



Goffs Academy

Year 9

**How to Support Your
Child with Learning**

2021-22



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Further information can be found in the ‘My Personalised Curriculum’ booklet.

If there are any concerns or queries regarding a subject, please speak to the named contact for the subject or directly with your child’s class teacher. If concerns persist or issues are unresolved, please speak to your child’s Director of Learning.

Lynsey Hague, Director of Learning: Year 9
Mark Holding, Assistant Principal



Your guide to Year 9 English

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1 Prejudice and Equality	Students will be reading the famous novel 'Of Mice and Men' and will be specifically focussing on Language paper 2 skills and literature analysis focus. Students will be analysing the impact of language and structure using PETAL or WHAT, HOW and WHY paragraphs. In addition, students will be researching the impact of the Great Depression and segregation on America.	Students should start looking up the term microcosm, racism, sexism, ageism and ableism during 1930's. In addition, students should starting researching the author John Steinbeck and his purposes for writing this specific novel.	Parents can encourage their children to read a range of articles based to the happenings of the Great Depression. As there is a basic expectation of children reading a minimum of 20 minutes each day, this will marry well. Students will also be encouraged to improve their use of vocabulary via their use of Vocab books; so this encouragement at home will be extremely valuable.
Autumn 2 Prejudice and Equality	Student will deepen their ability in analysing the impact of how language and structure is used for effect, by reading a variety extracts from the novel 'To Kill a mocking bird'. This will be taught alongside happenings of the BLM movement, where students will read and analyse poems, articles, extracts and public affair events. Students will be introduced to a variety of inspirational black figures and will endeavour a deeper understanding towards black history, the symbolism behind the movement and develop appreciation of key iconic figures. There will be a specific focus on non-	Students can start researching famous and inspirational black writers and poets such as Malorie Blackman, John Agard and Maya Angelou and start researching their contribution to literature. In addition, students can familiarise themselves with the testimony of the BLM campaign and come up with some ways in which we can further support the campaign at Goffs Academy. https://blacklivesmatter.com/	Parents can support students by also visiting the BLM website to help establish a secure understanding of the movement. In addition, it would be really valuable if parents would support their children with controversial matters, misconceptions and sensitive subject matters regarding the movement. In addition, it's important that parents are reinforcing that students are reading for 20 minutes each day, are frequently updating vocab books and are editing work to a high



	fiction writing skills.		standard.
Spring 1 Relationships	<p>Students will be read and engage with a range of texts, which uncover relationship issues. The main text students will study is will be 'Romeo and Juliet', where they will identify the writer's ideas, context and impact of religious views. Students will be analysing the impact of language and structure using PETAL or WHAT, HOW and WHY paragraphs.</p> <p>Students will also focus on Relationship poetry, where students will read and compare 15 poems from the anthology cluster.</p>	<p>Students should begin to familiarise themselves with the poems from the cluster.</p> <p>http://www.watfordutc.org/wp-content/uploads/Poetry-Guide-Love-and-Relationships.pdf</p> <p>Students to research 'Romeo and Juliet' and focus on the expectations and treatment of Jacobean women.</p>	<p>Students will also be studying extracts of Romeo and Juliet, to help analyse how 'relationships' are presented in the play. Please watch the Cliff Note summary on YouTube, with children.</p>
Spring 2 Relationships	<p>Students will explicitly be taught how to develop positive relationships and identify the signs of unhealthy relations in a RSE scheme of learning. Students will engage with debate matters, articles, scenarios and real-life stories.</p>	<p>Students should summarise what they would like to get from learning about RSE, any questions they have beforehand and why they think it's significant that they of being explicitly taught about building healthy relationships.</p>	<p>Parents can familiarise themselves with the Relationship and Sex Education guidance on the GOV.UK website. In turn, this will ensure that they are well-prepared for possible difficult and inquisitive discussions around RSE.</p>
Summer 1 Violence	<p>Students will be reading the famous novel 'Dr Jekyll and Mr Hyde'. Students will be analysing the impact of language and structure using PETAL or WHAT, HOW and WHY paragraphs. In addition, students will be researching gothic literature.</p> <p>Students will analyse extracts a range Victorian, dystopian and gothic texts and use these as stimulus</p>	<p>Research the author Mary Shelly and explore how and why she is such a well-respected gothic writer. Research the plot of the novel 'Frankenstein', why she wrote it and how the social and historical happenings of the era, had impact on the writings.</p>	<p>Research the definitions of: dystopian, gothic and Victorian text and discuss findings with children.</p>



	for their own descriptive story.		
Summer 2 Violence	<p>This term will continue with the dystopian theme and will consist of students preparing for their summer exams. Here students will be taught the relevant skills needed for the reading and writing section of language paper 1 (language and structural analysis).</p> <p>Students will also, practice writing their speeches in order to participate in the Whole School Public speaking competition.</p>	<p>Students should begin to plan and prepare for their speeches for the Public Speaking Competition. This can be achieved by beginning to mind-map important, inspirational and controversial subject matter of interest.</p> <p>Students can also begin to engage with exam by researching revision videos and materials for the AQA paper Language Paper 1.</p>	<p>Ensure students are exam ready by reading for 30 minutes each day, are frequently updating vocab books and are editing work to a high standard. In addition, parents should endeavour that all home learning is completed.</p> <p>In addition, students can listen and time students as they practice their speeches.</p>

Suggested reading and useful online resources to support independent and home learning:

Acronyms:

Descriptive writing- MAPSO: metaphor, alliteration, personification, simile, onomatopoeia

Non-fiction writing- AFORESTER: alliteration, facts, opinions, repetition, exaggeration, statistics, triples, emotive language, rhetorical question

Poetry-MITSL: Meaning, imagery, tone, structure, language

Language and structure analysis- PETAL: Point, evidence, technique, analysis, language

*All KS3 English classes will complete homework in booklets for each scheme of learning.

Contact details: Miss N Stewart, 2i/c English, KS3 Coordinator nst@goffs.herts.sch.uk



Your guide to Year 9 Mathematics

Overview of what your child will be learning:

<u>Term</u>	<u>Set</u>	<u>Key content (In order)</u>	<u>Flipped Learning topics:</u> The numbers below represent www.HegartyMaths.co.uk video clips. These clips can be used as preparation before a lesson or to consolidate after a lesson. Please note the set your child is in for maths and use the relevant clips.
AUTUMN TERM HT1	SET 1	<u>NUMBER</u> Primes, Factors and Multiples FDP Ratios Percentages Surds	Clip 36 Clip 51,80,98 Clip 335,336,337 Clip 93-96 Clip 110-115,1
	SET 2	<u>NUMBER</u> FDP Percentages Primes, Factors and Multiples Laws of indices Surds Ratio	Clip 51,80,98 Clip 89,90,94,95,96 Clip 31,36 Clip 103-109 Clip 111-115 Clip 335,336,337
	SET 3	<u>NUMBER</u> Percentages Primes, Factors and Multiples Square Roots Standard form Laws of indices Proportion Ratio	Clip 89,90,93,94 Clip 29,30,31,36 Clip 99, 112 Clip 105,106,122,123,125,126,128 Clip 71,103,104,108 Clip 341,342 Clip 335, 336, 337
	SET 4&5	<u>NUMBER</u> Multiplication and division Fractions Percentages Prime Factorisation Standard form Ratio Proportion	Clip 51 Clip 66, 77 Clip 93,98 Clip 28,29,30 Clip 122,123 Clip 329,330, 332,333,334 Clip 341
AUTUMN TERM HT2	SET 1	<u>ALGEBRA</u> Straight line graphs Linear Equations Simultaneous equations Quadratics Proportion Rearranging formulae	Clip 207,210,214,215 Clip 178-187 Clip 195 Clip 187,230,244,252,253 Clip 300,301,339-346,348 Clip 285,286
	SET 2	<u>ALGEBRA</u> Straight line graphs Quadratic Graphs	Clip 207,210,214 Clip 251



<u>Term</u>	<u>Set</u>	<u>Key content (In order)</u>	Flipped Learning topics: The numbers below represent www.HegartyMaths.co.uk video clips. These clips can be used as preparation before a lesson or to consolidate after a lesson. Please note the set your child is in for maths and use the relevant clips.
		Simplifying expressions, expanding and factorising Rearranging formulae Solving Equations and simultaneous equations Proportion	Clip 160,162,163,164,168,169,223,224 Clip 280,281 Clip 178-186, 190-193 Clip 339,342,343,346
	SET 3	ALGEBRA Simplifying expressions Substituting into formulae Linear Equations Straight line graphs Rearranging formulae	Clip 160,162,163,164 Clip 278 Slip 178-187 Clip 207,208 Clip 280
	SET 4&5	ALGEBRA Simplifying expressions Expanding Brackets Factorising Expressions Solving Equations	Clip 156, 157 Clip 160, 161 Clip 168 Clip 178,184,185
SPRING TERM HT3	SET 1	Shape, Space and Measure Geometric Reasoning Angles in polygons Constructing equations Volume Similar Shapes Congruence	490 Clip 561-564 Clip N/A Clip 570-573, 583 Clip 608-621, 700-703 Clip 680,681,682
	SET 2	Shape, Space and Measure Area Circles Volume Angle properties and angles in parallel lines Constructing equations Pythagoras & Trigonometry	Clip 556, 557, 559 Clip 320,536,537,541,542,543 Clip 570,571,572 Clip 481,482,483,490,491 Clip N/A Clip 498,499,509-512
	SET 3	Shape, Space and Measure Area Circles Angle properties Constructing equations Pythagoras Volume	Clip 554, 557, 555 Clip 320,534,535,539,540 Clip 478-487, 490,491 Clip N/A Clip 498,499 Clip 568,569,570
	SET 4&5	Shape, Space and Measure Area Circles	Clip 554-559 Clip 320, 534, 539



