



Home Learning Guide – Key Stage 4

2021-22





Dear Parent / Carer,

This booklet has been produced to provide you with more information about Home Learning at Settle College. It provides you with information about each subject to enable you to support your child's progress through their studies.

Introduction to Home Learning

Home Learning is an important part of the learning process. It involves encouraging students to take greater responsibility for their own learning. It helps them to become more self-reliant and independent. Home Learning also helps parents to take a more active part in their child's progress. Finally, it leads to more effective use of lesson time. Home Learning should always be purposeful. The aim is for classwork and home learning to complement each other, one supporting and enhancing the other.

Aims of Home Learning

- Consolidate and extend work covered in class;
- Prepare for new learning activities;
- Access resources not available in the classroom;
- Develop research skills;
- Have an opportunity for independent work;
- Show progress and understanding;
- Provide feedback in the evaluation of teaching;
- To enhance study skills e.g. planning, time management and self-discipline;
- To encourage students to take ownership and responsibility for learning;
- Engage parental co-operation and support;
- Create channels for home-school dialogue.

This Guide

This guide outlines the sort of activities you and your child can expect at Key Stage 4 in each subject area. There are also some suggestions about the amount of time to spend on home learning. Where students feel they have the capacity for additional home learning, there are also some suggested independent study tasks for each subject. Every subject also has an additional challenge task each half term for students to attempt at home. Students should speak to their teachers if they wish to submit a response.

Home Learning Club

Not all home learning needs to be done at home. In fact, for some students who find it hard to work at home, or for some tasks that may require resources more readily available at school (books, software, equipment), it may be necessary or desirable to carry out the task at school. The library is available for self-study at lunchtime, as well as an additional space in A4 on Tuesday-Thursday.

GCSEPod

All students have access to GCSEPod. This interactive tool can be downloaded onto a phone or computer. At the heart of GCSEPod are videos that are 3-5 minutes long. They are made and written by teachers and are quality assured. Every Pod is mapped to GCSE exams boards. There are also now questions for students to complete to check their understanding of the videos they have seen. To access the site, use the link: <https://www.gcsepod.com/>. If a student is unaware of their login details, they should email Miss Nutter on j.nutter@settlecollege.n-yorks.sch.uk.



The Role of the Parents

The role of the parent is crucial if a child is to gain success from home learning. Reinforcing its value through positive feedback will give students the confidence to persevere, work hard and reach high standards of achievement.

Parents can assist by:

- Providing a table, chair and a quiet place to work.
- Negotiating with the student when homework is to be done as a student's free play is important too.
- Checking the time spent on individual tasks.
- Ensuring that outside clubs do not hamper a child's quality of work and put a child under undue pressure.
- Checking presentation and content of all homework being returned to school.
- Providing the school with information about any problems by contacting the teacher or tutor directly.
- Get your son/daughter to tell you what they have learnt after completing a home learning task. This is a very powerful way of enforcing what they have learnt.
- Offer challenges to test them 'Right, you have got 5 minutes to tell me all you know about....' Or 'Give me 4 uses for....'
- Offer small short-term rewards to encourage motivation.

For exams:

- Help your son/daughter to plan a revision timetable. There are blank revision timetables on the College website in the Exams section. It is easier to stick to the plan if everyone at home knows about it!
- Encourage short bursts of revision – up to 40 minutes. This will help to keep learning fresh in the mind.
- Remind your son/daughter to study the meaning of words and phrases used in exam questions such as 'Explain', 'Evaluate'
- Encourage your son/daughter to be creative in his/her revision by creating 'spider diagrams' summarising the key points from a topic or asking them to 'summarise the topic in 6 key words...'
- The formula 'Study it, cover it, summarise it and check it' can be useful.
- Working with a friend can be useful. Having to explain things to someone else, makes for effective learning.



