ways. Our aim is not only to deliver knowledge, but also inspire a curiosity and fascination about the world around us. Over the three years, pupils will develop their ability to manipulate and classify information and produce convincing and coherent extended writing.

The textbooks we use are the fourth edition of the Geog. 1, 2, 3 series published by Oxford University Press, published in 2015/2016. We do not rely solely on textbooks, however, and neither would we expect to cover all the topics within the book.

First Form

We start the first form with **map-reading skills** and an overview of places within the **British Isles**.

In the autumn term pupils will also study **settlement** and **shopping patterns** within the UK.

In the spring and summer terms pupils will study **rivers** and **flooding** as well as an introduction to **tectonic processes**, and in the past have also studied the logistics of current events such as the Olympics and World cup.

Fieldwork in the first year involves a visit to Pickering and Hutton-le-Hole in the North York Moors to collect data relevant to our settlement and rivers topics. This trip will take place in the spring term.

Second Form

We start the second year studying the processes and landforms found at the **coast**, as well as how we can protect our coasts from erosion. Understanding of this topic is supported by a **field trip** to the Holderness coastline in the East Riding of Yorkshire, which takes place in the autumn term.

In addition to our work on coasts, we also study **population change** and **migration patterns** in the autumn term.

In the spring and summer terms, pupils will learn about **weather** and **climate**, including **climate change**, as well as **ecosystems** with a focus on coral reefs.

During the second year pupils will develop an understanding of sustainability and globalisation. They will also continue to develop their map-reading, sketching and graph skills.

Third Form

In the third form pupils will develop their understanding of interactions between countries and how we are all connected. They will study **development** and **globalisation** as well as **industrial change** with a focus on the impacts of global tourism.

In terms of physical geography, third year pupils will study an introduction to **geology** and we will travel to Malham in the Yorkshire Dales to complete **fieldwork** which draws together an understanding of limestone environments with the effects of tourism on this popular village. Pupils will write up this fieldwork as coursework which is worth 30% of the year grade, gaining proficiency in organisation as well as consolidating their data presentation skills.

German

Pupils study French and Spanish in the First Form. They may then opt to begin German instead of one of those languages in the Second Form, or opt to continue with French and Spanish.

The aim of German lessons in the Second and Third Forms is to make pupils enthusiastic about learning other languages and to give a solid grounding in basic German vocabulary and grammar, which will enable them to confidently begin the IGCSE course in the Fourth Form, should they opt for German at that stage.

Second Form

Course Book: Echo 1

We aim to cover the first four units of Echo 1 by the end of the year and to introduce pupils to a range of reading, writing, listening and speaking activities. There is a lot of material in these units, which will give pupils the ability to communicate about themselves and others in some detail.

We cover the following main areas:

- Introducing yourself and giving your age
- Learning to use everyday expressions
- Counting to 1000
- Classroom instructions
- Saying where you live
- The German alphabet
- Describing what you need for school
- Saying when your birthday is
- Talking about school subjects and giving opinions
- Days and months
- Telling the time

- The use of 'man kann'
- The use of 'es gibt'
- Word order

- Discussing food and drink
- Describing what you wear to school
- Describing your family
- Talking about pets
- Describing appearance and personality
- Talking about free time and hobbies
- Talking about favourite things
- Arranging activities and excursions

We also cover the basics of German grammar, including:

- Regular verbs (present tense)
- 'Haben' and 'sein'
- Using definite and indefinite articles
- Adjectives
- Possessive adjectives
- Common irregular verbs (present tense)

Third Form

Course Books: Echo 1 and Echo 2

We aim to cover the last units of Echo 1 and the majority of units of Echo 2 by the end of the year, and to reinforce the vocabulary and grammar encountered in the Second Form.

