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# Curriculum policy

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Policy reviewed by Headteacher November 2020

Signed.....

Rob Higgins

Headteacher

THE BLUE COAT SCHOOL  
Egerton Street, Oldham. OL1 3SQ

## Blue Coat Curriculum Policy 2020 - 21

We want all our young people to become everything that they can be, and everything that they are meant to be. The Blue Coat curriculum is designed to ensure all students can fully realise their potential and be happy well-rounded members of society.

### The principles that underpin our curriculum design Year 7 – Year 13

**Broad** – so that young people gain knowledge and understanding of the **range** of ways in which human beings have understood and found meaning in our world - the best that has been thought, said and created.

**Deep** – so that as they develop and gain experience, young people understand the concepts which provide structure to human beings' search for meaning and its complexity.

**Rich** – so that all children and young people can widen their horizons develop creativity, life experiences, and increase cultural capital.

**Interconnected** – so that our pupils are able to see links and connections within and across learning can synthesize new information, tackle complex questions from a range of perspectives and understand that knowledge itself evolves, changes and is contested and dynamic.

**Progressive** – learning builds on prior experience, gradually deepening understanding and mastery.

**Relevant** – so that our young people are prepared for the next stage of their education, and for life in modern Britain as good neighbours and citizens: ethically and morally grounded; respectful of others and excited by diversity, compassionate and generous of spirit, and able to lead, build community and do good as they go.

### Principles for Learning

At Blue Coat we are committed to:

1. **High quality learning time**, where young people are given time to master and apply key disciplinary concepts and nurture friendships.
2. **The development of metacognition** so that young people learn how to learn and grow in self-motivation and self-management.
3. **Social Development and Fellowship** - so that our young people look forward to coming to school, because there are so many things to be involved in, so many new things to experience and their social and emotional needs are met, in community with others.
4. **Spirituality** – so that our young people develop imagination, creativity and insight; are able to reflect on their learning, their experiences, and their lives; can find deeper meaning, a sense of purpose, and an inner peace.

### Curriculum Structures

- We run a two-week timetable – P week and Q week
- The Blue Coat School day comprises of five, one-hour lessons with the exception of Q Wednesday which comprises of four, one-hour lessons
- The curriculum for Personal, Social and Health & Careers Education is taught through Wellbeing by form tutors. All students Year 7-13 study Wellbeing for one period per fortnight P Monday period 5.

## Grouping policy

In all lessons, across all key stages, teachers plan their lessons to meet the needs of all students in the class.

### Key Stage 3 (Years 7,8 and 9)

- In the EBacc subjects, RS and PE students are 'intelligently grouped' broadly in line with their ability.
- In the creative subjects e.g. Art, Drama, Citizenship, Textiles, Computing, Design Technology and Music students are in mixed ability groups.

### Key Stage 4 (Years 10 and 11)

- Students are 'intelligently grouped' broadly in line with their ability in English, maths, science, RS and languages. All other groups are mixed ability.
- In exceptional cases, and where it is clearly in the best interests of the individual student, we fund places on vocational courses with other providers.

### Key Stage 5 (Years 12 and 13)

- A-level groups are of mixed ability, based on all students having achieved the entry requirements to enter the sixth form.

## Wellbeing

The intent of the wellbeing curriculum is to prepare our young people for happy and healthy lives in which they will make a positive contribution to the 21st Century community. The curriculum is pro-active in teaching our students the core values that support healthy lifestyles and allow them to nurture respectful relationships. The nature of the subject content means that the subject must also be proactive and dynamic; constantly evolving to ensure that it meets the specific needs of the individuals and groups of students within a given year group. Through research, discussion and debate students explore the issues that challenge them on a daily basis and take the opportunity to reflect and make sustained change that will benefit their own development and that of the wider community. Each scheme of work equips our young people with the skills, knowledge and personal resilience to make safe and informed choices.

As well as providing a curriculum that meets the individual needs of each year group and our context, wellbeing also ensures quality provision across key areas in line with the statutory framework for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020) Framework:

1. Families
2. Respectful Relationships
3. Healthy Living
4. Mental Wellbeing
5. Online and Media
6. Intimate and Sexual Relationships
7. Drugs, Alcohol and Tobacco
8. Changing Adolescent Body
9. Careers Information Advice and Guidance (CIAG)
10. Financial Education

For the Wellbeing course content please see [Appendix 1](#).