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English

Year 10	<p>Topics:</p> <table border="1"> <tr> <td>Autumn 1 – C19th fiction and non-fiction</td> <td>Spring 1 – C20th drama and C20th fiction</td> <td>Summer 1 – Shakespeare and spoken language</td> </tr> <tr> <td>A Christmas Carol. 4 Power & Conflict poems.</td> <td>An Inspector Calls. 4 Power & Conflict poems.</td> <td>Romeo and Juliet. 4 Power & Conflict poems.</td> </tr> <tr> <td>Autumn 2 – Language</td> <td>Spring 2 – Language</td> <td>Summer 2 – Language</td> </tr> <tr> <td>Reading C19th non-fiction. Transactional writing.</td> <td>Reading C20th fiction. Writing narratives.</td> <td>Spoken language presentation.</td> </tr> </table> <p>Types of Home Learning: Knowledge organiser tasks, vocabulary tasks, quotation challenges, everyday reviewing tasks, occasional research and spoken language presentation preparation.</p> <p>Extension work: Wider reading, researching around contextual issues for texts studied and how they link and compare to the present.</p> <p>Useful links: https://classroom.thenational.academy/units/a-christmas-carol-fa13 https://classroom.thenational.academy/units/an-inspector-calls-923e https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/assessment-resources?f.Resource+type%7C6=Question+papers https://www.bbc.co.uk/bitesize/subjects/zr9d7ty https://www.teachwire.net/news/5-of-the-best-last-minute-gcse-english-language-revision-resources https://www.youtube.com/watch?v=hMhQIX9DCcQ&list=PLqGFsWf-P-cAltMxkEvJXCxqT-ZzFqAN</p>	Autumn 1 – C19th fiction and non-fiction	Spring 1 – C20th drama and C20th fiction	Summer 1 – Shakespeare and spoken language	A Christmas Carol. 4 Power & Conflict poems.	An Inspector Calls. 4 Power & Conflict poems.	Romeo and Juliet. 4 Power & Conflict poems.	Autumn 2 – Language	Spring 2 – Language	Summer 2 – Language	Reading C19 th non-fiction. Transactional writing.	Reading C20 th fiction. Writing narratives.	Spoken language presentation.
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English Language paper 1	English Language paper 2	Revision and exam questions.											





Maths

Year 10	<p>Topics: Autumn term (non-calculator): Function notation, graphs & simultaneous equations, bivariate data, equations & inequalities, measures, angles, polygons & circles, indices, surds & standard form, transformations & congruence and vectors.</p> <p>Spring & summer terms (calculator allowed): Percentages, direct and inverse proportion, (time and timetables), probability, area & perimeter, 3D shape, standard index form, fractions, calculators & rounding, Pythagoras & trigonometry, algebraic manipulation, (solving quadratic equations), drawing & using graphs, (reading scales, units, DST calculation), (functions) and upper and lower bounds.</p> <p>Types of Home Learning: Fortnightly GCSE exam type/contextual questions, which are assessed, graded, reviewed and annotated by students. Revision for mock exams, review of home learning and consolidation tasks. MyMaths or Mathswatch electronic tasks.</p> <p>Extension work: Extra work on topics covered, revision (see links below).</p> <p>Useful links: http://www.mymaths.co.uk/, https://vle.mathswatch.co.uk/vle/, https://www.mathspad.co.uk/, https://www.senecalearning.com/, http://www.bbc.co.uk/schools/gcsebitesize/maths/, http://www.mrbartonmaths.com/, https://corbettmaths.com/ College Website; Home Access: Maths area has blank copies of HL, revision materials (before mocks)</p>
Year 11	<p>Topics: Autumn term (non-calculator): Fractions, decimals & percentages, ratio & proportion, expressions, formulae, sequences, CTS & algebraic fractions, transformations, probability, standard form, indices, surds, factors, primes & multiples, equations & inequalities, constructions, loci, scale & bearings, data charts & graphs and vectors.</p> <p>Spring term (calculator allowed): Percentages, area & volume, Pythagoras & trigonometry, Graphs (& transformations) and algebra.</p> <p>Types of Home Learning: Fortnightly GCSE exam type/contextual questions, which are assessed, graded, reviewed and annotated by students. Revision for mock exams, review of home learning and consolidation tasks. MyMaths or Mathswatch electronic tasks.</p> <p>Extension work: Extra work on topics covered, revision (see links below).</p> <p>Useful links: http://www.mymaths.co.uk/, https://vle.mathswatch.co.uk/vle/, https://www.mathspad.co.uk/, https://www.senecalearning.com/, http://www.bbc.co.uk/schools/gcsebitesize/maths/, http://www.mrbartonmaths.com/, https://corbettmaths.com/ College Website; Home Access: Maths area has blank copies of HL, revision materials (before mocks)</p>