We cover the following main areas:

- Describing where towns are
- Talking about the buildings in a town
- Describing homes
- Learning about famous places in Germany,

Austria and Switzerland

- Asking for and giving directions
- Buying snacks
- The weather
- Describing a past holiday
- Talking about shopping
- Talking about food and drink likes and dislikes
- Talking about pocket money

- Discussing TV programmes
- Talking about after-school activities and trips
- Naming the parts of the body
- Talking about healthy eating
- Talking about illnesses
- Talking about clothes
- Talking about a party
- Daily routine
- Talking about plans for a future holiday

We also cover the following grammar areas, in addition to revisiting those covered in the Second Year:

- The imperfect tense of 'haben' and 'sein'
- The perfect tense
- Adjective endings
- Subordinating conjunctions
- Separable verbs
- Adverbs of frequency
- Modal verbs
- The future tense

History

First Form

Autumn Term – The Romans

Areas of Study

- The foundation of Rome and Rome's rise to power
- The Roman Army
- Hadrian's Wall
- Roman towns and public buildings
- Roman society and religious beliefs
- Caesar's invasion of Britain
- The influence of Rome

Main Textbook – 'The Roman Empire': Living through History: Heinemann

Useful Websites

www.brimms.co.uk/Romans

www.bbc.co.uk/history/ancient/romans

www.the-romans.co.uk

www.roman-empire.net

www.historylearningsite.co.uk

Recommended Sites to Visit

- Aldborough (English Heritage)
- Hadrian's Wall - Housesteads Fort

Spring and Summer Terms – Medieval Realms

Areas of Study

- Claims to the throne in 1066
- Why did William win the Battle of Hastings?
- How did William keep control of England? (castle design, the Domesday Book, the feudal system.)
- How religious were people in the Middle Ages?
- The Black Death
- Medieval towns and settlement (What was life like?)
- The Peasant's Revolt
- The Wars of the Roses

Main Textbook – Invasion, Plague and Murder: Britain 1066-1485: Folens (Second Edition)

School Visit: York

Useful Websites

- www.historylearningsite.co.uk
- www.middle-ages.org.uk
- www.bbc.co.uk/history
- www.battle1066.com
- www.battle-of-hastings-1066.org.uk

Recommended Sites to Visit

- Conisbrough Castle
- Clifford's Tower
- Sandal Castle
- Helmsley Castle
- Rievault Abbey
- Fountains Abbey

Second Form

Autumn Term – Making of the UK 1500-1700

Areas of Study:

- Britain in 1500
- Henry VIII
- Henry and the Church
- The Reformation
- Tudor Society
- Royal Portraiture
- Mary Queen of Scots
- The Spanish Armada
- The Stuarts

Main Textbook – Renaissance, Revolution and Reformation 1485-1750 (Oxford University Press)

School Visits – Thackray Medical Museum and The Royal Armouries

Useful Websites

www.historyonthenet.com/tudors

www.nationalarchives.co.uk/education

www.schoolhistory.org.uk/stuarts

<http://www.royal.gov.uk/Home.aspx>

http://www.britainexpress.com/History/Tudor_index.htm

<http://eroosevelths.pgcps.org/~kimble/studweb/cfn/tudorengland/htm>

Recommended Sites to visit:

- Hatfield House (Hertfordshire)
- National Portrait Gallery (Central London)
- Tower of London (Central London)
- Windsor Castle (Berkshire)
- Westminster Abbey (Central London)

Spring & Summer Term – The American West

Areas of study:

- The New World-Early Settlement
- Geography of North America
- The Plains Indians
- The Changing West
- Impact of the Railroad
- The Mormons
- Push/Pull Factors
- Settlement of the Plains-Homesteaders
- The Effects of European expansion on relations with the Plains Indians
- The fate of the Plains Indians

Main Textbook – The American West 1840-1895 ‘The struggle for the Plains’: SHP Hodder/Murray

Useful Websites

<http://www.schoolhistory.co.uk/lessons/nativeamericans/diagram.htm>

<http://www.learningcurve.gov.uk/bannerads/schoolhistory/>

<http://www.historylearningsite.co.uk/>

<http://www.schoolhistory.co.uk/storyboards/index.shtml>

<http://users.imag.net/~sry.jkramer/nativetotems/default.html>

Third Form

Autumn Term – Expansion, Trade and Industry: Changes in Britain 1750-1900

Areas of Study:

- Changes in agriculture
- Changes in industry
- Social and economy effects of the railways
- Developments in the coal industry
- The fight for the franchise
- Trans-Atlantic slavery: Who was responsible for the abolition of the slave trade?