## Religious Studies

Religious Studies is a central part of the core curriculum for all students from Year 7 to Year 13

As a Church of England School, we follow the Diocesan guidelines for Religious Studies. Our aim is to affirm, encourage, and challenge students on their own spiritual journey. Our lessons are grounded in Christianity, and students also learn about the major world faiths and religious customs/traditions. We study the life of Jesus and examine the significance of his incarnation and resurrection, and the theology behind his miracles and parables.

Students study other faiths to a level which enables them to understand similarities and differences between faiths, developing tolerance in a religiously plural society. Religious Studies provokes challenging questions about the meaning and purpose of life, and beliefs about God, and students are encouraged to be inquisitive and consider the big questions.

All students complete the RS GCSE (AQA) at Key Stage 4.

Religious Studies is available to all students in the sixth form through study of an A level in Philosophy, Religion and Ethics; the religion aspect studied is Christianity. In addition, we recognise and value our responsibility to develop religious understanding and ethical debate in all our sixth form students. We provide 3 Philosophy and Religious Education sessions for all sixth form students through the wellbeing provision, this is organised and facilitated jointly via the Religious Studies department, the Chaplaincy, and the Sixth Form Team.

## Social, Moral, Spiritual and Cultural Development

All curriculum areas have a contribution to make to a student's SMSC development. It runs as a thread through all departmental schemes of learning. The curriculum is more than the sum of cognitive development in lessons. In addition, young people learn and develop through:

### Worship and Reflection

Blue Coat is a Church of England School. We serve children and young people of all faiths and denominations and none. We will nurture Christian children in their faith, support children of other faiths in theirs and seek to ensure that all children understand the significance of faith. We do this through worship and reflection, and the opportunities the school provides (and young people themselves create) to put their faith into action through moral and socially responsible behaviour, supporting charities and stewardship of the world that has been entrusted to us.

All students attend two acts of collective worship per week, which are led by the Chaplain/ Senior Staff/Directors of Learning, and take part, in their form groups, in a school programme of reflection on moral and spiritual themes.

All students take part in collective Eucharistic worship, following the Anglican liturgy during Advent and Lent and celebrate these important seasons of the Christian year, with a focus on our neighbour, and doing some good. Everyone attends a Church service as part of the school community at Christmas and Easter, and to celebrate our Founder's Day. There is also a service of thanksgiving at the end of the school year.

The school is Christian, and the worship and reflection themes are drawn from the Bible. Every effort is made to include and welcome young people of other faiths and those of no faith, so that all can benefit and grow in moral and spiritual understanding in a context of fellowship, trust and mutual respect.

### Extra-Curricular Activities

Extra-curricular provision is that which happens outside the classroom to support young people's social development and engagement, learning and happiness in school. Blue Coat offers extra-curricular opportunities through

- Subject departments - Clubs and societies/Curriculum related trips and visits. (For further details see the school's Charging Policy).

## The Pastoral System

Form Tutors, Directors of Learning, Learning Mentors and Pastoral Support staff all combine to provide opportunities for young people to develop socially and form lasting friendships.

## The House System

Blue Coat has a thriving House System. All students join a House when they come to the school:

- Birley Hall
- Lord Mothersill
- Rountree Wrigley

The Blue Coat School is based on the ethos of 'Faith, Vision and Nurture'. Nurturing young people transcends the classroom, and the House system is an integral feature of Blue Coat provision for young people. Our aim is to enhance their educational experience by offering opportunities to develop, not only as students, but as young people who are equipped socially, morally and culturally for the ever-changing world beyond the school gates.

The House system allows pupils to fully immerse themselves in the community that is Blue Coat. This can take the form of assisting with the transition of our year 7's, where pupils develop teamwork and communication with students from older years, to create a vertical support network for our youngest pupils from the word go. This builds a sense of belonging and provides stepping-stones for students to experience leadership and responsibility.

## House and SMSC activities for 2020 – 21 include

- European week of languages
- The Blue Coat Bake Off/ Ready Steady Cook
- International Literacy competition in English lessons.
- National Poetry day (launched in form time)
- The Big Draw Art Festival.
- Cultural Diversity week
- Swimming Gala
- The Blue Coat Fashion Show
- The Blue Coat Talent Show
- The Blue Coat Race for Life
- Junior Sports Day
- Year group House competitions throughout the year.

## Key Stage 3 Curriculum

During Key Stage 3, pupils follow a common curriculum which builds on learning in Key Stage 2 and introduces pupils to new subject disciplines and new levels of understanding.