Biology

Year 10	<p>Topics: B2: staying healthy, B3: living together – food & ecosystems and B4: using food & controlling growth</p> <p>Types of Home Learning: Each unit has two exam question home learning tasks, which form an important part of the assessment of each unit. In addition to these two formal assessments, appropriate homework tasks, such as practice questions, practical write-ups, and research tasks, are also completed.</p> <p>Extension work: Separate extension tasks are also provided, usually as research home learning tasks. Using Seneca and GCSEpod is expected to consolidate the content covered in lessons.</p> <p>Useful links: Specification: http://www.ocr.org.uk/qualifications/by-subject/science/, Doc Brown notes: http://www.docbrown.info/, BBC bitesize https://www.bbc.com/education/examspecs/z2synbk, New Scientist: http://www.newscientist.com/ Seneca https://senecalearning.com/en-GB/ GCSEpod https://www.gcsepod.com/.</p>
Year 11	<p>Topics: B5: the human body – staying alive and B6: life on Earth – past, present and future.</p> <p>Types of Home Learning: Each unit has two exam question home learning tasks, which form an important part of the assessment of each unit. In addition to these two formal assessments, appropriate homework tasks, such as practice questions, practical write-ups, and research tasks, are also completed.</p> <p>Extension work: Separate extension tasks are also provided, usually as research home learning tasks. Using Seneca and GCSEpod is expected to consolidate the content covered in lessons.</p> <p>Useful links: Specification: http://www.ocr.org.uk/qualifications/by-subject/science/, Doc Brown notes: http://www.docbrown.info/, BBC bitesize https://www.bbc.com/education/examspecs/z2synbk, New Scientist: http://www.newscientist.com/ Seneca https://senecalearning.com/en-GB/ GCSEpod https://www.gcsepod.com/.</p>

Chemistry

Year 10	<p>Topics: C1: air and water, C3: chemicals of the natural environment and C4: material choices.</p> <p>Types of Home Learning: Each unit has two exam question home learning tasks, which form an important part of the assessment of each unit. In addition to these two formal assessments, appropriate homework tasks, such as practice questions, practical write-ups, and research tasks, are also completed.</p> <p>Extension work: Separate extension tasks are also provided, usually as research home learning tasks. Using Seneca and GCSEpod is expected to consolidate the content covered in lessons.</p> <p>Useful links: Specification: http://www.ocr.org.uk/qualifications/by-subject/science/, Doc Brown notes: http://www.docbrown.info/, BBC bitesize https://www.bbc.com/education/examspecs/zxy3frd, New Scientist: http://www.newscientist.com/ Seneca https://senecalearning.com/en-GB/ GCSEpod https://www.gcsepod.com/.</p>
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Year 11	<p>Topics: C5: chemical analysis and C6: making useful chemicals.</p> <p>Types of Home Learning: Each unit has two exam question home learning tasks, which form an important part of the assessment of each unit. In addition to these two formal assessments, appropriate homework tasks, such as practice questions, practical write-ups, and research tasks, are also completed.</p> <p>Extension work: Separate extension tasks are also provided, usually as research home learning tasks. Using Seneca and GCSEpod is expected to consolidate the content covered in lessons.</p> <p>Useful links: Specification: http://www.ocr.org.uk/qualifications/by-subject/science/, Doc Brown notes: http://www.docbrown.info/, BBC bitesize https://www.bbc.com/education/examspecs/zxy3frd, New Scientist: http://www.newscientist.com/ Seneca https://senecalearning.com/en-GB/ GCSEpod https://www.gcsepod.com/.</p>
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Physics

Year 10	<p>Topics: P4: explaining motion, P5: radioactive materials and P6: matter – models & explanations.</p> <p>Types of Home Learning: Each unit has two exam question home learning tasks, which form an important part of the assessment of each unit. In addition to these two formal assessments, appropriate homework tasks, such as practice questions, practical write-ups, and research tasks, are also completed.</p> <p>Extension work: Separate extension tasks are also provided, usually as research home learning tasks. Using Seneca and GCSEpod is expected to consolidate the content covered in lessons.</p> <p>Useful links: Specification- http://www.ocr.org.uk/qualifications/by-subject/science/ Docbrown notes- http://www.docbrown.info/ BBC bitesize- https://www.bbc.com/education/examspecs/z2synbk New scientist- http://www.newscientist.com/ Seneca- https://senecalearning.com/en-GB/ GCSEpod- https://www.gcsepod.com/</p>
Year 11	<p>Topics: P3: electric circuits and P4: explaining motion.</p> <p>Types of Home Learning: Each unit has two exam question home learning tasks, which form an important part of the assessment of each unit. In addition to these two formal assessments, appropriate homework tasks, such as practice questions, practical write-ups, and research tasks, are also completed.</p> <p>Extension work: Separate extension tasks are also provided, usually as research home learning tasks. Using Seneca and GCSEpod is expected to consolidate the content covered in lessons.</p> <p>Useful links: Specification- http://www.ocr.org.uk/qualifications/by-subject/science/ Docbrown notes- http://www.docbrown.info/ BBC bitesize- https://www.bbc.com/education/examspecs/z2synbk New scientist- http://www.newscientist.com/ Seneca- https://senecalearning.com/en-GB/ GCSEpod- https://www.gcsepod.com/</p>