Main Textbook – Industry, Reform and Empire: Britain 1750-1900

School Visits – Wilberforce Museum, Hull

Useful Websites

schoolshistory.org.uk/IndustrialRevolution/index.htm

www.historylearningsite.co.uk/indrevo.htm

www.bbc.co.uk/history

www.spartacus.schoolnet.co.uk/REVhistoryIR2.htm

www.understandingslavery.com

Recommended Sites to Visit

- Quarry Bank Mill, Styal
- The Piece Hall, Halifax
- Beamish Museum, County Durham
- International Slavery Museum, Liverpool
- National Railway Museum, York

Spring and Summer Terms – The Twentieth Century World

Areas of Study:

- Causes of the First World War
- The Battle of the Somme
- Causes of the Second World War
- Dunkirk and the Fall of France
- Impact of War on Civilians (The Home Front)
- The Holocaust

Useful Websites

www.bbc.co.uk/history

www.spartacus.schoolnet.co.uk

www.theholocaustexplained.org

www.historylearningsite.co.uk

Recommended Sites to Visit

- Eden Camp

Learning to Learn

“Since we cannot know what knowledge will be most needed in the future, it is senseless to try to teach it in advance. Instead, we should try to turn out people who love learning so much and learn so well that they will be able to learn whatever needs to be learned.” (John Holt)

Learning to Learn is a pilot programme this year involving First Form pupils. Its purpose is to help students to understand how they learn, and to make the skills and strategies that are at the heart of being a good learner as explicit as what they learn, its content. Its aim is as follows:

What is learned in one Learning to Learn Lesson are

*skills possibilities strategies applications
reflections hopes aims attitudes desires*

that can be applied to make learners better

*learners participants leaders friends
helpers listeners students people*

across all lessons, events and situations, in and out of the classroom.

Its aim is to help foster a sense of independence, self-sufficiency, self-confidence and self-belief in our first form learners at Ackworth. We will be studying six broad thematic topics over the course of the academic year:

1. Creating a Positive Attitude to Learning
2. Meta-Learning: You and Your Brain
3. Edward de Bono's Thinking Skills
4. Teamwork
5. Revision Skills
6. Final Project

Within these broad themes, we will be exploring diverse issues, from the positive impact of risk and failure, to effective independent learning habits; from the role emotional intelligence plays in learning, to having effective strategies for organisation and time-management; from motivation and confidence, to learning how to improve approaches to thinking.

We hope that in the process of our students demystifying the skills of learning as well as demystifying themselves as learners, they will gain a broader and more positive appreciation of their own strengths and weaknesses which will help them to become empowered, proactive and confident learners who **know what to do when they don't know what to do.**

Personal, Social and Health Education

PSHE becomes a discrete subject from the 4th Form upwards - before this, all pastoral aspects are covered by Form Tutors within Form Periods.

- Relationships
 - Self-image
 - Bullying
 - Friendships
 - Sexuality
- Citizenship
 - Understanding others
 - Citizenship at local, national and international level
 - Homelessness in the UK
 - Accessibility in Ackworth
 - Fair Trade in the developing world
- Curricular and Vocational
 - Subject choice
 - Careers research
 - Study methods
- Health
 - Addictions - tobacco, alcohol, drugs, gambling and gaming
 - Sexual Health - Sexually transmitted infections and contraception
 - Stress and depression in teenagers

Resources used include:

- DVDs
- Website clips
- Worksheets
- ICT
- Class/group discussion
- School grounds

Mathematics

The Mathematics curriculum at this level follows the National Curriculum and is built on prior learning and connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. Pupils will also be expected to apply their mathematical knowledge in other subjects.

The Mathematics course is divided into

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and Measure
- Probability and Statistics

And each year the pupils will recap and continue on from what they have already learned.

First Year

In the first year pupils are taught in their form groups for Mathematics. In each Mathematics classroom at this level there will be differentiation so that the pupils who grasp concepts rapidly will be challenged through being offered rich and sophisticated problems, whilst those who are not sufficiently fluent will consolidate their understanding, including through additional practice, before moving on.

There will be regular assessment of the work covered, either at the end of a chapter or at the end of a number of chapters. There will also be end-of-year assessments.

Second and Third Year

The end of year assessment together with the teacher assessment will enable the pupils to be placed in sets in the second and third year. These sets are fairly fluid and enable pupils to work at a suitable speed and level, giving each individual the opportunity to achieve the best result they can.

Equipment

Each child will need to bring a geometry set and scientific calculator to each lesson as this will assist in their learning and help them become familiar with how to use these tools.