### Outline of the Year 7 and Year 8 programmes of study

	Year 7 Learning hours per fortnight		Year 8 Learning hours per fortnight
English	6 (including one library lesson)		5
Maths	6		6
Science	6		6
RS	3		3
French	5 (term 1)	3 (term 2 and 3)	3
German	0 (term 1)	2 (term 2 and 3)	3
Geography	3		3
History	3		3
PE	4		4
Art	2		2
Drama	1		2
Music	2		2
Design Technology	2		2
Food	1		1
Computing	2		2
Wellbeing	1		1
Citizenship	1		1
Academic Transition Skills	1		
Accelerated Reader	1		

Below is the list of subjects pupils study in years 7 and 8 and the number of hours allocated to each subject across the fortnight.

### Central aspects of the Year 7 and Year 8 programmes of study

#### Supporting Reading and Literacy

A broad, rich academic curriculum requires proficient readers. All Year 7 students take part in the Accelerated Reader to develop their reading skills and enjoyment of reading. Accelerated Reader happens once a fortnight and is part of the rigorous and robust reading strategy where reading is embedded into lessons, form time and targeted interventions for those who enter year 7 with reading ages below their chronological reading age. As well as their class teacher, these lessons are supported by trained year 12 students who will listen to pupils read aloud and support identified struggling readers.

The Powerwrite is the cross curricula pedagogy to develop pupils' ability to write fluently and for extended periods of time. Adapted from Ros Wilson's 'Big Write' (2012) approach at primary (explain-model-scaffold-practise and VCOP) this consistent pedagogy to structuring, scaffolding and supporting the development of writing is consistent across all subjects and key stages.

#### Academic Transition Skills (ATS)

Students in years 7 have fortnightly lessons in Academic Transition Skills to support them to successfully access the secondary curriculum. Through the topic of 'History of Medicine' in year 7 pupils are taught metacognitive strategies including how to plan, monitor and evaluate their own learning. It is explicitly modelled to them how to effectively

summarise information, how to understand and deconstruct new vocabulary and consolidates cross curricula learning on how to produce extended pieces of writing through the Powerwrite.

#### Homework independent learning and curiosity

The setting of effective homework is central to ensuring good progress. Quality homework is set in all subjects (excluding wellbeing). All subjects identify key homework pieces for every half term. As appropriate they are differentiated to ensure sufficient challenge and support for all students. All homeworks are set on the VLE (Bloodle) so pupils are aware of when the homework was set and when it is due in.

All departments have extension homework in the form of curiosity sheets. Students can use these suggested activities to further their curiosity and accelerate progress. These are published on the VLE.

#### The importance of feedback and making it better (MIB)

Effective feedback is central to student progress. Students receive regular feedback in all subjects (see the school's Marking and Feedback policy for further information).

All teacher feedback will include clear action points on how to develop their work. All students will be given lesson time post feedback to improve their work and respond to their action points. This is Making It Better Time - MIB.

#### Targeted literacy and numeracy support

On entering year 7 a number of students are selected for an accelerated literacy pathway (Project Based Learning). Students are selected for PBL based upon their chronological reading age, or end of key stage 2 outcomes. The aim of this pathway is to close existing gaps and support students to manage the increasing literacy demands they will meet at Key Stages 3 and 4.

Students on the PBL pathway will study one language in year 7 and year 8 rather than two. This language is German. German's phonemic orthography makes it more accessible to new language learners. It is highly inflected where learners must engage with grammar which reinforces literacy development in English.

Students on this pathway will have over 50 hours of language study more than those on the traditional pathway by the end of year 8 and are therefore not at a disadvantage when taking their GCSEs. Students are expected to take the full core curriculum offer to GCSE.

For those below age related expectations in Maths we use Conquermaths to support students both inside and outside the classroom. The learning platform is set up with videos and practice tasks as well as online tasks. Conquermaths has content from Early Years all the way through to the Secondary Curriculum, allowing it to be used at all levels of catch up for students. A parents' support evening for catch up students invites parents of targeted students to discuss the curriculum and the support in place.