Combined Science

<p>Year 10</p>	<p>Topics: B2: staying healthy, B3: living together – food & ecosystems, B4: using food & controlling growth, C1: Air and water, C3: chemicals of the natural environment, C4: material choices, P4: explaining motion, P5: radioactive materials and P6: matter – models & explanations.</p> <p>Types of Home Learning: Each unit has two exam question home learning tasks, which form an important part of the assessment of each unit. In addition to these two formal assessments, appropriate homework tasks, such as practice questions, practical write-ups, and research tasks, are also completed.</p> <p>Extension work: Separate extension tasks are also provided, usually as research home learning tasks. Using Seneca and GCSEpod is expected to consolidate the content covered in lessons.</p> <p>Useful links: Specification- http://www.ocr.org.uk/qualifications/by-subject/science/ Docbrown notes- http://www.docbrown.info/ BBC bitesize- https://www.bbc.com/education/examspecs/z2synbk New scientist- http://www.newscientist.com/ Seneca- https://senecalearning.com/en-GB/ GCSEpod- https://www.gcsepod.com/</p>
<p>Year 11</p>	<p>Topics: B5: the human body – staying alive, B6: life on Earth – past, present & future, C5: chemical analysis, C6: making useful chemicals, P3: electric circuits and P4: Explaining motion.</p> <p>Types of Home Learning: Each unit has two exam question home learning tasks, which form an important part of the assessment of each unit. In addition to these two formal assessments, appropriate homework tasks, such as practice questions, practical write-ups, and research tasks, are also completed.</p> <p>Extension work: Separate extension tasks are also provided, usually as research home learning tasks. Using Seneca and GCSEpod is expected to consolidate the content covered in lessons.</p> <p>Useful links: Specification- http://www.ocr.org.uk/qualifications/by-subject/science/ Docbrown notes- http://www.docbrown.info/ BBC bitesize- https://www.bbc.com/education/examspecs/z2synbk New scientist- http://www.newscientist.com/ Seneca- https://senecalearning.com/en-GB/ GCSEpod- https://www.gcsepod.com/</p>



Religious Studies

Year 10	<p>Topics: Muslim beliefs, Muslim life in practice, Issues surrounding crime and punishment, Issues surrounding peace and conflict.</p> <p>Types of Home Learning: Learning key words and SWA quotations, extended writing tasks linked to GCSE questions, research tasks, revising for end of unit tests, creating campaign materials on a variety of controversial ethical issues.</p> <p>Extension work: Wider research tasks to reinforce and deepen understanding of key topics.</p> <p>Useful links: https://qualifications.pearson.com/en/home.html https://www.bbc.co.uk/bitesize/subjects/zqxp9b9q www.bbc.co.uk/education/topics/zphtyrd/resources/1</p>
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PSHCE

Year 10 and 11	<p>Topics: Mental health and wellbeing, relationships education, staying safe on and offline, citizenship, careers and personal finance.</p> <p>Types of Home Learning: Due to the unique nature of this subject, it will not always be appropriate to set home learning. However, from time to time, tutors, in consultation with Heads of Year, may direct pupils to carry out personal research either in preparation for, or as follow up to, particular topics covered in class.</p>
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Art & Design

Topics: Mini project based on Cells or Natural Forms. Main project based on surroundings.

Types of Home Learning: Collecting & taking photographs, research on the internet, presentation of research, observation drawings, project development work, skill-based work. Critical studies, researching Artists and Art movements and adding annotated notes to sketchbook.

Extension work: Development of drawing skills & style through extra artistic pieces. Visiting Galleries or Museums. You will also have sheets on Teams that you can complete as extra work.

Useful links: www.studentartguide.com/, www.art.com, www.theartstory.org/, www.artarchive.com, www.artyfactory.com, <https://ysp.org.uk>, www.tate.org.uk, www.npg.org.uk/, www.bbc.co.uk/bitesize/subjects/z6hs34j <https://www.wikiart.org/>

Computing

Topics: Computer systems, computing hardware, software, representation of data, databases, computer communications and networking, programming fundamentals, research-based enquiry in to how to code in a given piece of software & programming code.

Types of Home Learning: Research, revision on exam topics, practice and reading on python, app inventor and Little Man Computer.

Extension work: Python practice.

Useful links: Our Teams site - Everything you need is in there
Smart revise – <https://www.smartrevise.online/>
Seneca learning - <https://senecalarning.com/en-GB/>
Theory videos for the exams - <https://student.craigndave.org/gcse-videos>
What's what in python - <https://developers.google.com/edu/python/introduction>
Python tutorials - <http://www.tutorialspoint.com/python/index.htm>





Creative imedia

Topics: Pre-production documents, digital graphics, web design and game design

Types of Home Learning: Gathering information or materials for use in class, consolidating learning, research & evaluating.

