

Summer Term 2022 Topics

Functional Skills Maths: Sarah Emson

Main area of study: Preparing for our assessments and looking at what to write down in a calculator paper vs a non-calculator paper. Those not doing assessments this time will look at exchange rates, best buys and probability.

How you can help at home: Support young people with practise questions

Key words: command words such as **evaluate, calculate, explain, rate, value for money.**

Functional Skills English: Tanya Brown

Main area of study: Preparing for our assessments, especially speaking and listening.

Speaking and Listening- Leading and taking part in group discussions and debates; presenting information to a variety of audiences; formal and informal exchanges. Ask detailed and pertinent questions to obtain specific information in a range of contexts.

Reading- Compare information, ideas and opinions in different texts, including how they are conveyed. Follow an argument, identifying different points of view and distinguishing fact from opinion. Identify different styles of writing and writer's voice.

Writing- Spell words used in work, study and daily life, including a range of specialist words. Communicate information, ideas and opinions clearly, coherently and effectively. Write text of an appropriate level of detail and of appropriate length to meet the needs of purpose and audience.

How you can help at home: Asking the young person what is the theme and key points of a piece of text such as a newspaper or magazine article. Have a discussion about their views of the article.

Key words: Persuasion, Convey, Comparison, Point of view, Informal

Employability: Leon Sheppard and Tanya Brown

Main area of study: To develop their enterprise skills by contributing to the planning, carrying out and reviewing of an enterprise activity. The students will be responsible for creating, providing products and services as part of a company. This will provide them with different roles within the company which will work on their initiative, persistence, communication and problem-solving skills. Students will be given tasks to complete and put into situations where they need to meet their own responsibilities to contribute to the enterprise activity.

How you can help at home: Encourage the young person to think about what has happened behind the scenes for an event to happen and how everyone has an important role. Link this thought process into work situations and how every job contributes to the final product or service.

Key words: Initiative, Contribution, Outcomes, Responsibilities, Persistence

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Work Related Learning: Rachel Dickinson

Main area of study: To understand how volunteering can help students to gain valuable skills and experience that could lead to paid work in the future. We will visit IT Skills for Africa in Cheltenham to see the amazing work carried out by their volunteering team and ask about the skills and qualities needed. We will also visit the Tewkesbury Nature Reserve to see a very different type of volunteering and find out more about the Supported Internships that they will be offering this summer. We plan to do some more travel training as well to get the students more accustomed to using public transport again and plan short journeys themselves.

How you can help at home: Keep encouraging them to take on more responsibility at home. Try to plan journeys on buses or trains that you would normally take by car. Discuss any volunteering work you may have done and how it affected you.

IT: Rod Naylor

Main area of study:

Ingots, at level Entry Level 3-Level 3 or Cambridge Technical Levels 1-3

Both qualifications are progressive and students' study one or two units per term at their own pace. Ingots students are guided to complete tasks at a reasonable pace and to a level appropriate for their ability. Students are encouraged to take responsibility for their own learning by choosing their route through accreditation to meet their interests and monitor their own progress.

Cambridge Technicals Level 3

We will be preparing for our Unit 1 exam ensuring that we have a good grasp of the topics. We will start on Unit 2 Global Information

The purpose of this unit is to demonstrate the uses of information in the public domain, globally, in the cloud and across the internet, by individuals and organisations. Students will discover that good management of both data and information is essential, and that it can give any organisation a competitive edge.

How you can help at home: Ensure students are working toward their final outcomes by asking about aspects of their work. Ensure that the Cambridge Technicals students are making use of the revision resources that have been provided.

Key words: DTP, Mail Merge, presentation, security, globalisation, data, information

GCSE English Language: Coreen Chamberlain

Main area of study: This term, students will initially complete revision for GCSE Language papers one and two with a particular focus on questions three and four in both papers. For those who are sitting the examinations this year, the English Language Paper 1 (Fiction) examination will take place on 18th May and the English Language Paper 2 (Non-fiction) examination will take place on 10th June. Students will then move onto reading George Orwell's *Animal Farm* as a class. Alongside reading the novella, students will continue to explore the use of language and structural techniques within the text and what their effects

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are. Students will also explore the context surrounding the text, characters and themes which arise within the novella.

How you can help at home: Encourage students to complete past papers under exam conditions and hand these in to be marked so any misconceptions can be addressed. Encourage students to practise identifying structural techniques within texts and explore how texts transition from beginning to middle to end, considering what is revealed to the reader at each stage and what the intended effect of this is. Encourage students to compare the ideas and perspectives presented within non-fiction texts, as well as the language used.