<u>Term</u>	<u>Set</u>	<u>Key content (In order)</u>	<u>Flipped Learning topics:</u> The numbers below represent www.HegartyMaths.co.uk video clips. These clips can be used as preparation before a lesson or to consolidate after a lesson. Please note the set your child is in for maths and use the relevant clips.
		Angle properties Parallel lines Pythagoras Volume	Clip 478-480, 485,487,489,490 Clip 481,482,483 Clip 498,499 Clip 568,569,570
SPRING TERM HT4	SET 1	<u>Shape, Space and Measure</u> Transformations Construction Scale drawings and maps Pythagoras and trigonometry Compound Measures Upper and lower bounds	Clip 650-654, 656,657 Clip 660,661,662 Clip 492,493,864,865 Clip 498,499,503,504,510,512,513,514 Clip 716,725,732,763,764 Clip 137,139,774-777
	SET 2	<u>Shape, Space and Measure</u> Similar Shapes Construction Scale drawings and maps Compound Measures Converting Units	Clip 608,611,615,616,617 Clip 660,661,662 Clip 864,865 Clip 716-718, 725-727, 763, 764 Clip 691-699
	SET 3	<u>Shape, Space and Measure</u> Converting Units Similar Shapes Construction Scale drawings and maps Compound Measures Transformations	Clip 691-699 Clip 608,611 Clip 660,661,662 Clip 864,865 Clip 716,717,718,725,726,727,763,764 Clip 680, 681, 827, 638, 639, 648, 649, 645
	SET 4&5	<u>Shape, Space and Measure</u> Similar Shapes Scale drawings and maps Converting Units Compound Measure Transformations	Clip 608, 611 Clip 864,865 Clip 691-699 Clip 716, 717, 718 Clip 680, 681, 827, 638, 639, 645, 648, 649
SUMMER TERM 1 (HT5)	SET 1	<u>PROBABILITY AND STATISTICS</u> Probability tree diagrams Venn Diagrams Cumulative frequencies Histograms Scatter graphs Capture-Recapture	Clip 362,365,366 Clip 372,373,374,383,384,385 Clip 437, 438 Clip 442,443,446,448 Clip 453, 453 Clip 872,873



<u>Term</u>	<u>Set</u>	<u>Key content (In order)</u>	Flipped Learning topics: The numbers below represent www.HegartyMaths.co.uk video clips. These clips can be used as preparation before a lesson or to consolidate after a lesson. Please note the set your child is in for maths and use the relevant clips.
	SET 2	<u>PROBABILITY AND STATISTICS</u> Probability tree diagrams Venn Diagrams Median and Quartiles Cumulative frequencies and box plots Scatter Graphs Product rule for counting	Clip 361-365 Clip 372,373,374,383,384,385 Clip 409, 411, 412 Clip 434-438 Clip 453, 454 Clip 671, 672, 673
	SET 3	<u>PROBABILITY AND STATISTICS</u> Probability tree diagrams Averages Averages from tables Venn Diagrams Cumulative frequencies Scatter Graphs	Clip 361, 364 Clip 419,420,421 Clip 402,403,417,418 Clip 372,373 Clip 434,437,438 Clip 453, 454
	SET 4&5	<u>PROBABILITY AND STATISTICS</u> Probability questions Probability tree diagrams Averages from tables Stem and leaf diagrams Scatter Graphs	Clip 351, 352 Clip 361 Clip 401,402,403,414,415,417 Clip 430,431 Clip 453, 454
SUMMER TERM 2 (HT6)	SET 1-5	Revision and End of Year Test Financial Maths	Use Hegarty maths to revise all topics covered throughout the year

Suggested reading and useful online resources to support independent and home learning:

Suggested reading: Collins KS3 Maths Frameworking Pupil Book 3.1 (for sets 4&5)
Collins KS3 Maths Frameworking Pupil Book 3.2 (for sets 3)
Collins KS3 Maths Frameworking Pupil Book 3.3 (for sets 1&2)

Useful online resources: <http://www.bbc.co.uk/education/subjects/zqhs34j>
<https://hegartymaths.com/>
<https://corbettmaths.com>
<https://justmaths.co.uk>



www.emaths.co.uk/KS3Sat.htm

Useful information:

The detailed version of the year 8 scheme of work can be found on the Goffs Academy website:

<https://www.goffs.herts.sch.uk/307/subject-information/subject/23/mathematics>

Contact details: Mr C Melvin, KS3 Mathematics Coordinator cme@goffs.herts.sch.uk



Your guide to Year 9 Art

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1	<p>Our theme: Portrait</p> <p>Throughout this half term your child will be responding to the theme of Portrait with their teacher. Their teacher will make decisions about which artists they will be looking at. All Year 9 students will explore 3D and the printmaking process of lino (reduction printing) during the academic year.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Create and record research • Look at artists and analyse their work • Learn how to develop their own ideas • Experiment with materials, techniques and processes • Learn how to annotate their work • Create outcomes 	<p>Your child's teacher will provide specifics for your child, via Doodle.</p> <p>There are some useful links at the bottom of this page to widen knowledge.</p>	<p>Ensure your child has a quiet space to complete homework – checking Doodle; Discuss with your child what they are doing in lessons; ask them to explain the processes they are learning about.</p> <p>National Portrait Gallery visit – each pick a portrait and explain why you like it: colour, techniques used, subject matter, composition.</p> <p><u>Explore further - National Portrait Gallery (npg.org.uk)</u></p>
Autumn 2	<p>Our theme: Portrait</p> <p>Throughout this half term your child will be responding to the theme of Portrait with their teacher. Their teacher will make decisions about which artists they will be looking at. All Year 9 students will explore 3D and the printmaking process of lino (reduction printing) during</p>	<p>Your child's teacher will provide specifics for your child, via Doodle.</p> <p>There are some useful links at the bottom of this page to widen knowledge.</p>	<p>Ensure your child has a quiet space to complete homework – checking Doodle; Discuss with your child what they are doing in lessons; ask them to explain the processes they are learning about.</p> <p>National Portrait Gallery visit – each pick a portrait and explain why you like it: colour, techniques</p>



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
	<p>the academic year.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Create and record research • Look at artists and analyse their work • Learn how to develop their own ideas • Experiment with materials, techniques and processes • Learn how to annotate their work • Create outcomes 		<p>used, subject matter, composition.</p> <p>Explore further - National Portrait Gallery (npg.org.uk)</p>
Spring 1	<p>Our theme: Everyday Objects</p> <p>Throughout this half term your child will be responding to the theme of Everyday Objects with their teacher. Their teacher will make decisions about which artists they will be looking at. All Year 9 students will explore 3D and the printmaking process of lino (reduction printing) during the academic year.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Create and record research • Look at artists and analyse their work • Learn how to develop their own ideas • Experiment with materials, techniques and processes • Learn how to annotate their work • Create outcomes 	<p>Your child’s teacher will provide specifics for your child, via Doodle.</p> <p>There are some useful links at the bottom of this page to widen knowledge.</p>	<p>Ensure your child has a quiet space to complete homework – checking Doodle; Discuss with your child what they are doing in lessons; ask them to explain the processes they are learning about.</p> <p>Help them photograph objects by being their assistant – maybe giving your input on how you would compose objects, what lighting you should use, what angle you would photograph from.</p>



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Spring 2	<p>Our theme: Everyday Objects</p> <p>Throughout this half term your child will be responding to the theme of Everyday Objects with their teacher. Their teacher will make decisions about which artists they will be looking at. All Year 9 students will explore 3D and the printmaking process of lino (reduction printing) during the academic year.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Create and record research • Look at artists and analyse their work • Learn how to develop their own ideas • Experiment with materials, techniques and processes • Learn how to annotate their work • Create outcomes 	<p>Your child's teacher will provide specifics for your child, via Doodle.</p> <p>There are some useful links at the bottom of this page to widen knowledge.</p>	<p>Ensure your child has a quiet space to complete homework – checking Doodle; discuss with your child what they are doing in lessons; ask them to explain the processes they are learning about.</p> <p>Help them photograph objects by being their assistant – maybe giving your input on how you would compose objects, what lighting you should use, what angle you would photograph from.</p>
Summer 1	<p>Our theme: Mini Project – student's own choice of topic</p> <p>Aim is to create a piece of artwork 2D or 3D using the processes/techniques learned over KS3.</p> <p>Evidence must include:</p> <ul style="list-style-type: none"> • A statement of Intention • Artist Research – transcription and SEMI analysis • drawing from observation • composition 	<p>Your child's teacher will provide specifics for your child, via Doodle.</p> <p>There are some useful links at the bottom of this page to widen knowledge.</p>	<p>Ensure your child has a quiet space to complete homework – checking Doodle.</p> <p>Discuss your child's chosen theme Ask them to show you their work and talk about it to you – ask them questions: What have you chosen and why? What artist are you looking at?</p>



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
	development <ul style="list-style-type: none"> • Colourway development • Final outcome and an evaluation 		Why did you choose them specifically? What ideas have you come up with so far? What materials are you using? How do you use them? Why did you choose these materials? Is there another way you could use them? What are you doing for your outcome? What has gone well so far, what could you improve on?
Summer 2	<p>Our theme: Mini Project – student’s own choice of topic</p> <p>Aim is to create a piece of artwork 2D or 3D using the processes/techniques learned over KS3.</p> <p>Evidence must include:</p> <ul style="list-style-type: none"> • A statement of Intention • Artist Research – transcription and SEMI analysis • drawing from observation • composition development • Colourway development • final outcome and an evaluation 	<p>Your child’s teacher will provide specifics for your child, via Doodle.</p> <p>There are some useful links at the bottom of this page to widen knowledge.</p>	<p>Ensure your child has a quiet space to complete homework – checking Doodle.</p> <p>Discuss your child’s chosen theme</p> <p>Ask them to show you their work and talk about it to you – ask them questions:</p> <p>What have you chosen and why? What artist are you looking at? Why did you choose them specifically? What ideas have you come up with so far? What materials are you using? How do you use them? Why did you choose these materials? Is there another way you could use them? What are you doing for your outcome?</p>



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
			What has gone well so far, what could you improve on?