Extension work: Using the set assignments to do deeper research into the topics requested.

Useful links: Our Teams site - Everything you need is in there

Copyright free images for use in work: <https://www.pexels.com/>

Free software downloads to aid coursework (these are suggestions, not necessities): audacity(sound software):

http://download.cnet.com/Audacity/3000-2170_4-10058117.html

GCSE POD revision tasks set – <https://www.gcsepod.com/>

Youtube revision playlist - <https://www.youtube.com/playlist?list=PLNwX7N2If4yIOHJ9Kfuwv3fqE8AKrnS3N>

Free online graphic software, Photopea - <https://www.photopea.com/>

Photopea tutorials- <https://sites.google.com/view/suefarrimondtutorials/image-editing-and-creation/photopea-basics>

Design and Technology

Topics: The course is divided into the exam (50%) and the non-examined element (50%), which involves designing and producing a product in response to a context.

Autumn term: Students study the theory section of the course in preparation for the exam in June and to support the NEA. The different areas of Design and Technology are: materials, manufacturing processes, H&S in the work environment, drawing techniques and plastics in detail.

Spring and summer terms: Students undertake the NEA producing a design folder and a product in response to a context.

Types of Home Learning: Home learning will be research tasks and exemplar questions. The NEA is not to be worked on at home, although students are free to do additional research.

Extension work: Practise skills in OnShape and 2D Design.

Useful links: www.bbc.co.uk/gcsebitesize, www.technologystudent.com, Settle Moodle site, and <https://www.onshape.com/>



Drama

Topics:

Unit 1: A three-part exam examining Knowledge of the Theatre, study of a Drama script (“Blood Brothers”) and a Theatre Review.

Unit 2: A devised performance, examined internally but moderated by an external examiner. This unit has an accompanying portfolio of coursework.

Unit 3: Scripted performance. Assessment includes the practical performance (in front of the examiner),

Types of Home Learning:

Drama home learning is set weekly and can take the form of written work, research, a reading task, on-line learning and rehearsal. Nearer to a practical exam, rehearsals during lunchtime and after school will increase.

Towards the end of the course, an external examiner will come in to mark the final unit.

Students must complete a significant piece of coursework. Homework will be set regularly and be completed each lesson in order to provide sufficient evidence to support achievement in the qualification.

Extension work: High ability students might organise or coordinate their group. Put together an outline or ideas for a piece or include in their folder details of external lessons in music or dance or productions they are taking part in. They are given additional materials for revision.

Useful links: <https://www.aqa.org.uk/subjects/drama/gcse/drama-8261>

Engineering

Topics: The course is divided into three units. Unit 1 – Engineering Design (25%), Unit 2 – Producing Engineering Products (50%), Unit 3 – Solving Engineering Problems – exam (25%).

Autumn term: Students study the theory section of the course in preparation for the exam in May and to support the other units. They will cover the different areas of engineering: engineering processes, engineering materials, H&S in the work environment, drawing techniques and working to tolerance. Students undertake the first unit, where they will analyse a product and then redesign it.

Spring and summer terms: Students undertake the second unit, where they will plan and manufacture an engineered product. They will also prepare for the unit 3 exam through theory revision exercises and exam practice.

Types of Home Learning: Home learning will be to complete folder work and is often individual to the students. They will also need to revise theory work, as well as practise for the exams through past papers.

Extension work: Practice skills in Pro-desktop, Onshape and 2D Design.

Useful links: www.bbc.co.uk/gcsebitesize, www.technologystudent.com, Settle Moodle site, <https://www.onshape.com>



Enterprise & Marketing

Topics: R064: Enterprise and marketing concepts, R065: Design a business proposal and R066: Market and pitch a business proposal.

Types of Home Learning: Students are asked to complete activities based on topics that have been carried out in their lessons. Activities tend to be based around a business that students are familiar with. Home learning can be a mix of multiple-choice questions and short or longer writing activities and tend to be similar to the questions in their GCSE examinations. Home learning can also be investigations where findings are put together on a PowerPoint or collecting tasks where students are asked to bring in a sample product.

Early in the course it is expected that students will purchase a revision guide from the department. This allows students to develop the knowledge and understanding at their own pace.

For Unit R065/R066, students have to create a pizza, which eventually they will market and pitch to business investors. All of the tasks within this can be done at home and home learning is often to complete these tasks to make sure they're up to date.

There are two opportunities to take the R064 exam, one in January and one in June. Before this, all students will be issued with revision materials that require completion at home. At this point, when you want to check home learning in Enterprise and Marketing, ask to see their revision pack called 'Revision in a Nutshell', which consists of past exam papers, activities and exam technique exercises.

Extension work: There is always value in reading notes in their exercise book/textbook and then making their own notes.