*For full overview of the content of the Y7 and Y8 Programmes of Study – See Appendix 2*

## Outline of Year 9 Programme of Study

Year 9 is where our pupils specialise. They continue to follow our core curriculum offer, plus they specialise in two other subjects. Our core curriculum offer is:

- English
- Maths
- Science
- RS
- Geography and History (pupils will study both subjects but specialise in one).
- French or German
- Core PE
- Wellbeing
- Duke of Edinburgh Bronze Award

### Why do we specialise in year 9?

The balance of our programmes of study in Year 7 and Year 8 and the hours allocated to arts, technology and computing curriculum, ensures that by the end of Year 8 pupils have covered both the content and the higher level outcomes of the Key Stage 3 national curriculum in sufficient depth.

Due to the breadth of our curriculum offer, pupils at Blue Coat will sit between 10 – 12 GCSE examinations. As the majority of pupils follow our core EBacc offer plus RS at GCSE, the number of option subjects they have to choose from and the number of hours they have to study them in are reduced. It is therefore essential to deepen and embed their learning in option subjects before the end of Year 9, which allowing pupils to specialise at the end of Year 8 enables.

### How do we do this?

Blue Coat students design their Year 9 programme of study in the spring term of Year 8 by submitting options preferences. All students receive support and guidance in this from their form tutor.

The majority of students will continue with our core curriculum offer plus two optional subjects. Students who need a more personalised programme of study receive guidance from the Assistant Headteacher responsible for Achievement for All.

There is a breadth of options choices to meet the needs of all students, catering to all abilities, talents and interests.

Within core subjects, pupils continue to follow the Key Stage 3 national curriculum until Easter. After Easter their learning journey is broadened and continued in greater depth in preparation for GCSE, as they begin to explore the knowledge and understanding they will require for subjects in which they will sit a terminal examination.

In option subjects that pupils have studied in Year 7 and 8, pupils follow a programme of study until Easter half term. This programme of study builds on and consolidates the knowledge and understanding they have gained from the Key Stage 3 national curriculum. After Easter, pupils are introduced to more challenging content to support the breadth and depth of knowledge they will need for their GCSE courses.

In option subjects that the pupils have not studied in Year 7 and Year 8, the programme of study initially serves as an introduction to the subject. Within these subjects, after February half term they are introduced to the wider knowledge, skills and understanding that will form the foundation of the key components they will need to understand at GCSE.

## Outline of Year 9 Programme of Study

What subjects do students study and how many hours of learning do they have each fortnight?

	Year 9 Learning hours per fortnight
English	7
Maths	7
Science	9
RS	4
Core PE	4
Wellbeing	1
Geography and History *	3/1
French or German	4
Option 1	4
Option 2	4
Duke of Edinburgh	1

\* pupils will specialise in either Geography or History and study both subjects on a 3:1 ratio based upon their preference.

### Duke of Edinburgh

All Year 9 students work to achieve the Duke of Edinburgh Bronze Award. Large numbers of students then go on to complete their Silver Award (Year 10) and Gold Award (Year 13) as an extra-curricular activity. The Blue Coat School is the largest Duke of Edinburgh provider in the North West.

The Duke of Edinburgh Award is one of the main ways in which we help young people to develop skills for life and work, fulfil their potential, and become a good and responsible citizen, and leader in our society. It involves developing a skill, which builds commitment and confidence; volunteering, and making a positive difference to the lives of others; and planning for and undertaking an expedition, which requires teamwork, listening and consideration, self-reliance, and some stoicism. On the way students also learn a range of very practical skills, including map skills, basic first aid, cooking and outdoor risk management.

The course is fully inclusive; appropriate adjustments are made so that all students can participate. The award is highly regarded by both employers and universities.

## Key Stage 4 Curriculum

Key Stage 4 is where pupils begin to prepare for their GCSE examinations. They are introduced to exam specifications, mark schemes and practice papers as they acquire the knowledge and skills they will require for their terminal examinations.

### Outline of the Year 10 and Year 11 Programme of Study

	Year 10 Learning hours per fortnight	Year 11 Learning hours per fortnight
English	9	6
Maths	8	7
Science (dual students)	9	9
Science (triple students)*	11	12
RS	4	4
Core PE	2	2
Wellbeing	1	1
Geography or History	4	5
French or German	4	5
Option 1	4	5
Option 2	4	5

### Core PE Curriculum (non-examination)

The national curriculum for physical education aims to ensure that all students:

1. Develop competence to excel in a broad range of physical activities.
2. Are physically active for sustained periods of time.
3. Engage in competitive sports and activities.
4. Lead healthy, active lives.