Suggested reading and useful online resources to support independent and home learning:

Glossary of art terms: <https://www.tate.org.uk/art/art-terms>

BBC One - Fake or Fortune? BBC's show with Fiona Bruce and Art expert, Philip Mould. Trying to prove if these pieces of art are real: demonstrates investigations using research and science.

Belinda del Pesco: excellent You Tube channel of how to create different printmaking pieces; [\(288\)](#)

[Belinda Del Pesco - YouTube](#)

Contact details: Miss T Brown, Head of Art tbr@goffs.herts.sch.uk



Your guide to Year 9 Computing

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1	Staying Safe Online: This unit re-visits the topic of internet safety but this time looking at digital footprint and how it can effect your future as well as Sexting and relationships.	Students should do further research on the topics covered in lessons such as sexting, digital footprint. They should check their social media and ensure it does not have anything that might jeopardise their future.	Discuss with your child that their social media accounts show them on a positive light and will not affect their future careers. Talk to your child and find out they know what sexting is and what to do if they are faced with it.
Autumn 2	Future Technology and Ethics Students will learn about various legislations such as data protection as well as ethical issues linked to software licensing, privacy and environment	Carryout further research on the legislation covered in lessons as well as others liked to technology.	Ask your child to share with you what they know about legislations such as the data protection act.
Spring 1	Advanced Excel Students will continue and finish this unit during the last half term.	Practices using spreadsheets at home. Try using more advanced features. You can use YouTube video tutorials to learn the spreadsheet skills such as pivot tables.	Ask your child to show you the spreadsheet that they are creating at home.
Spring 2	Advanced Excel Students will continue and finish this unit during the last half term.	Practices using Spreadsheet at home. Try using more advanced features. You can use YouTube video tutorials to learn the Spreadsheet skills such as pivot tables.	Ask your child to show you the Spreadsheet that they are creating at home.
Summer 1	HTML Website: You will be developing your coding skills by learning to code using HTML to create a website about yourself, your hobbies and interests. You will learn to use tags to create your webpages.	Think about what information you will want to share about yourself on the website that you will create about yourself.	Advise your child on some of the things they can share about themselves on the website they will create about themselves.



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Summer 2	HTML Website	Research various websites and think about what colour scheme, layout and formatting you will want to use for your website.	Discuss with your child what features make a website effective.

Suggested reading and useful online resources to support independent and home learning:

Logic gates - <https://www.bbc.co.uk/bitesize/guides/zxb72hv/revision/3>

Data Protection Act - <https://ico.org.uk/for-organisations/data-protection-act-2018/>

Pivot tables - <https://www.youtube.com/watch?v=BkmxrvIfDGA>

Contact details: Mrs H Nessa, Head of ICT hne@goffs.herts.sch.uk



Your guide to Year 9 Geography

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1 Urban Issues and Challenges Urbanisation in different parts of the world	World population growth. The global pattern of urban change. Urban trends in different parts of the world. Factors affecting the rate of urbanisation and the emergence of mega-cities. A case study of a major city in contrasting parts of the world. An example of how urban planning is improving the quality of life for the urban poor.	Bitesize is an excellent website for all geography topics. Here is link with information about urbanisation: http://www.bbc.co.uk/schools/gcsebitesize/geography/urban_environments/urbanisation_medcs_rev1.shtml	Discussion: What is Lagos like and why is it becoming so populated? What pull factors are there to cities (urban areas) for LICs? What urban planning has happened to help with the problems in Lagos?
Autumn 2 Urban Issues and Challenges Urban change in UK cities and the challenges and sustainability	Overview of the distribution of population and the major cities in the UK. A case study of a major city in the UK. An example of an urban regeneration project to show why the area needed regeneration and how the project improved social, economic and environmental conditions. Features and an example of sustainable urban living	Case study of regeneration in Birmingham: http://b2de0febdea80fa78eb4-5cad31df697fe43d78c0459eba68b1d4.r36.cf3.rackcdn.com/wp-content/uploads/2013/09/0755IL-5312-hammerson-bullring-case-study-original.pdf http://www.bbc.co.uk/bitesize/standard/geography/settlement/urban_renewal/revision/2/ Sustainable living – Curitiba (Brazil): http://www.bbc.co.uk/schools/gcsebitesize/geography/sustainability/sustainable_living_rev4.shtml http://www.coolgeography.co.uk/A-level/AQA/Year%2013/World%20Cities/Sustainability/Curitiba.html	Discussion: Why is London so important as a global city? What is sustainable urban living? Where in the UK has been regenerated and what has been done?



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Spring 1 Physical Landscapes in the UK - Coasts	The UK physical landscape Coastal weathering and erosion Coastal landforms caused by erosion Coastal transportation and deposition Coastal landforms caused by deposition Coastal management strategies	Students to discover the difference between hard and soft engineering and find some examples of each type	Discussion What coastal locations have you visited (UK/abroad)? What landforms have you noticed? What are they? What do they look like? Why are they there?
Spring 2 Physical Landscapes in the UK – Rivers	The river valley Erosion, transportation and deposition River landforms – erosion & deposition River discharge and flooding River management strategies	Students to discover the difference between hard and soft engineering find some examples of each type	Discussion What impact can river flooding cause? Is river flooding caused by natural factors or can humans make it worse?
Summer 2 The Challenge of Resource Management	Global demand for food Food insecurity Increasing food production Sustainable food supply	Students to find out how we can create a sustainable food supply	Discussion How do you manage food waste at home? How can you reduce the amount of food wasted at home?

Assessment Criteria

Every half term students are assessed with exam questions to get them ready for KS4 and their GCSEs.

Suggested reading & useful online resources to support independent and home learning:

The Geography department recommends a CGP Revision Guide for KS3.

Contact details: Miss J Fleeman and Mrs K Car – Joint Head of Geography

jfl@goffs.herts.sch.uk / KCr@goffs.herts.sch.uk



Your guide to Year 9 History

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1	Medieval Medicine Medieval Life expectancy Galen Role of the Church Hospital care Medieval healers Black Death Cons Black Death Peasants' Revolt Revision	Keyword worksheet Find the definitions for the key words and fill in the table	Use bitesize revision guides to gain an overview: https://www.bbc.co.uk/bitesize/guides/zxg6wxs/revision/2 Senecca quizzes on Medicine through time topic Youtube playlist- https://www.youtube.com/watch?v=nVJV8iEAm88&list=PLcvEcrsF_9zJ8AqMTFZycm46Ks4DdSaLM Other resources available when you type in 'Edexcel Medicine through time topic' into google e.g.: http://thebicesterschool.org.uk/wp-content/uploads/2016/06/Medicine-Through-Time.pdf
Autumn 2	Renaissance Medicine The Great Plague Vesalius Pare William Harvey Sydenham Hospital care Change and Continuity	Read through the information on Renaissance medicine carefully – highlight new vocabulary and add definition Rank bullet points below in order of importance Describe 2 features of the work of the Royal Society Flip learning 2: Read extract about the	Check out the Royal Society website to find out more about its historic roots: https://royalsociety.org/ Check out GCSE History video on Renaissance medicine: https://www.youtube.com/watch?v=WF1ydUYAKWo 'Renaissance Medicine' by Ian Dawson