Useful links: Specification, exam papers and mark schemes: <https://www.ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-and-2-certificate-j819/assessment/>

For help with revision & completion of home learning tasks: <http://www.bbc.co.uk/schools/gcsebitesize/business/> www.businessed.co.uk. The latter website is tailored to our course and should be the go-to website. There are also excellent YouTube accounts, which can be found by typing in 'Enterprise and Marketing'.

Food Preparation & Nutrition

Topics: Food, nutrition & health, food science, food safety, food choice and food provenance.

Types of Home Learning: All students have access to the digital textbook, which contains many interactive activities and videos, as well as links to websites to support learning. The link to this is: <https://illuminate.digital/eduqasfood/>. All students have their own login and password. Students will also be given practice questions, research tasks and evaluation write-ups.

Extension work: Any opportunity for practising practical skills and working to timings is conducive to learning. It is extremely beneficial and helpful for students to have practiced their final choice of dishes before their practical examined assessment. This type of practice can have a hugely positive impact on final grades, as well as ensuring a calm and confident student on the day.

Useful links: British Nutrition Foundation: <http://www.nutrition.org.uk/> (this website contains huge amounts of information about nutrition). Food Fact of Life: <http://www.foodafactoflife.org.uk/> (a free resource that offers modules and information on nutrition, ingredients & food science and many more. It includes PowerPoint activity sheets). Eduqas Exam Board <http://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/>, <https://www.edx.org/course/nutrition-and-health-food-risks>, <https://www.edx.org/.../science-cooking-from-haute>, <https://www.edx.org/.../nutrition-and-health>, <https://www.edx.org/.../sustainable-food-security-food>



French

Topics: Family and friends, technology in everyday life, free time activities, customs and festivals, where I live, charity and voluntary work, healthy living, the environment, homelessness, holidays and travel, regions of France, my studies, life at school/college, education post-16, jobs – career choices and ambitions.

Types of Home Learning: Learning and revision vocabulary on Memrise weekly, completing topic tests on Kerboodle. Practicing and applying grammar knowledge through topical worksheets, reading comprehension tasks and listening tasks, students given extended translations into both French and English, topical news stories, summarising videos relevant to topic areas, extended writing tasks, photocard and roleplay activities.

Extension work: Extension grammar and listening/reading questions on Kerboodle, practising exam style questions in revision guides, watching French DVDs/TV shows, practising speaking questions for general conversations. Students are given access to booklets on roleplays, photocards, reading activities and writing and translation tasks to complete as extension homework.

Useful links: www.realfrench.net, www.allo.languages.org.uk, www.atantot.com, <https://quizlet.com/en-gb>, <https://www.memrise.com/home/>, <http://www.bbc.co.uk/schools/gcsebitesize/french/>, <http://www.s-cool.co.uk/gcse/french>, <http://www.gcse.com/french/>, www.m6.fr, www.france2.fr, www.voila.fr

Geography

Topics: Coasts, hazards, rivers, resources, urban world, changing economic world, skills and fieldwork.

Types of Home Learning: Home learning in Geography is focused around developing skills such as map skills, research and using resources. The home learning will not always be written work; sometimes it will be research or telling an adult about what they have learnt. Planners may be used as evidence. **All students will buy an AQA GCSE exam book. Exam questions will be regularly set to complete in this book.**

Extension work: all students are encouraged to be aspirational in their targets. Reviewing and revising past topics on a regular basis is a key to success. Look out for geography related documentaries; check the updated programmes in your geography classrooms for what to be watching. Please be looking in the paper for local and global geographical news. The guardian has a great environment section.

Useful links: [Interactive map and graphical skills](#) Brilliant website to brush up your skills for paper 3

[BBC Bitesize](#) Really good revision and quizzes

[GCSEPod](#) Easy to revise wherever you are. Great for remote learning.

[Royal Geographical Society](#) Geography plays a crucial role in understanding our world. It makes a vital contribution to our knowledge of the rapidly changing environmental and social challenges facing us and how we should tackle them. Explore this amazing website to keep up to date.

[Water challenges on the planet](#) Why is that in 2019, over 1 million people die every year because they do not have access to safe drinking water?

[Seneca](#) Assignments will be set from here and class code provided to join the class.

[Geography videos](#) A fantastic selection of videos by University Geography Departments.

[The Met Office](#) A great website for the weather unit and reading synoptic charts

[BBC News](#) An excellent source of up to date articles—explore the key headings such as Science, Business, as well as the UK, World and other stories.



History

Topics: Medicine during the First World War, Medicine through time c1250-present day, early Elizabethan England 1558-88, Superpower relations and the Cold War 1941-91, Weimar and Nazi Germany 1918-39

Types of Home Learning: Completing notes on key topics; revising for a recall test; practice exam questions; learning key vocabulary – spellings and/or meanings.