Each pupil is also shown how to use the MyMaths online website and given their own personal login. This will allow their teacher to follow their progress and give feedback, as well as giving the pupil an extra means of recapping and revising.

Music

In Music, we aim for the following:

- Integration of Practice – development of knowledge, skills and understanding, through participating, collaborating and working with others as musicians.
- Cultural Understanding – understanding musical traditions and the part music plays in national and global culture and in personal identity, through exploring how ideas, experiences and emotions are conveyed in a range of music from different times and cultures.
- Critical Understanding – engaging with and analysing music, developing views and justifying opinions, and drawing on experience of a wide range of musical contexts and styles to inform judgements.
- Creativity – using existing musical knowledge, skills and understanding for new purposes and in new contexts, by exploring ways music can be combined with other art forms and other subject disciplines.
- Communication – Exploring how thoughts, feelings, ideas and emotions can be expressed through music.

First Forms

In the first year, we introduce pupils to some broad musical concepts designed to develop their musical skills, including listening, composing and performing.

We look at:

- Elements
- Gamelan
- Theme and Variations
- Caribbean Music
- African Drumming

Second Forms

In the second year, we continue to develop the three areas of composition, performance and listening.

We study:

- Blues
- Hip Hop
- Music and Advertising
- Folk Music
- Guitars

Third Forms

In the third year, we start to prepare students for the GCSE music course. Students analyse music, developing views and justifying opinions in more detail, drawing on experience of a wide range of musical contexts and styles to inform judgements.

Students study:

- Pop music
- Writing a pop song
- Film Music
- Musical Theatre

Physics

First Forms

The following topics will be covered:

- Observation and measurement
 - Observation
 - Length and area
 - Mass, volume and density
- Earth and space
 - The solar system
 - Gravity and the Earth-Moon system
 - The Sun and stars
- Energy
 - Forms of energy
 - Doing work and energy conversion
 - Energy resources
- Electricity
 - Basic circuits and fault-finding
 - Conductors, insulators and resistance
 - Domestic electricity
 - Batteries
 - Static electricity
- Heat and temperature
 - Temperature and heat energy
 - Conduction
 - Expansion and contraction of solids, liquids and gases
 - The anomalous expansion of water

Second Forms

The following topics will be covered:

- Forces
 - Contact and non-contact forces
 - Balancing
 - Properties of materials
 - Pressure
- Speed
 - Measuring speed
 - Constant speed
 - Non-uniform motion
- Use of technology
 - Finding solutions
 - Analogue electronics
 - Telecommunications
 - Digital electronics
- Light
 - Images in plane mirrors
 - Ray optics
 - Shadows and eclipses
 - Refraction
 - Prisms
 - Colour
 - The electromagnetic spectrum

Third Form

Pupils re-visit some of the topics studied in first and second forms to reinforce basic principles and to build upon these.

The following topics will be covered:

- Optics
 - Converging and diverging lenses
 - The human eye and vision
- Sound and other waves
 - Describing and observing sounds
 - Sound waves and their propagation
 - The speed of sound
- Longitudinal and transverse waves
 - The wave equation
- Electricity
 - Circuits, short-circuits and switches
 - Variable resistors
 - The resistance equation
 - Measurement of current and voltage
- Magnetism
 - Magnets and magnetic fields
 - Electromagnetism
 - Motors
- Electrostatics
 - Electric charge and current
 - Hazards caused by static electricity
 - Applications of static electricity
- Heat transfer
 - Conduction, convection and radiation

Pupils have one double lesson of Physics each week in the First, Second and Third Forms and can expect to carry out some form of practical work in most lessons.

Religious Studies

We all have beliefs and values: ideas and feelings that are important to us and which shape our decisions and our view of the world. This subject encourages pupils not only to learn about religion but also to learn from religion. Pupils are encouraged to reflect upon their own beliefs and values and to see what light is thrown upon them by the insights, teachings and practices of the great religious faiths of the world.