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
		Royal Society fellows and explain why the Royal Society is significant to medical advancement. Now make a profile about Leeuwenhoek	
Spring 1	Industrial Revolution What was the industrial revolution? What were working conditions like? Child Labour Life expectancy Edward Jenner Hospital care Revision Assessment	Read article on Child Labour in the Industrial Revolution and consider why factory owners wanted to hire children and what problems the workforce faced. Task 2 Use the internet to find out who Humphry Davy was and what he did. You then need to create a fact-file about him and his work.	Books The Condition of the Working class in England – Friedrich Engels Collection of articles about the Industrial Revolution at the British Library available at: https://www.bl.uk/georgian-britain/articles/the-industrial-revolution?gclid=EAlaIQo bChMIgtzBv TM6wIVDO ztCh2mUQIEEAAYASAAE gl-ovD BwE BBC bitesize guide: https://www.bbc.co.uk/bitesize/guides/zvmv4wx/revision/1
Spring 2	19 th century Germ Theory John Snow Edwin Chadwick And Public Health Mary Seacole Florence Nightingale Hospitals Surgery Revision Assessment	To read an article about Robert Liston and answer the following questions about him: Do you think he was a good or a bad surgeon? Why?	Guide to Florence Nightingale: https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/znsct39 Guide to Mary Seacole: http://www.bbc.co.uk/history/historic_figures/seacole_mary.shtml John Snow and the Broad Street Pump: https://www.youtube.com/watch?v=INjrAXGRda4 National Archives on Public Health: https://www.nationalarchives.gov.uk/help-with-



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
			your-research/research-guides/public-health-epidemics-19th-20th-centuries/
Summer 1	WW1 Medicine Battle and Terrain Trenches Injuries and Illnesses RAMC and the FANY Chain of evacuation Hospital care WW1 tech	N/A	Resources: National Archives https://www.nationalarchives.gov.uk/help-with-your-research/research-guides/first-world-war/ Bitesize: https://www.bbc.co.uk/bitesize/guides/z4n4jxs/revision/1 National Army Museum on Plastic surgery: https://www.nam.ac.uk/explore/birth-plastic-surgery#:~:text=The%20First%20World%20War%20saw,as%20we%20know%20it%20today. Resources of military medicine: https://museumofmilitarymedicine.org.uk/about/corps-history/history-of-the-royal-army-medical-corps/
Summer 2	20 th century Medicine Penicillin and Magic Bullets DNA NHS Government and tech Lung cancer Change and continuity Open heart surgery	Doctors and Nurses 'A troubled partnership' flip learning – answer questions on how the relationship between doctors and nurses has changed over time	Resources on 20 th century medicine: Video of open heart surgery https://www.youtube.com/watch?v=zxxCNpSHpu_c Modern medicine video: https://www.youtube.com/watch?v=my14ZuziH5I Science History Institute https://www.sciencehistory.org/historical-



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
			profile/alexander-fleming

Suggested reading and useful online resources to support independent and home learning:

<https://www.sciencehistory.org/>

<https://www.nationalarchives.gov.uk/>

Free revision notes available at: <http://thebicesterschool.org.uk/wp-content/uploads/2016/06/Medicine-Through-Time.pdf>

Contact details: Mrs S Shergill, Head of History ssa@goffs.herts.sch.uk

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Mr R Gill rgi@goffs.herts.sch.uk

Miss N Jackson nja@goffs.herts.sch.uk

Miss A Ciccarelli aci@goffs.herts.sch.uk



Your guide to Year 9 MFL – French

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1 Holidays	<ul style="list-style-type: none"> Saying what you did during the holidays Describing a visit to a theme park 	Research and practice vocabulary on: <ul style="list-style-type: none"> Past holiday activities https://quizlet.com/293054001/french-past-holiday-activities-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; Holidays and Travel; Holidays (Past)
Autumn 2 My world	<ul style="list-style-type: none"> After - school clubs and activities Describing your friends / a birthday celebration Clothes 	Research and practice vocabulary on: <ul style="list-style-type: none"> Clothes https://quizlet.com/gb/381001702/french-clothes-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; Shopping and Eating out; Clothes
Spring 1 Future plans	<ul style="list-style-type: none"> Earning money Future aspirations 	Research and practice vocabulary on: <ul style="list-style-type: none"> Jobs https://quizlet.com/235089409/french-jobs-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; The world of work; Jobs
Spring 2 My earlier life	<ul style="list-style-type: none"> Musical tastes What you used to be like Comparing primary and secondary schools 	Research and practice vocabulary on: <ul style="list-style-type: none"> Types of music https://quizlet.com/160185636/french-types-of-music-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; Leisure; Music
Summer 1 The francophone world	<ul style="list-style-type: none"> Where you would like to go Impressive sites and monuments Future plans A past trip around the world 	Research and practice vocabulary on: <ul style="list-style-type: none"> Future plans https://quizlet.com/271499750/future-plans-french-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; Future plans; Future plans (Near future/ Simple Future)
Summer 2 Revision and Exams	<ul style="list-style-type: none"> Revision of vocabulary and grammar 	Practice and revision of all vocabulary and grammar studied throughout the year by revisiting above links.	Practice and revision of all vocabulary and grammar studied throughout the year by revisiting above links.

Suggested reading and useful online resources to support independent and home learning:

<https://www.bbc.co.uk/bitesize/subjects/zgdqxnbn> KS3 French BBC Bitesize www.studystack.com

Contact details: Mrs A Theodorou, 2 I/C MFL ath@goffs.herts.sch.uk



Your guide to Year 9 MFL – Spanish

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1 Holidays	<ul style="list-style-type: none"> Talking about a past holiday and what you did Describing the last day of your holiday 	Research and practice vocabulary on: <ul style="list-style-type: none"> Past holiday activities https://quizlet.com/72937466/past-holiday-activities-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; Holidays and Travel; Holidays (Past)
Autumn 2 What we are like	<ul style="list-style-type: none"> Talking about things you like Types of films Talking about a past birthday celebration Life as a celebrity 	Research and practice vocabulary on: <ul style="list-style-type: none"> Films https://quizlet.com/gb/241277195/films-spanish-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; Leisure; Cinema
Spring 1 Future plans	<ul style="list-style-type: none"> What you have to do at work What you would like to do in the future – aspirations and jobs 	Research and practice vocabulary on: <ul style="list-style-type: none"> Jobs https://quizlet.com/gb/311574271/spanish-jobs-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; The World of Work; Jobs
Spring 2 Healthy living	<ul style="list-style-type: none"> Diet Having an active lifestyle Daily routine Getting fit Ailments 	Research and practice vocabulary on: <ul style="list-style-type: none"> Daily routine https://quizlet.com/201586043/daily-routine-spanish-yo-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; Time and Daily Routine; Daily Routine
Summer 1 An adventure in Madrid	<ul style="list-style-type: none"> Meeting and greeting people A treasure hunt Buying souvenirs 	Research and practice vocabulary on: <ul style="list-style-type: none"> Souvenirs https://quizlet.com/ie/365492139/spanish-souvenirs-flash-cards/	www.languagenut.co.uk Vocab trainer; Vocab by topic; Holidays and Travel; Holiday items
Summer 2 Revision and Exams	<ul style="list-style-type: none"> Revision of vocabulary and grammar 	Practice and revision of all vocabulary and grammar studied throughout the year by revisiting above links.	Practice and revision of all vocabulary and grammar studied throughout the year by revisiting above links.

Suggested reading and useful online resources to support independent and home learning:

<https://www.bbc.co.uk/bitesize/subjects/zfckjxs> KS3 Spanish BBC Bitesize www.studystack.com

Contact details: Mrs A Theodorou, 2 I/C MFL ath@goffs.herts.sch.uk



Your guide to Year 9 Core PE

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
WB 30/8 – WB 4/10	Girls – 9e/w1 Non Traditional 9e/w2 Trampolining Boys – 9e/w1 American Football 9e/w2 Wellbeing	N/A	Please make sure your child has their kit for every lesson. If they are injured please send in a note but still bring kit so they can be involved in the learning that takes place. Encourage them to attend a variety of after-school sports clubs to maintain and improve fitness levels. American Football is on the astro where astro trainers or moulded boots are required.
WB 11/10 – WB 22/11	Girls – 9e/w1 Netball 9e/w2 Dance/Yoga Boys – 9e/w1 Football 9e/w2 Fitness	N/A	Encourage them to attend a variety of after-school sports clubs to maintain and improve fitness levels. Netball is outside on the courts and additional clothing may be advisable. Football is on the astro where astro trainers or moulded boots are required. Additional clothing on the uniform policy is advised in cold conditions.
WB 29/11 – WB 3/1	Girls – 9e/w1 Wellbeing 9e/w2 Non Traditional Boys – 9e/w1 Table Tennis 9e/w2 American Football	N/A	Encourage them to attend a variety of after-school sports clubs to maintain and improve fitness levels. American Football will be on the astro where astro



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
			<p>trainers or moulded boots are required.</p> <p>Additional clothing on the uniform policy is advised in cold conditions.</p>
<p>WB 10/1 – WB 31/1</p>	<p>Girls – 9e/w1 Trampolining 9e/w2 Fitness</p> <p>Boys – 9e/w1 Wellbeing 9e/w2 Table Tennis</p>	<p>N/A</p>	<p>Encourage them to attend a variety of after-school sports clubs to maintain and improve fitness levels.</p> <p>Additional clothing on the uniform policy is advised in cold conditions.</p>
<p>WB 7/2 – WB 7/3</p>	<p>Girls – 9e/w1 Dance 9e/w2 Netball</p> <p>Boys – 9e/w1 Power League 9e/w2 Power League</p>	<p>N/A</p>	<p>Encourage them to attend a variety of after-school sports clubs to maintain and improve fitness levels.</p> <p>Netball is outside on the courts and additional clothing may be advisable.</p> <p>Power League is on the astro where astro trainers or moulded boots are advised.</p> <p>Additional clothing on the uniform policy is advised in cold conditions.</p>
<p>WB 14/3 – WB 18/4</p>	<p>Girls – 9e/w1 Football 9e/w2 Netball</p> <p>Boys – 9e/w1 Fitness 9e/w2 Dodgeball</p>	<p>N/A</p>	<p>Encourage them to attend a variety of after-school sports clubs to maintain and improve fitness levels.</p> <p>Football is on the astro where astro trainers or moulded boots are advised.</p> <p>Netball is outside on the</p>