Extension work: all students are encouraged to be aspirational in their targets. Reviewing and revising past topics on a regular basis is a key to success. Look out for relevant History documentaries. The websites below provide additional information on key topics for those who wish to carry out further research.

Useful links: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html> - the exam board website, contains the specification, past exam papers, mark schemes and examiners' reports
<https://www.bbc.co.uk/teach/class-clips-video/medicine-through-time/zdcy8xs> - 10 short videos on medicine from the Middle Ages to the present
<https://www.bbc.co.uk/bitesize/topics/z29rbk7> - sections on Elizabethan England, Germany and the Cold War
<https://www.johndclare.net> – information in the Modern World History section on aspects of Germany and the Cold War

Hospitality & Catering

Topics: The environment in which hospitality & catering providers and provisions operate; how hospitality & catering provision meets health and safety requirements; how food can cause ill health; proposing a hospitality & catering provision that meets specific requirements.

Types of Home Learning: Short answer questions and scenarios in preparation for the summer written exam. Students may be asked to complete a piece of research, such as a specific dietary requirement or find out about dietary related diseases or illnesses. Sourcing recipes which incorporate specific skills or techniques.

Extension work: Any opportunity for practising practical skills and working to timings is conducive to learning. It is extremely beneficial and helpful for students to have practiced their final choice of dishes before their practical examined assessment. This type of practice can have a hugely positive impact on final grades, as well as ensuring a calm and confident student on the day.

Useful links: BBC bitesize – GCSE hospitality.

Food Fact of Life: <http://www.foodafactoflife.org.uk/> - has many student interactive games and quizzes which may be set as homework tasks.

<https://www.nhs.uk/live-well/eat-well/>

<https://www.nutrition.org.uk/>



Music

Topics: The course is divided into three areas: performing (30%), composing (30%) and understanding music (40%). Performing and composing are moderated coursework, and this will form part of the home learning tasks. The understanding music unit is a written and listening exam.

Types of Home Learning: Practice of personal instruments and/or singing a minimum of three times a week for 30 minutes. Extended paragraph writing, keywords, listening tasks, knowledge organisers and consolidation tasks, composition work. Tasks will also be set via the Focus on Sound website and students will be required to log in using their school Teams account.

Extension work: Performance repertoire, higher level essay writing, advanced compositional technique tasks.

Useful links: <https://www.aqa.org.uk/subjects/music/gcse/music-8271>; www.classicfm.com;
<https://www.mydso.com/dso-kids>; <https://www.bbc.co.uk/music/uk>; www.musictheory.net;
www.focusonsound.com; www.soundtrap.com

PE GCSE

Topics: (1) Physical factors affecting performance, (2) Socio-cultural issues and sports psychology

Types of Home Learning: Students are given a range of home learning tasks based on the subject area being studied. 60% of the final grade comes from the theory sections mentioned above. Home learning tasks will often focus on consolidating knowledge and applying the knowledge to sporting situations. A big part of the examined section of the qualification is the longer-marked questions, where students must state a point and justify this with fact and opinion. Students will spend a lot of home learning time justifying their opinion when discussing sporting matters.

The remaining 40% of the qualification is the practical element. We expect students to be playing and practising as many of their three chosen sports as possible outside of school. This is to help complement the work done in the practical lessons in school.

Extension work: Continual update of draft coursework section on analysis of performance. Use of exam resources to check progress.

Useful links: <https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/>
<https://www.gcseperevision.co.uk/>



Photography

Topics: Mini project based on Light. Main coursework themes include assembled, conceal & reveal, detail.

Types of Home Learning: Collecting & taking photographs, research on the internet, presentation of research, use apps to edit photos, project development work, skill-based work. Critical studies, researching Photographers and Photography genres and adding annotated notes to your digital portfolio.

The remaining 40% of the qualification is the practical element. We expect students to be playing and practising as many of their three chosen sports as possible outside of school. This is to help complement the work done in the practical lessons in school.

Extension work: Development of editing skills & style through extra digital pieces. Visiting galleries or museums. You will also have sheets on Teams that you can complete as extra work.

Useful links: www.studentartguide.com/, www.art.com, www.theartstory.org/, www.artarchive.com, www.artyfactory.com, <https://ysp.org.uk>, www.tate.org.uk, www.npg.org.uk/, www.bbc.co.uk/bitesize/subjects/z6hs34j, <https://www.wikiart.org/>.

Spanish

Topics: Family and friends, technology in everyday life, free time activities, customs and festivals, where I live, charity and voluntary work, healthy living, the environment, homelessness, holidays and travel, regions of Spain, my studies, life at school/college, education post-16, jobs – career choices and ambitions.