A healthy body promotes a healthy mind, which is so important to students throughout their GCSE years. In core PE lessons we provide students with a variety of physical activities, often in sports that are new to them, for example trampolining, tag rugby and table tennis. Fitness is a compulsory unit of work for all students to promote the benefits of a healthy, active lifestyle. Ultimately, we want students to participate in sport and physical activity long after they have left school and core PE attempts to find something that students find enjoyable and challenging enough to want to do this.

### \*Triple Science

Each year up to 60 students are recommended for the Triple Science Pathway. This means they study for 3 science GCSEs instead of 2. Students recommended for this pathway have an adapted curriculum to give them 2 additional science lessons a fortnight in Year 10 and 3 additional science lessons a fortnight in Year 11.

In Year 10 triple science students have 2 fewer core PE lessons per fortnight and they do not have an additional English lesson focused on developing literacy.

In Year 10 and Year 11 triple science students have 1 fewer core PE lessons and they do a reduced amount of Wellbeing. In Year 11, triple science students also do not have an additional Maths consolidation lesson.

Our triple scientists have regular Wellbeing immersion days to compensate for the reduction in curriculum time.

### Guided Learning and Alternative Provision

For those pupils who struggle to access the full suite of subjects on the curriculum at KS4 they are supported with Maths and English through Guided Learning. This will usually be in place of one of their option subjects. The Guided

Learning curriculum mirrors learning taking place in English and Maths to ensure bespoke support with areas of the curriculum the pupil(s) might struggle with.

In other cases the school may take the decision to fund courses with quality external providers.

*For full courses content at Key Stage 4, please see Appendix 3*

## Key Stage 5 Curriculum 2020-21

All Blue Coat students can progress to Sixth Form if they meet the entry requirements.

### Conditions of Entry 2020/21:

- **Condition 1:** To guarantee a place at Blue Coat Sixth Form, all students must hold a minimum of 5 GCSE's at Grades 9 – 5, including a Grade 5 in Maths and English (Language or Literature).
- **Condition 2:** In addition, students must achieve at least a **Grade 6** in the subjects that they wish to study in order to guarantee a place on their chosen courses. An equivalent subject with a similar skill set will be considered as an alternative measure in the case of an A-level course that is not a part of the standard GCSE curriculum.
- **Condition 3:** For the specific subject combination of more than one Science studied together (e.g. Biology with Chemistry or Biology, Chemistry, Physics etc), students must also achieve a **Grade 6** in Maths in order to guarantee their chosen study programme.

### KS5 Timetable:

All Year 12/13 students receive 9 timetabled subject lessons per A-level subject. In addition, all Sixth Form students have a timetabled Lecture once every fortnight, Sixth Form students also participate in the school's fortnightly well-being provision. In Year 12 students have an additional 3 timetabled ILC session/subject/fortnight (see below)

### Subject Choice 2020/21:

The policy for 2020-21 is that all Year 12 students follow a 2-year fully linear A-level programme of study and will be entered for A-level examinations in May-June of Year 13 (2022).

Year 12 students chose three 2-year Linear A-levels from the list below:

### Year 12 Subjects 2020/21:

*Applied Science	Art	Biology	Business Studies
Chemistry	Computer Science	Design and Technology – 3D Design	Drama and Theatre
Economics	English Language	English Literature	French (2-year linear)
Further Mathematics (2-year linear)	Geography	History	Mathematics
Media Studies	Music (2-year linear)	Photography	**Physical Education
Physics (2-year linear)	Politics	Psychology	Religion, Philosophy and Ethics
Sociology	Textiles		

*\*Applied A Level. / \*\* L3 Cambridge Technical*

### Year 12 Futures Pathway 2020/21

Alongside their 3 chosen A-levels **all** Year 12 students choose an option from the '**Futures Pathway**'. All 3 options result in external examination and certification at the end of Year 12 (2021).

#### Options

- Option 1: Pre-University Global Perspectives Short Course (Band 2 UCAS tariff)
- Option 2: Core Maths (Band 2 UCAS tariff)
- Option 3: A Fourth Subject (AS Further Maths; AS Physics; AS French or AS Music).

### Year 12 Independent Study Sessions

All Year 12 students have 3 additional timetabled study support sessions per subject/fortnight. These sessions are supervised and timetabled and take place in the dedicated **Independent Learning Recourse Centre (ILC)**. All subjects provide additional specification extension material which student's access via the school's virtual learning platform –

BLOODLE. The subject work carried out during these sessions is designed to support a synoptic approach to learning across the 2-year linear programme of study and to encourage students to develop independent learning skills such as research, referencing and analysis.