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
			courts and additional clothing may be advisable. Additional clothing on the uniform policy is advised in cold conditions.
WB 25/4 – WB 16/5	Girls – 9e/w1 Athletics 9e/w2 OAA/Problem Solving Boys – 9e/w1 Athletics 9e/w2 Softball	N/A	Encourage them to attend a variety of after-school sports clubs to maintain and improve fitness levels. Additional clothing on the uniform policy is advised in cold conditions.
WB 17/5 – WB 14/6	Girls – 9e/w1 OAA/Problem Solving 9e/w2 Athletics Boys – 9e/w1 Cricket 9e/w2 Athletics	N/A	Encourage them to attend a variety of after-school sports clubs to maintain and improve fitness levels.
WB 25/6 – WB 16/7	Girls – 9e/w1 Rounders 9e/w2 Rounders Boys – 9e/w1 Softball 9e/w2 Tennis	N/A	Encourage them to attend a variety of after-school sports clubs to maintain and improve fitness levels.

Contact details: Mr R Ashdown, Head of PE ras@goffs.herts.sch.uk



Your guide to Year 9 Religious Studies

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1	Introductory Unit to Thematic Studies	The unit will be an introductory to phenomena covered in Philosophy and ethics. A broad overview of an array of topics from; What is the value of life to how we form our moral compass.	All pupils will be given a work booklet with all subject topics listed. There is an array of resources that they can use to read ahead in the topic area.
Autumn 2	Introductory Unit to Thematic Studies	The unit will be an introductory to phenomena covered in Philosophy and ethics. A broad overview of an array of topics from; What is the value of life to how we form our moral compass.	All pupils will be given a work booklet with all subject topics listed. There is an array of resources that they can use to read ahead in the topic area.
Spring 1	The Key Teachings and Beliefs of Christianity	In this topic students will be aware of religious beliefs and teachings of the Christian faith. They should be aware of the implications of these on the way in which Christians see and interact with the world around them. Specific study areas will include: Christian ideas about the power and nature of God; Different beliefs on the creation of the world;; The main beliefs	Students will be asked to learn about and understand why these beliefs are so important to Christians, as well as how these influence the decisions they make in choosing how to live their lives. Whilst you may or may not be religious yourself, it would be useful to your child if you could discuss these teachings at home: Perhaps even debate why people may or may not choose to believe in



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
		<p>concerning the afterlife, including; Resurrection, Judgement, Heaven and Hell; The birth of Jesus and his role as the son of God. In particular the concept of incarnation – God made human; The importance of the Crucifixion, Resurrection and ascension of Jesus; The role of Sin (including original sin), Atonement, Grace and salvation through Christ in the way Christians believe life should be lived.</p>	<p>them. You and your child could also visit tourist attractions like St. Pauls or Westminster Cathedrals in London. More locally St. Albans Cathedral runs a series of free guided tours, workshops and heritage open days throughout the year. More details can be found on their ‘What’s On’ page here: https://www.stalbanscathedral.org/whatson/ Your local churches are also a good potential source of information. This BBC link is also a good and easy to navigate place for further reading: http://www.bbc.co.uk/religion/religions/christianity/</p>
Spring 2	The Key Teachings and Beliefs of Buddhism	<p>Within this topic students will learn about the religious beliefs and teachings of the Buddhist faith. They will become aware of the implications of these on the way in which Buddhists see and interact with the world around them. Specific study areas shall include:</p>	<p>Students will be asked to learn about and understand why these concepts are so important to Buddhists, as well as how these influence the manner in which they live their lives. Whilst you may not have much (or any) knowledge of Buddhism yourself, it would be useful to</p>



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
		<p>The concept of Dhamma (Dharma), and the concept of dependent arising (paticcasamupada). The Three Marks of Existence, including: impermanence (anicca), no fixed self (anatta) and unsatisfactoriness of life, for instance: suffering (dukkha). The human personality, in the Theravada and Mahayana traditions. Including: the Five Aggregates (skandhas) of form, sensation, perception, mental formations, consciousness for Theravada, and: sunyata, the possibility of attaining Buddhahood and Buddha-nature for Mahayana. Human destiny, including: Different ideals in Theravada and Mahayana traditions: Arhat (a 'perfected person') and Bodhisattva ideals as well as Buddhahood and the 'Pure Land'.</p> <p>The Buddha's life and its significance, which will cover: The birth of the Buddha and his life of luxury, the Four</p>	<p>your child if you could discuss these ideas at home: How are they similar and yet different to Christian ideas? If you believed in the same thing would it change some things in your life? You and your child could also visit Amaravati, a Buddhist monastery of monks and nuns near Hemel Hempstead (http://www.amaravati.org/) or learn more about meditation at the Hertford Buddhist Sangha (community) (http://www.buddhismandmeditation.co.uk/hertford) Further reading can also be found on the BBC link here: http://www.bbc.co.uk/religion/religions/buddhism/</p>



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
		<p>Sights: illness, old age, death, and a holy man, the Buddha's ascetic life and finally the Buddha's Enlightenment.</p> <p>The Four Noble Truths, including: Suffering (dukkha) , different types of suffering, the causes of suffering (samudaya); the Three Poisons, ignorance, greed and hate, the end of craving (tanha), interpretations of nibbana (nirvana) and Enlightenment.</p> <p>The Eightfold Path to Nirvana; including: The Threefold Way: (ethics, meditation and wisdom).</p>	
Summer 1	The Beginning of the Universe, The Environment and Animal Life.	<p>Students will study religious, philosophical and ethical arguments, relating to the following issues and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues:</p> <p>The origins of the universe, including: religious teachings about the origins of</p>	<p>Encourage your child to watch documentaries such as the BBC's Africa National Geographic has some very useful information about the animals that are endangered.</p> <p>See also: http://www.wwf.org/ and http://www.rspca.org.uk/home and http://goffsr.com/aqa-gcse-revision-2/aqa-gcse-revision-unit-2-full-course-only/topic-</p>



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
		<p>the universe, and different interpretations of these.</p> <p>The relationship between scientific views, such as the Big Bang theory, and religious views.</p> <p>The value of the world and the duty of human beings to protect it, including religious teaching (like the concepts of stewardship, dominion, responsibility, awe and wonder).</p> <p>The use and abuse of the environment, including the use of natural resources and pollution.</p> <p>The use and abuse of animals, including animal experimentation and the use of animals for food.</p> <p>Students must be able to explain different beliefs on these issues from the main religious tradition in Britain (Christianity) and one or more other religions.</p>	<p>1-religion-and-animals/</p>
Summer 2	Human Life: How it began, Value, Death, Abortion and Euthanasia	Students will study religious, philosophical and ethical arguments, relating to the	You can help support your child by discussing events in the nation newspapers or as



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
		<p>following issues and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues:</p> <p>The beginning of human life, including:</p> <p>Religious teachings about the origins of human life, and different interpretations of these. As well as the relationship between scientific views, such as evolution, and religious views.</p> <p>The concepts of sanctity of life and the quality of life.</p> <p>Abortion, including situations when the mother's life is at risk.</p> <p>Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.</p> <p>Euthanasia.</p> <p>Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.</p> <p>Students must be able to explain different beliefs on these issues from the main religious tradition in</p>	<p>reported by the websites below.</p> <p>Websites:</p> <p>http://goffsr.com/ke y-stage-4/aqa-unit-3-matters-of-life/</p> <p>http://www.bionews.org.uk/home</p> <p>Both topics 3 and 4 contain subjects it would be useful for students to discuss with other family members and friends to get a broad cross-section of different views and help provoke their own independent thinking and consideration of these issues outside of formal lesson time.</p>



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
		Britain (Christianity) and one or more other religions.	

Contact Details: Mr E Bora, Head of Religious Studies ebo@goffs.herts.sch.uk



Your guide to Year 9 Science

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1	B1 Cell structure and transport B2 Cell division C1 Atomic structure C2 The periodic table P1 Conservation of energy P2 Energy transfer by heating	Microscopy Osmosis Specific heat capacity	Facilitate and promote the use of Tassomai and the completion of the daily goals. Students have to complete a minimum of 4/7 of their daily goals. This entails logging onto www.tassomai.com and answering a series of questions in the form of a quiz.
Autumn 2	B2 Cell division B3 Organisation and the digestive system C2 The periodic table C3 Structure and bonding P2 Energy transfer by heating P3 Energy resources	Enzymes Food tests Specific heat capacity	“
Spring 1	B3 Organisation and the digestive system B4 Organising animals and plants C3 Structure and bonding C6 Electrolysis P3 Energy resources P4 Electric circuits	Enzymes Food tests Electrolysis Resistance I-V characteristics	“
Spring 2	B4 Organising animals and plants B5 Communicable diseases C9 Crude oil and fuels P4 Electric circuits P5 Electricity in the home	Resistance I-V characteristics	“
Summer 1	C13 The Earth's atmosphere Exam preparation for End of Year Exam	Revision of the required practicals listed above.	“
Summer 2	B6 Preventing and curing	Revision of the required	“



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
	disease C14 The Earth's resources P9 Motion	practicals listed above.	