Types of Home Learning: Learning and revision vocabulary on Memrise weekly, completing topic tests on Kerboodle. Practicing and applying grammar knowledge through topical worksheets, reading comprehension tasks and listening tasks, students given extended translations into both Spanish and English, topical news stories, summarising videos relevant to topic areas, extended writing tasks, photocard and roleplay activities.

Extension work: Extension grammar and listening/reading questions on Kerboodle, practising exam style questions in revision guides, watching Spanish DVDs/TV shows, practising speaking questions for general conversations. Students are given access to booklets on roleplays, photocards, reading activities and writing and translation tasks to complete as extension homework.

Useful links: <https://www.memrise.com/home/>, <https://quizlet.com/en-gb>, <https://www.bbc.co.uk/bitesize/subjects/z4dqxnb>, <https://www.bbc.co.uk/bitesize/examspecs/z4yyjyv>, <https://revisionworld.com/gcse-revision/spanish>, <https://app.senecalearning.com/>, www.studyspanish.com, www.spanishdict.com, www.kerboodle.com.



Sport Science

Topics: R041 Reducing risk of sports injuries, R042 Principles of training, R045 Sports nutrition, R046 Sports technology.

Types of Home Learning: R041: This is an exam-based unit. Home learning tasks will often focus on consolidating knowledge and applying this knowledge to sporting situations. A big part of the examined section of the qualification is the longer-marked questions, where students must state a point and justify this with fact and opinion. Students will spend a lot of home learning time justifying their opinion when discussing sporting matters.

R042, R045, R046: These are coursework-based units. Although the guidelines do not allow students to complete coursework at home, work will be set to ensure students have the knowledge in place to complete the coursework in lessons. This will include research tasks and preparing notes to use when completing coursework.

Extension work: R041 – exam materials are provided. R042, R045, R046 – use of mark schemes and official example materials

Useful links:

<https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j802-j812/>

R042 - <https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/>

<https://www.gcseperevision.co.uk/>

R045- <https://www.nutrition.org.uk/healthyliving/an-active-lifestyle/eating-for-sport-and-exercise.html>

R046 - <https://www.technogym.com/gb/wellness/the-benefits-of-using-technology-in-sport/#:~:text=The%20use%20of%20technology%20in,program%20and%20the%20game%20strategy.>



Exam boards

	Subject	Exam board
Core subjects	English	AQA
	Maths	OCR
	Science (all)	OCR – specification A
	Religious Studies	Edexcel B
Option subjects	Art & Design	Edexcel
	Computing	OCR
	Creative imedia	OCR
	Drama	AQA
	Engineering	Pearson
	Enterprise & marketing	OCR Cambridge National
	Food preparation & nutrition	Eduqas
	French	AQA
	Geography	AQA
	History	Pearson Edexcel
	Hospitality & catering	WJEC
	Music	AQA
	PE GCSE	OCR
	Product Design	Pearson Edexcel
	Spanish	AQA
Sport Science	OCR	





Guidance on timing

Please note the following timings are for guidance only. Several subjects such as Art, DT and Music might have more home learning during a certain period within the academic year due to the nature of the course. For example, a design project on advertisement, students might spend more time on certain aspect of the project.

Subject		Amount of home learning at key stage 4
Core subjects	English	Once a week for up to 1 hour.
	Maths	Once a week for up to 1 hour.
	Science (all)	Three times a fortnight for 30 minutes to 1 hour (one per teacher)
	Religious Studies	Once a fortnight for up to 1 hour.
Option subjects	Art & Design	Once a week for up to 1 hour.
	Computing	Once a week for up to 1 hour.
	Creative imedia	Once a week for up to 1 hour.
	Drama	Once a week for up to 1 hour.
	Engineering	Once a week for up to 1 hour.
	Enterprise & marketing	Once a week for up to 1 hour.
	Food preparation & nutrition	Once a week for up to 1 hour.
	French	Vocabulary & grammar revision every lesson (20-30mins). Extended written task once a week. Online vocabulary revision once a week (10,000 points)
	Geography	Once a week for 30 minutes to 1 hour.
	History	Once a week for 30 minutes to 1 hour.
	Hospitality & catering	Once a week for up to 1 hour.
	Music	Once a week for up to 1 hour.
	PE GCSE	Once a week for up to 1 hour – this can/will include practical activities.
	Product Design	Once a week for up to 1 hour.
	Spanish	Vocabulary & grammar revision every lesson (20-30mins). Extended written task once a week. Online vocabulary revision once a week (10,000 points)
	Sport Science	Once a week for up to 1 hour.