Key words: PEEZL (Point, evidence, explain, zoom, link), language techniques, structural techniques, satirical, allegorical

GCSE Maths: Sarah Emson

Foundation Level

Main area of study:

Some students will be preparing for their GCSE exams through past papers.

Pupils will be looking at exchange rates and how they can use these to convert between currencies. They will use their skills to compare prices in different countries as well as to work out 'best buys' across shops.

Pupils will go on to look at probability including the 'and' and the 'or' rules. We will work out the chances of winning the national lottery.

How you can help at home: Discuss price comparisons with students. Notice and discuss currency conversions. Discuss probability in game play and dice throwing.

Key words: Exchange, currency, conversion, event and outcome

Higher Level

Main area of study:

The main target for this term is to prepare for GCSE exams by looking at past paper questions and practising exam technique.

Quadratic sequences, quadratic inequalities and a percentage focus.

How you can help at home: Encourage students not to spend too long being stuck on one particular problem but to go back and correct once they have had a hint from me.

Key Words: quadratic, mountain, yet!

GCSE Geography OCR Specification A: Chris Bentley

Main area of study: Landscapes and the UK, People of the UK, UK Environmental Challenges.

During this term we will focus on continuing to explore the relationships between people's urban and rural lives, looking in detail at Britain's changing population. We will also examine how we analyse data and answer geographical questions about these trends. We will then continue to explore the environmental challenges that people in the UK currently experience, including threats to our ecosystems and how we manage our energy sources. We will have

Alderman Knight Post 16 Term Subjects

the opportunity of practising GCSE questions by looking at data and how to respond to some high-level questions as well as learning new case studies associated with human geography.

How can you help at home.

Practise GCSE questions and complete the homework tasks that have been set on Teams. Talk about geography in the urban and natural environments. Discuss human features and natural features.

Key Words: Rural, urban, sustainability, pollution and ecosystems

AQA GCSE Art, Craft and Design, and GCSE Photography: Jayne Foster

Main area of study: Students will be continuing their investigatory work in their chosen project; Geometric, or In The News. Students will be encouraged to work independently to explore, develop and refine ideas as they approach a suitable final idea to summarise their project later in the term. Students will be expected to refer to their research and to keep on top of their documentation using their preferred method of record keeping. Students studying the Art, Craft and Design specification will be encouraged to select a range of materials to experiment with before refining their ideas into a personal and meaningful response, with reference to their artistic choices and their justifications with consideration to the viewer and what messages they are trying to communicate in their artwork. Students studying the Photography specification will be expected to plan and execute a number of sophisticated photographic shoots and demonstrate a high level of understanding of editing software to refine and develop their shoots into a personal and meaningful final piece, with reference to specific techniques, settings and photographic choices (e.g. shutter speed, lighting and perspective). Annotation should be evident throughout.

How you can help at home: Students should be encouraged to complete work at home in between lessons; students should be encouraged to draw or sketch their ideas, or further develop work in materials that are accessible to them independently. Students should practice their use of artistic language by talking to others about artwork that they like and explain what their interpretations are of the work.

Key words: Explore, develop, experiment, refine, annotate.

Biology: Mr Goodchild

Main area of study: Topic 5 Homeostasis and Response.

This unit covers the nervous system, the brain and how the eyes work. It then moves onto how our endocrine systems work with glands, hormones and target organs. We will look at how this system controls our water and blood sugar levels, along with how hormones control the menstrual cycle. This leads on to fertility issues and birth control. We finally finish by looking at hormones in plants.

How you can help at home:

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Encourage pupils to complete homework to a high standard using their revision guide and workbooks. Use BBC Bitesize GCSE AQA Trilogy Biology (single science) Homeostasis and response to support learning.

Key Words:

Hormone, synapse, neuron, gland, endocrine

Sports Leaders: Mr Hunt

Main area of study: Students will continue to finish the unit 1 of leadership skills and behaviours where they are evaluating the behaviours required of a level 2 sports leader. They will then revisit unit 2 where he will be working on his leadership delivery and have many different opportunities to lead to his peers and younger groups.

How you can help at home: Identify leaders who are role models and leaders who aren't. What is the difference in their leadership styles and behaviours? What makes the leader successful? Think of the language that coaches use whilst playing sport. Can you evaluate this and think of how you sound when leading a session?

Keywords: Adaptable , Encouraging, Active Listening, Motivation, Reliable