### Year 13 2020/21

All Year 13 students are in their second year of a 2-year linear A-level programme of study and will be entered for A-level examinations in May-June of Year 13 (2021). Students in Year 13 also can also take an EPQ, which helps ensure breadth in their curriculum.

### Year 13 Subjects 2020/21:

*Applied Science	Art	Biology	Business Studies
Chemistry	Computer Science	Design and Technology – 3D Design	Drama and Theatre
Economics	English Language	English Literature	French (2-year linear)
Further Mathematics (2-year linear)	Geography	<b>*Health &amp; Social Care</b>	History
Mathematics	Media Studies	Music (2-year linear)	Photography
**Physical Education	Physics (2-year linear)	Politics	Psychology
Religion, Philosophy and Ethics	Sociology	Textiles	

**\*Applied A Level. / \*\* L3 Cambridge Technical**

*See Sixth Form Subject Summaries (School Website/Sixth Form) for individual course information*



## Appendix 2: Curriculum Content – Key Stage 3

### Mathematics

The aims of the Key Stage 3 curriculum are to ensure that all students become fluent in the foundations of mathematics, be able to reason mathematically and be able to solve problems by applying their mathematics to both routine and non-routine problems. Problem solving is an important aspect throughout the entire KS3 mathematics curriculum.

By the end of year 7, we want our students to be confident with their number facts and the four operations; fluently recall their times tables and apply them in problems. We want our students to learn new concepts without having difficulties with basic number facts. Our students will understand the concepts and vocabulary of the number system including the basis of number theory (prime numbers, factors, multiples, lowest common multiples, highest common factors) and index notation and associated manipulation (powers and roots). Students will understand negative numbers and how to order, add, subtract, multiply and divide based on a firm understanding of their manipulation. Any misconceptions regarding negative numbers are carefully exposed and students' understanding is deepened and strengthened so that any future work involving negative numbers is not hindered by any conceptual understanding. (Number 1). The number work also includes working with fractions, decimals and percentages; applying the four operations and conversion between them. (Number 2). Our students will learn about ratio and proportion and begin to understand the concepts of proportional reasoning. We want our students to use ratio notation, divide a given quantity into two parts and express the division of a quantity into two parts as a ratio. Our students will be able to relate the language of ratios and the associated calculations to the arithmetic of fractions. We want our students to understand, use and apply the concepts of two quantities varying in direct proportion to each other, and deepen their understanding of this using concrete, pictorial and abstract approaches. Bar modelling is an integral modelling and mastery tool that students will be exposed to aid their understanding of ratio and proportion. (Number 3). Students' understanding of algebra will be strengthened in year 7. We want our students to build up a strong skill set in the manipulation of algebra for future years, understanding the importance of generalisation and model situations or procedures by translating them into algebraic expressions or formulae. The basis of algebraic manipulation will be explored, together with work on expressions, identities and formulae (Algebra 1); using algebraic methods to solve linear equations in one variable (Algebra 2); the study of graph work, recognising, sketching and accurately drawing the graphs of linear functions of one variable in the Cartesian plane; and understanding sequences, linear and non-linear, including generating and generalising in its  $n$ th term. (Algebra 3). The interconnectedness within the elements of algebra will be explored so that the students' understanding will be based on the wholeness of the subject, rather than treating it as isolated and distinct parts. Students will be introduced to data and data representations in year 7 via the cycle of collecting, presenting and analysing data; looking at graphical representations involving discrete and continuous data, and analysis involving measures of central tendency and spread. (Data 1). Students will be able to understand and find the perimeter and area of shapes (including triangles, parallelograms, trapezia, circles and compound shapes) and the volume of solids (including cubes, cuboids, other prisms). We want our students to have a firm understanding and use of the vocabulary of measures, knowing related properties (such as faces, surfaces, edges, vertices). (Shape, Space and Measures 1)

By the end of year 8, our students' understanding of number and algebra will have been strengthened and deepened, building on the solid foundations of the first year of the curriculum plan and where appropriate, any gaps in their understanding have been filled. Further developments in year 9 include:

- introducing standard form, rounding numbers and measures to an appropriate degree of accuracy (decimal places and significant figures), the concept of error intervals where approximation through rounding results in possible errors which can be expressed using inequality notation, fractional and negative indices. (Number 1).
- working with recurring decimals, interpreting percentages and percentage changes as a fraction or a decimal, interpreting these multiplicatively and investigating multipliers (such as geometrical models like compound interest). (Number 2)

- looking at direct and inverse proportion, generalising it algebraically and developing their proportional reasoning (Number 3)
- manipulating binomials including the expansion of products of two or more binomials, factorisation of algebraic expressions including simple factorisation of quadratic expressions, rearranging more complex algebraic formulae (Algebra 1).
- introducing simple simultaneous linear equations, solving simple quadratic equations, introducing inequalities and their representation both algebraically and graphically. (Algebra 2)
- reducing a given linear equation in two variables to its standard form; calculate and interpret gradients and intercepts of graphs of such linear equations numerically, graphically and algebraically, recognising parallel lines and perpendicular lines; investigate more complex sequences, such as non-linear sequences (simple quadratic sequences, simple geometric sequences, Fibonacci sequences). (Algebra 3)
- more strengthening of perimeter, area and volume (Shape, Space and Measures 1)
- geometrical properties of angles will be introduced; the relationship between parallel lines and alternate and corresponding angles, deriving and using the sum of angles in polygons; apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles. (Shape, Space and Measure 2)
- properties of quadrilaterals will be investigated, leading onto the constructions of triangles, and other basic constructions using a protractor or a pair of compasses. This introduces the idea of loci. (Shape, Space and Measure 3).
- understand and use Pythagoras' Theorem in right angled triangles to solve problems. (Shape, Space and Measure 3)
- recording, describing and analysing the frequency of outcomes of simple probability experiments involving randomness, fairness, equally and unequally likely outcomes, using appropriate language of probability and the 0-1 probability scale; understand that the probabilities of all possible outcomes sum to 1; introduction of sample space diagrams and set theory including Venn diagrams, to help calculate theoretical probabilities. (Data 2).

## English

The focus of the English KS3 curriculum is to ensure that pupils understand the true power of English and their own place within it the subject, inside and outside the classroom. All pupils will embark on a journey through the most important periods in literary heritage in order to fully grasp the enormous opportunities that English can give. Further to this, pupils will be given the opportunity to have a clear voice and validate their own thoughts and opinions using the skills and knowledge that they have experienced throughout the curriculum.

### Year 7 course content includes:

- Ancient Myths: Year 7 will begin with ancient storytelling and having the foundation knowledge of how stories work as a source of expression, and as a functional tool for civilisations to prosper.
- Medieval Legends: Pupils will now take their knowledge of storytelling and see how it functioned in the earliest English works. Pupils will study 'The Canterbury Tales', morality plays, Medieval poetry, and Medieval non-fiction to see the importance of the English language in its infancy.
- Renaissance: Pupils focus on how English was evolving into a powerful and dangerous tool. Pupils will study two Shakespeare plays and compare how Shakespeare creates meaning within them focusing of specific characters. Pupils will also study the politically dangerous nature of the English language with the Reformation giving birth to the Church of England and the first English bibles.
- Romanticism: Pupils will study great works of Romantic poetry and prose and see how the movement was a reaction to The Industrial Revolution and dehumanisation of industry.

### Year 8 course content includes:

- Victorian: Pupils will begin Year 8 with the opportunity to explore Victorian Gothic and how England was trying to challenge the norms of religion, science, class and gender roles. Pupils will explore all of these through the novel: Dracula.
- Edwardian: Pupils will focus on a new feeling in society: gender equality. This section is designed to be a focus on how social unrest and gender inequality gave way to writers using English to protest against their situations and pupils will have the opportunity to create their own protest pieces.
- Modernism: Pupils will see how the English language was used as the horrors of war saw society want to break away from tradition. Pupils will focus on dystopian fiction to see how writers saw their future.

### Year 9 content includes:

- Globalisation: Pupils will study 'The Crucible' by Arthur Miller to see how English (now a global language) presented the world in the mid-twentieth century.
- Writing Styles: Pupils have the opportunity to explore the creative ways of writing fiction and non-fiction and be given the freedom to craft their own pieces of writing.
- Identity: This final part of KS3 will be all about pupils creating their own identity using all of the knowledge and skills throughout their English education. Pupils will study the novel: Refugee Boy, and then create their own pieces of writing focusing on their own identity.