Suggested reading and useful online resources to support independent and home learning:

[Doddle \(www.doddlelearn.co.uk\)](http://www.doddlelearn.co.uk)

Students have access to interactive activities, tests and quizzes.

[Kerboodle \(www.kerboodle.com\)](http://www.kerboodle.com)

Students have logins, allowing them to access the course textbook and linked resources/revision materials. Resources include: videos/animations, interactive activities, example assessment materials, required practical worksheets, and 'Bump up your grade' materials.

[BBC Bitesize](#)

Students have access to key information on each topic, video clips and tests.

Combined Science - <https://www.bbc.com/education/examspecs/z8r997h>

[YouTube](#)

MyGCSE Science, Free Science Lessons and FuseSchool YouTube channels provide a wealth of video clips.

<https://www.youtube.com/user/myGCSEscience/videos>

<https://www.youtube.com/user/virtualschooluk/videos>

https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3_bw/videos

[AQA](#)

Assessment resources (exam papers and mark schemes) can be found on the AQA website for Triple Science.

Combined Science - <http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources>

Specifications can also be found on the AQA website. These provide information on the subject content that is assessed.

Combined Science – <http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/specification-at-a-glance>



Required Practical Video Web Links

Required Practical	Video web link
Microscopy	https://www.youtube.com/watch?v=SX6mow1AExI&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI
Osmosis	https://www.youtube.com/watch?v=oeXYuQm_xE&index=2&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI
Enzymes	https://www.youtube.com/watch?v=8Yqbu56ImXk&index=4&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI
Food tests	https://www.youtube.com/watch?v=akMLGbNA0gE&index=12&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI
Electrolysis	https://www.youtube.com/watch?v=tCHE_7QeRUc&index=5&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI
Specific heat capacity	https://www.youtube.com/watch?v=loeRLKNeUsc&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI&index=15
Resistance	https://www.youtube.com/watch?v=m_3JrA-sDEg&index=7&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI
I-V Characteristics	https://www.youtube.com/watch?v=rw9ECrS6SBI&list=PLAd0MSIZBSsF3vV_uxzbcNHuDrQ6Hc-UI&index=29

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Mrs T Harris, Head of Science tha@goffs.herts.sch.uk



Your guide to Year 9 Technology - Food and Nutrition

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1	Health and hygiene rules of the kitchen. Government guidelines on healthy eating Importance of eating correct nutrition What nutrition does for our bodies, mental and physical well being How to incorporate government guidelines into our daily diet Importance of meal times. Practical & skills Principles of food hygiene and safety Increase practical skills Increase confidence using equipment and cookers Prepare a selection of both savoury and sweet dishes	Students will need to check their doddle account for relevant videos before completing food practicals. Reading relevant recipes and information before the subsequent lesson. Complete homework before the subsequent lesson.	Encourage your child to cook and prepare meals at home, as well as wash up, in preparation for food practicals. Encourage your child to complete flipped learning and all homework. Watch television food programmes as a family. Visit these websites: https://www.foodafactoflife.org.uk/ https://www.grainchain.com/ https://www.bbc.co.uk/bitesize https://kahoot.com/ Seneca learning
Autumn 2	Gelatinisation of sauces Reduction sauce Carbohydrates and starch, sweet and savoury dishes, carbohydrates hidden fats and sugars Reducing fat and sugar in the diet/ Food swaps Practical skills Baking Melting method Creaming method)/ banana bread Cake (Whisking method) stained glass cookies Pastry (Rubbing-in method) scones	Students will need to check their doddle account for relevant videos before completing food practicals. Reading relevant recipes and information before the subsequent lesson. Complete homework before the subsequent lesson.	Encourage your child to cook and prepare meals at home, as well as wash up, in preparation for food practicals. Encourage your child to complete flipped learning and all homework. Watch television food programmes as a family. Visit these websites: https://www.foodafactoflife.org.uk/ https://www.grainchain.com/ https://www.bbc.co.uk/bitesize https://kahoot.com/ Seneca Learning



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Spring 1	Food provenance and seasonality Where our food comes from Importance of protein for growth and repair Practical skills Frying and practical knife skills- stir fry Curry and rice Boiling , frying making a sauce Baking Mashing seasonings	Students will need to check their doddle account for relevant videos before completing food practicals. Reading relevant recipes and information before the subsequent lesson. Complete homework before the subsequent lesson.	Encourage your child to cook and prepare meals at home, as well as wash up, in preparation for food practicals. Encourage your child to complete flipped learning and all homework. Watch television food programmes as a family. Visit these websites: https://www.foodafactoflife.org.uk/ https://www.grainchain.com/ https://www.bbc.co.uk/bitesize https://kahoot.com/ Seneca learning
Spring 2	Adapting recipes for dietary needs Low fat Coeliac Lactose intolerant Vegan vegetarians Allergens Competition entry Tunnocks teacake challenge Practical and skills Knife skills Using equipment Making a dough seasoning Decorating and presentation skills Students will choose a selection of their own choice dishes.	Students will need to check their doddle account for relevant videos before completing food practicals. Reading relevant recipes and information before the subsequent lesson. Complete homework before the subsequent lesson.	Encourage your child to cook and prepare meals at home, as well as wash up, in preparation for food practicals. Encourage your child to complete flipped learning and all homework. Watch television food programmes as a family. Visit these websites: https://www.foodafactoflife.org.uk/ https://www.grainchain.com/ https://www.bbc.co.uk/bitesize https://kahoot.com/ Seneca Learning
Summer 1	Students have the opportunity to create and make a food product of their choice to show case skills (in the style of Master Chef challenge or	Students will need to check their doddle account for relevant videos before completing food practicals.	Encourage your child to cook and prepare meals at home, as well as wash up, in preparation for food practicals. Encourage your child to



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
	Ready Steady Cook). Practical skills Students own choice Attempt to use as many skills as possible from the 20 listed.	Reading relevant recipes and information before the subsequent lesson. Complete homework before the subsequent lesson.	complete flipped learning and all homework. Watch television food programmes as a family. Visit these websites: https://www.foodafactoflife.org.uk/ https://www.grainchain.com/ https://www.bbc.co.uk/bitesize https://kahoot.com/ Seneca Learning
Summer 2	Design salad in a jar based on using all elements of the eat well guide Food and mental well being Waste not want not Students to bring in one item each and then in a group make a food dish using random foods Preparation for student life and encourage independence Practical skills Knife skills Boiling Making a dressing Baking Frying Sauté	Students will need to check their doddle account for relevant videos before completing food practicals. Reading relevant recipes and information before the subsequent lesson. Complete homework before the subsequent lesson.	Encourage your child to cook and prepare meals at home, as well as wash up, in preparation for food practicals. Encourage your child to complete flipped learning and all homework. Watch television food programmes as a family. Visit these websites: https://www.foodafactoflife.org.uk/ https://www.grainchain.com/ https://www.bbc.co.uk/bitesize https://kahoot.com/ Seneca Learning

Contact details: Mrs M Roffey mro@goffs.herts.sch.uk



Your guide to Year 9 Technology – Textiles

Overview of what your child will be learning:

Topic title and unit	What students will be learning	How you can specifically help your child
Stitching a range of materials	Students will be sewing on a variety of materials such as woods, boards, metals and plastics	If you have a sewing machine at home it would be ideal if they are able to thread it up. Students could be encouraged to spend lunchtimes or afterschool practicing this vital skill.
Fashion illustration: <i>Learn to use Photoshop to create patterns and apply them to fashion figures</i>	Students will learn to use Photoshop to create a variety of patterns	Students may want to visit a range of shops which retail textiles products Students are encouraged to collect a range of recycled plastics which can used in the heat press
Polymer bag project: <i>Create an upcycled bag using plastic and use prints created in previous project to dye sublimite</i>	Students will create an upcycled bag using recycled plastics.	Students may need access to a PC to research a range of different bag ideas. If they need some more inspiration, the Victoria & Albert museum in London has an excellent Fashion collection which can be accessed online.
Design and make a product from one of the following; <i>Summer dress</i> <i>Shirt</i> <i>Pyjamas</i>	Students will choose a product to create using skills learnt from previous projects.	Students are welcome to attend catch up sessions after school but should be prepared to work predominately independently.



Topic title and unit	What students will be learning	How you can specifically help your child
Parents are kindly requested to pay subs to the department in order for us to support your child with various materials etc. If you are happy to pay the £8, please do so via wisePAY. Many thanks in advance.		

Contact details: Mrs LJ Abazi, Head of Textiles lab@goffs.herts.sch.uk

Mr J Clancy jcl@goffs.herts.sch.uk



Your guide to Year 9 Technology – Product Design

Overview of what your child will be learning:

In Year 9 students will have 2 lessons over 2 weeks and will complete 2 projects following the design process including research and investigation, generation and development of design ideas and realisation of design ideas. Students will consider and have an understanding of the users' needs as they design their products.