First Forms

- Pupils consider some of the ‘eternal questions’ that have been asked for centuries. How did the world begin? Why are we here? Why is there suffering in the world?
- We explore how beliefs about these questions have been expressed in stories. We look at stories both from the Bible and the classical world: Jonah, Pandora, the Flood, Deucalion and Pyrrha, Abraham and Isaac, Moses and the Exodus.
- An introduction to Quaker beliefs and values. We consider the meaning of the Quaker insight that there is ‘that of God in everyone’ and learn about Meeting for Worship.
- Jesus and the Gospels. The stories of his birth and ministry are considered together with important background to the religion, geography and culture of the time. Main themes in Jesus’ teaching are explored. We cover what happened at Pentecost and look briefly at the importance of Paul.
- Further work on Quakers focuses on Quaker history and concerns. Using the Quaker tapestry as a starting point, pupils learn about the important contributions that Quakers have made. Pupils also consider issues that they care about and things in the world they would like to change.
- Other aspects of Christian belief and worship are also considered.

Second Forms

Aspects of three major world faiths are studied: Hinduism, Judaism and Islam. The themes explored include:

- Beliefs about God
- Stories and symbols
- Prayer and worship
- Food, fasting and festivals
- Pilgrimage
- Stages of life
- Religious teachings that guide decisions about what is right and wrong

Pupils also select topics for individual research and make presentations to the class. Throughout the course, pupils are encouraged not only to learn new information but also to enter imaginatively into an understanding of how faith affects people’s lives.

Third Forms

The main focus of this year’s work is beliefs in action: the way beliefs and values are expressed in the world. There are six units of work:

- Rules, rights and responsibilities
- Gandhi – his life and beliefs
- A fresh look at Jesus. An exploration of historical evidence about Jesus, Jesus in art and the significance of Jesus in the Christian faith
- People of Courage and Concern. Pupils choose a person or organisation for individual research
- An introduction to the Philosophy of Religion. Arguments for and against belief in God. The problem of evil and suffering.
- Religious perspectives on ethical issues such as war and peace, wealth and poverty, punishment, the sanctity of life, humans and animals.

All three years’ work lay the foundation for further study but the last two units, in particular, provide an introduction to the GCSE course in Religious Studies which focuses on the Philosophy of Religion and Applied Ethics.

Spanish

First Forms

Course Book: Mira 1

An introduction to Spanish which aims to lay down a solid grammatical foundation at the same time as developing the four main skills of speaking, listening, reading and writing. There will also be a general introduction to aspects of Spanish culture and history.

The following topics, amongst others, will be covered:

- Introductions
- Numbers
- Months, dates and birthdays
- Spanish Alphabet
- Classroom objects
- School subjects
- Opinions
- Family
- Animals
- Appearance (hair, eyes and size)
- Countries
- House and bedroom
- Daily Routine
- Free time
- Telling the time
- Leisure
- Weather
- Verb tener
- Masculine and feminine nouns
- Regular -ar, verbs
- Regular -ir verbs
- Regular -er verbs

Second Forms

Course Book: Mira 2

A continuation of the work undertaken in the first form, focusing on strengthening students' knowledge and understanding of Spanish grammar. At the same time, the aim is to develop their range and depth of skills and enable them to start using the language in a confident and independent way.

Grammar:

- Questions
- Negative forms
- Adjectival agreement
- Verbs ser and estar
- Radical/stem changing verbs
- Prepositions
- Reflexive verbs
- Me gusta
- Some irregular verbs (salir, hacer, poner...)

Third Forms

Course Book: Mira 3

The 3rd Year course builds on learning from the 2nd year, introducing new grammar and vocabulary and preparing pupils for GCSE. Pupils will continue to develop their listening, reading, writing and speaking skills. There will be regular vocabulary tests for pupils in 3rd year.

We cover the following topics:

- Describing personality
- Talking about the future
- Television programmes and films
- Leisure activities and going out
- Comparisons
- Giving opinions
- Holidays in the past
- Spanish speaking countries
- Time expressions
- High numbers
- Food and drink
- Mealtimes
- Clothes and school uniform
- Body parts
- Illness
- Healthy eating

Grammar:

- Adjectival agreements
- Near future tense
- Comparisons and superlatives
- The preterite tense (regular verbs) • The preterite tense (irregular verbs) • Opinions in the past
- tú and usted
- Me duele
- Use of por and para

*It will be helpful if pupils are able to acquire or access a dictionary at home. The recommendation is generally Collins, which also has an online freely available dictionary. Students are advised that it is one thing to use technological resources such as Google Translate as a dictionary, but another, not advisable, matter to use it as a translator.

It would also be desirable for pupils to acquire and get accustomed to using the Collins Easy Learning Spanish Verbs.



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