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1	The design process, understanding the criteria. History of design. Design movements. Iconic design and designers	Consolidate your learning from previous lessons on design movements and designers, consider how they evolve and what makes a design iconic	Your child will need a copy of the GCSE AQA Design & Technology Complete revision and practice book by CGP – ISBN 978 1 78294 755 4. These can be purchased through the schools wise pay.
Autumn 2	Anthropometrics and ergonomics. Inclusive design. Modelling and prototyping. Analysis and evaluation.	Read the D&T book pages 125-126	Give 3 rd party feed back and help to analyse and critique your child's design ideas from a different perspective.
Spring 1	Electronics and soldering PCB. Using a Design movement to design the casing for a speaker. Applying anthropometrics and ergonomics. Manipulating materials – bending wood.	Read the D&T book pages 30-33	Encourage your child to analyse products around the home suited to different users or products that are designed for ease of use, everyday products such as remote controls, phones, game controllers etc
Spring 2	Mechanisms and levers. Forces and stresses. What is Iconic design? Anglepoise lamp analysis.	Read the D&T book pages 34-37	Identify different levers and mechanisms used around the home and encourage your child to question how things work eg door handles, bike chain, can openers, and any adjustable products.
Summer 1	Design and make a lamp with a mechanism. Applying the theory to	Read the D&T book pages 116-119	Give 3 rd party feed back and help to analyse and critique your child's final design



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
	practice.		discuss modifications and improvements.
Summer 2	Isometric and orthographic drawing	Read the D&T book pages 139-140	The students will use the techsoft 2D design program to produce their working drawings, if possible its advantages if they can download a demo - this for free at home but please note they cannot save, print or send anything from this free down load it is purely to practice on. Google sketch up is another free to download program which you can save work from and would benefit your childs communication of design ideas in product design

Suggested reading and useful online resources to support independent and home learning:

GCSE AQA Design & Technology Complete revision and practice book by CGP – ISBN 978 1 78294 755 4

<https://www.techsoft.co.uk/Products/Software/2DDesV2Demo>

<https://www.sketchup.com/plans-and-pricing/sketchup-free>

https://www.youtube.com/results?search_query=sketch+a+day

Contact details: Mrs M Fusco, Head of Product Design mfu@goffs.herts.sch.uk



Year 9 'My Personalised Curriculum' - Italian

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1	Myself, family and friends	Research and practise vocabulary on: My family https://quizlet.com/_6botl6?x=1jqt&i=n3dm4 Physical description https://quizlet.com/_603sf7?x=1jqt&i=n3dm4 Personality https://quizlet.com/_a0i2oi?x=1jqt&i=n3dm4 Use your vocab booklet to learn the key vocabulary. Alternatively, learn the key vocabulary on https://quizlet.com/mamadori/folders/aqa-gcse-italian-new-specification/sets (Me, my family and friends)	https://uk.language-gym.com/ Italian – Game room - Beginner and Intermediate sections
Autumn 2	My studies	Research and practise vocabulary on: School subjects https://quizlet.com/_603tk3?x=1jqt&i=n3dm4 Time https://quizlet.com/_68ds1n?x=1jqt&i=n3dm4 Daily Routine https://quizlet.com/_68dsif?x=1jqt&i=n3dm4 Jobs https://quizlet.com/_6l0v91?x=1jqt&i=n3dm4 Use your vocab booklet to learn the key vocabulary. Alternatively, learn the key vocabulary on https://quizlet.com/mamadori/folders/aqa-gcse-italian-new-specification/sets	https://uk.language-gym.com/ Italian – Game room - Beginner and Intermediate sections



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
		(My studies / Life at school/college)	
Spring 1	Free time, sports and healthy lifestyle	Research and practise vocabulary on: Sports https://quizlet.com/_a0i28h?x=1jqt&i=n3dm4 Weather https://quizlet.com/_a0i2g4?x=1jqt&i=n3dm4 Food https://quizlet.com/_603tu7?x=1jqt&i=n3dm4 Use your vocab booklet to learn the key vocabulary. Alternatively, learn the key vocabulary on https://quizlet.com/mamadori/folders/aqa-gcse-italian-new-specification/sets (Free time activities)	https://uk.language-gym.com/ Italian – Game room - Beginner and Intermediate sections
Spring 2	Travel and tourism	Use your vocab booklet to learn the key vocabulary. Alternatively, learn the key vocabulary on https://quizlet.com/mamadori/folders/aqa-gcse-italian-new-specification/sets (Travel and tourism)	https://uk.language-gym.com/ Italian – Game room - Beginner and Intermediate sections
Summer 1	Travel and tourism	Use your vocab booklet to learn the key vocabulary. Alternatively, learn the key vocabulary on https://quizlet.com/mamadori/folders/aqa-gcse-italian-new-specification/sets (Travel and tourism)	https://uk.language-gym.com/ Italian – Game room - Beginner and Intermediate sections
Summer 2	Italian Festivals and celebrations Revision and exams	Use your vocab booklet to learn the key vocabulary. Alternatively, learn the key vocabulary on https://quizlet.com/mamadori/folders/aqa-gcse-italian-new-specification/sets	https://uk.language-gym.com/ Italian – Game room - Beginner and Intermediate sections



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
		(Customs and festivals in Italian speaking countries)	

Suggested reading and useful online resources to support independent and home learning:

- www.thisislanguage.com Authentic language videos to improve listening skills and grammar section to revise main tenses (username and password provided)
- www.education.vic.gov.au/languagesonline Free online resources and games
- www.languagesonline.org.uk Free website popular topics and grammar
- www.studystack.com Flashcards and study games
- www.quizlet.com (<https://quizlet.com/mamadori/folders/aqa-gcse-italian-new-specification/sets>) Mobile and web-based study application: Flashcards and study games
- www.lyricstraining.com Learning Italian with songs: gap-fill exercises
- www.conjuguemos.com Free website to revise verb endings of different tenses
- www.wordreference.com Online dictionary with verb conjugator

Contact details: Ms M Amadori, Head of Italian mam@goffs.herts.sch.uk



Year 9 'My Personalised Curriculum' – Media and Film Studies

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1	Key media concepts and ideas	General media products which they are interested in – TV, film, video games etc.	Discuss the area of media with your child and ask them to identify particular media products which interest them and engage them. Try to get them to think about why they like certain products and dislike others.
Autumn 2	Analysing advertising and marketing	Audience demographic groups and factors affecting audience response	Look at different media products and as you do, discuss audience groups and how the media products are targeting their audiences.
Spring 1	Creating print media	Photoshop and image manipulation	Try to complete an online photoshop tutorial with your son/daughter.
Spring 2	Analysing film	Film genres and styles	Watch films together and ask them to discuss what they found effective and ineffective.
Summer 1	Production skills	Creative ideas for film projects	Discuss ideas for creative work including special effects and script ideas.
Summer 2	Filmmaking project -	Shooting pictures and footage at home.	Discuss ideas for creative work including special effects and script ideas.

Suggested reading and useful online resources to support independent and home learning:

<https://goffsfilmandmedia.wixsite.com/tips>

<https://www.blackmagicdesign.com/products/davinciresolve/>

<https://bbfc.co.uk/>

Magazines/Journals:

Empire Magazine

Sight and Sound

Little White Lies

Contact details: Mr M Compton, Head of Media Studies mcn@goffs.herts.sch.uk



Year 9 'My Personalised Curriculum' – Music

Overview of what your child will be learning:

You will be studying a number of topics designed to enrich your general musical ability.

The precise order and timing of topics will be determined by the ability and needs of individual students.

Term	Key content	Flipped Learning topics
Autumn 1	<p>PERFORMANCE (solo) <u>Purpose</u> = Initial assessment of ability/choice of instrument etc. Developing confidence and awareness of exam criteria for performing. Regular target setting to ensure progress. <u>Assessment</u> = Performance Logs (completed weekly) and recordings. Marks awarded, with targets for improvement set.</p>	Regular practise at home on your performance instrument.
Autumn 2	<p>PERFORMANCE (ensemble) <u>Purpose</u> = Developing confidence and awareness of exam criteria for performing. Regular target setting to ensure progress. <u>Assessment</u> = Performance Logs (completed weekly) and recordings. Marks awarded, with targets for improvement set.</p>	Regular practise at home on your individual part, ready to be put together with your duet partner or group in the following lessons.
Spring 1	<p>GENERAL COMPOSITION (Introduction to Sibelius Software) <u>Purpose</u> = To give a structured approach to organising ideas and to develop knowledge of musical forms and compositional techniques. To develop an understanding of formal music notation. <u>Assessment</u> = Composition booklet used to mark progress and to give regular feedback and targets for improvement.</p>	Prepare creative and interesting musical ideas (Chord patterns/melodies/rhythmic ideas) to apply to your compositions in following lessons.
Spring 2	<p>LISTENING and APPRAISING <u>Purpose</u> = To introduce the Areas of Study, learning the features and characteristics of each, whilst studying and analysing suggested set works.</p> <ol style="list-style-type: none"> 1. Conventions of Pop Music 2. Rhythms of the World 3. The Concerto through Time 4. Film Music <p>Assessment = Regular appraising and listening tests on a topic, which will also develop general musicianship and aural skills necessary for the GCSE exam.</p>	You will be asked to research a topic and to produce and deliver a detailed and thorough presentation to the class as a starter for a following lesson.
Summer 1	<p>LISTENING and APPRAISING <u>Purpose</u> = To introduce the Areas of Study,</p>	You will be asked to research a topic and to produce and



Term	Key content	Flipped Learning topics
	<p>learning the features and characteristics of each, whilst studying and analysing suggested set works.</p> <ol style="list-style-type: none"><li data-bbox="432 344 823 376">1. <u>Conventions of Pop Music</u><li data-bbox="432 383 767 414">2. <u>Rhythms of the World</u><li data-bbox="432 421 847 452">3. <u>The Concerto through Time</u><li data-bbox="432 459 627 490">4. <u>Film Music</u> <p>Assessment = Regular appraising and listening tests on a topic, which will also develop general musicianship and aural skills.</p>	<p>deliver a detailed and thorough presentation to the class as a starter for a following lesson.</p>
Summer 2	<p><u>GCSE COURSE WORK = PERFORMANCE and COMPOSITION</u></p> <p><u>Purpose</u> = to record any pieces of coursework that have been completed this year.</p> <ol style="list-style-type: none"><li data-bbox="480 815 762 846">1. Solo Performance<li data-bbox="480 853 831 884">2. Ensemble Performance<li data-bbox="480 891 762 922">3. Free Composition<li data-bbox="480 929 815 960">4. Set Brief Composition	<p>Rehearse at home and in school with others to prepare for performances .</p>

Suggested reading and useful online resources to support independent and home learning:

Various YouTube clips, web sites and articles, that are relevant to a topic being studied, will be given out in lesson time. Link to free online piano/keyboard - [Virtual Piano - Online Piano Keyboard | OnlinePianist](#)

Contact details: Mr N Taken, Head of Music nta@goffs.herts.sch.uk



Year 9 'My Personalised Curriculum' – Psychology (My Brilliant Brain)

Overview of what your child will be learning:

Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
Autumn 1	<p>Research Methods</p> <ul style="list-style-type: none"> Gaining an understanding of how psychologists conduct research. Use of lab experiments, controlling variables and standardising procedures. Ethical issues in psychology – what they are and how they are dealt with. Applied to research studies. <p>Memory</p> <ul style="list-style-type: none"> How memory works – the multi-store model of memory and evaluation. How this can help with their revision. <p>Practical activity Applying knowledge learned this half term to design, conduct and write up their own practical investigation (replicating Peterson & Peterson's study).</p>	<p>Practical activity Students will need to have carried out their study on one participant and bring this result to the lesson in order to analyse the data and do a brief write up about the study.</p>	<p>You can support your child by encouraging them to read around the areas covered throughout the half-term.</p> <p>You can also support your child by ensuring their home learning tasks are completed. All home learning tasks set in lesson will be recorded on www.doddlelearn.co.uk</p>
Autumn 2	<p>Criminal Psychology</p> <ul style="list-style-type: none"> Apply social learning theory to criminal behaviour. Application to real life cases. Psychological effects of imprisonment – aims of prisons, statistics on usefulness, discussion on whether prisons 	<p>Criminal Psychology Students can read up beforehand about prisons – what the aims are, how useful they have been in deterring offenders, and the effects of prison.</p> <p>Introduction to Mental</p>	<p>You can support your child by encouraging them to read around the areas covered throughout the half-term.</p> <p>You can also support your child by ensuring their</p>



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
	<p>rehabilitate offenders.</p> <p>Social Influence</p> <ul style="list-style-type: none"> • Conformity to social groups – why do we conform? Types/reasons for conformity. Link to Asch’s study. • Obedience to authority figures – why do we obey? Link to Milgram’s study. <p>Introduction to Mental Health</p> <ul style="list-style-type: none"> • What is mental health? • Jahoda’s definition of mental health and the continuum definition. • Historical views on causes and treatments of mental health. 	<p>Health</p> <p>Students can do research beforehand about historical views on the causes and treatments of mental health.</p>	<p>home learning tasks are completed. All home learning tasks set in lesson will be recorded on www.doddlelearn.co.uk</p>
Spring 1	<p>Mental Health</p> <ul style="list-style-type: none"> • Changes in attitudes – effects of stigma and discrimination. • Effects of public services, law and society. • Prevalence of mental health with link to Schizophrenia (what it is, symptoms/clinical characteristics, key statistics). • How minority influence affects social change. • How majority influence affects social change – students to design a campaign. 	<p>Mental Health</p> <ul style="list-style-type: none"> • Students can research how people with mental health are stigmatised and discriminated against in society. • Students can research schizophrenia – i.e. who is more likely to be affected, how often it occurs. 	<p>You can support your child by encouraging them to read around the areas covered throughout the half-term.</p> <p>You can also support your child by ensuring their home learning tasks are completed. All home learning tasks set in lesson will be recorded on www.doddlelearn.co.uk</p>
Spring 2	<p>Debates in Psychology</p> <ul style="list-style-type: none"> • Outline the different 	<p>Debates in Psychology</p> <ul style="list-style-type: none"> • Students can 	<p>You can support your child by encouraging them to</p>



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
	<p>debates in Psychology, and link these to research studies examined in lessons with justifications as to why these studies may fall on a particular side of the debate.</p> <p>Is Psychology a science?</p> <ul style="list-style-type: none"> • Outline the debate and features of what makes something a science (i.e. objectivity). • Examine arguments for and against Psychology being a science with link to studies. <p>Sleep & Dreaming</p> <ul style="list-style-type: none"> • Introduction to Freud's theory of dreaming - defining key terms. • Criticisms of Freud's theory 	<p>summarise the debates to gain a better understanding of key terms before the lessons:</p> <ul style="list-style-type: none"> ○ Free will vs determinism ○ Nature vs nurture ○ Reductionism vs holism ○ Socially sensitive research ○ Usefulness <p>Is Psychology a science? Students can define the following key terms:</p> <ul style="list-style-type: none"> ○ Scientific ○ Objectivity ○ Subjectivity ○ Falsifiability ○ Quantitative ○ Qualitative 	<p>read around the areas covered throughout the half-term.</p> <p>You can also support your child by ensuring their home learning tasks are completed. All home learning tasks set in lesson will be recorded on www.doddlelearn.co.uk</p>
Summer 1	<p>Sleep & Dreaming</p> <ul style="list-style-type: none"> • Freud's dream analysis of the Wolfman study – outline what he did and found, and evaluate the study. • Research methods link – what is a case study and evaluation. • Is Freud's research and theory scientific? Applying the debate to Freud with arguments for and against. <p>Learning</p> <ul style="list-style-type: none"> • Classical conditioning – outline Pavlov's work; Watson & Rayner's 	<p>Sleep & Dreaming Based on what they learned about Freud's theory, students can prep arguments for and against Freud's theory being considered scientific.</p> <p>Learning Students can research and summarise the research by Pavlov and Skinner to understand how classical and operant conditioning work.</p>	<p>You can support your child by encouraging them to read around the areas covered throughout the half-term.</p> <p>You can also support your child by ensuring their home learning tasks are completed. All home learning tasks set in lesson will be recorded on www.doddlelearn.co.uk</p>



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
	<p>study, and apply to how phobias are formed.</p> <ul style="list-style-type: none"> • Operant conditioning - outline the work of B.F. Skinner and define key terms. Application to examples. • Applications of conditioning - examine how systematic desensitisation and flooding can be used to prevent phobias. Application to examples. Strengths and weaknesses of these methods. <p>Aggression</p> <ul style="list-style-type: none"> • Social learning theory explanations - apply key terms from HT2 to aggression. • Examine research based on SLT - what do they suggest about aggression? • Media influences and effects of video games - why should we study influences on antisocial behaviour? Research into the topic - what do they suggest and criticisms. 		
Summer 2	<p>Cognitive Development</p> <ul style="list-style-type: none"> • Piaget's theory - introduction to cognitive development, key terms (schemas, assimilation, accommodation). • Piaget's 4 stages - outline four stages, key skills children develop 	<p>Cognitive Development</p> <p>Students can do further reading and look at how Piaget's theory has been applied to education, which they can use as evaluation for his stage theory of cognitive development.</p>	<p>You can support your child by encouraging them to read around the areas covered throughout the half-term.</p> <p>You can also support your child by ensuring their home learning tasks are completed. All home</p>



Term	Key content	Flipped Learning Content your child will need to come prepared to the lesson having researched	Things you can do to support your child to be successful
	<p>at each stage with videos to demonstrate these.</p> <ul style="list-style-type: none">• Create a toy activity• Vygotsky's theory of cognitive development• Piaget's study into conservation and criticisms of the study. <p>Psychology quiz & activities</p> <ul style="list-style-type: none">• Quiz on content covered this year.		learning tasks set in lesson will be recorded on www.doddlelearn.co.uk

Suggested reading and useful online resources to support independent and home learning:

The books listed below can explain the content covered in more detail if students are interested:

- The Memory Illusion by Julia Shaw
- The Little Book of Psychology by Emily Ralls & Caroline Riggs
- How Psychology Works: Applied Psychology Visually Explained by DK and Jo Hemmings
- Criminal Behavior: A Psychological Approach by Curt R. Bartol & Anne M. Bartol
- The Lucifer Effect: How Good People Turn Evil by Philip Zimbardo
- The Psychology Book by Nigel Benson
- The Interpretation of Dreams by Sigmund Freud

Contact details: Mrs O Holman, Head of Psychology oho@goffs.herts.sch.uk