## Science

In Key Stage 3 Science pupils are encouraged to ask questions and discover the world around them, our pupils develop scientific enquiry skills from the first topic in Year 7 throughout their science studies. All pupils study all three disciplines in KS3 science; biology, chemistry and physics to deepen their understanding. Our curriculum is designed to build upon ideas and concepts in each unit, in Year 7 and 8 pupils are taught by one teacher and study one unit from biology, chemistry and physics per term. In Year 9 pupils are taught by a subject specialist in order to prepare for their GCSE studies after Easter in Year 9. Throughout KS3 working scientifically skills are woven into each topic with a particular focus on a set of skills per year, this is designed to give pupils the skills required to design, implement and evaluate a scientific investigation.

### Year 7

*Working scientifically:* In Year 7 our working scientifically, skills focus on designing an investigation including identifying variables and appropriate techniques to measure scientific quantities. Pupils will also develop their graph skills during analysis of scientific results.

*Biology :*In biology students study the smallest aspects of life in B1 Cells & Organisation, they understand how scientific advances in microscopes allowed scientists to discover cells and then cellular structure. Pupils also study how to use a microscope and prepare a slide, a practical skill which is built on in later biology topics. This knowledge is developed further in B2 Organs & System where pupils combine their knowledge about cells to study organs and systems. This topic encourages pupils to understand how their own body systems work including movement of muscles and joints. The final biology topic in Year 7 is B3 Reproduction where pupils discover the importance of insects in flower pollination and draw comparisons between plant and human reproduction. Pupils also study the human reproductive system and vital topics such as pregnancy and contraception which are important for pupil wellbeing.

*Chemistry :*In chemistry pupils begin by studying C1 States of Matter, in this topic they gain an understanding of particles, states of matter and changes of state. Pupils will also have the opportunity to gain practical skills including the use and safe set-up of a Bunsen burner and scientific drawing, skills that will be integral to their science studies. Pupils will then move onto study C2 Chemical Reactions, where they will study the structure of the atom, the difference between elements and compounds and how to use the periodic table. Pupils will also study a range of reactions; including endothermic and exothermic reactions, examples of these are demonstrated using real-life examples such as chemical icepacks.

*Physics :*Pupils will start their physics content with the study of P1 Our Place in Space, where pupils will understand their place in the solar system, galaxy and universe. Pupils interest in space is further developed by studying SETI and changing ideas from the geocentric to heliocentric model. The second physics topic that pupils encounter is P2 Forces & Pressure, where pupils use real-life examples to demonstrate forces in action. They then move onto to study pressure, where pupils can develop their calculation and mathematical skills. Finally, in Year 7 pupils will study Energy in P3, this topic includes energy stores and transfers using real-life examples to demonstrate concepts.

### Year 8

*Working scientifically:* In Year 8 our working scientifically, focus is on the planning and preparation of a scientific investigation including method writing skills and risk assessments. Pupils will also develop their analysis of results including calculating the mean of data sets and identifying anomalous results.

*Biology :* In the Year 8 biology curriculum pupils' study B4 Health & Lifestyle, where they will learn about aspects of a healthy diet, lifestyle and the process of digestion. Pupils also learn about the dangers of smoking, alcohol and drugs. Pupils will then move onto studying Ecosystems B5, they will study the process of photosynthesis, structure of the leaf and food chains. Also, in this topic pupils will study plastic pollution and climate change demonstrating the importance of these real-life issues that will affect pupils' everyday lives. Pupils will have the opportunity to discuss solutions to these worldwide issues and debate the importance of recycling and reducing our carbon footprint.

*Chemistry* : Pupils will study a range of topics in chemistry, firstly they will study C3 Pure & Impure Substances. Within this topic pupils will study the difference between pure and impure substances and how to separate substances with a range of techniques. Pupils will carry out a range of separation techniques that will be important during subsequent topics. Pupils will move onto to study the Periodic Table in C4, they will gain an understanding of the different groups in the periodic table and the properties and reactions that occur in each group. Pupils also study the development and history of the periodic table. Finally, pupils will move onto study the Atmosphere in C5, where they will study the importance of combustion and how fossil fuels are contributing to global warming and changes to the atmosphere over time. Pupils will also have the opportunity to discuss alternative fuels and methods to reduce carbon emissions.

*Physics* : In Year 8 physics, pupils' study P4 Energy & Efficiency this topic includes calculations about efficiency and improving efficiency using real-life examples. Pupils will also study renewable and non-renewable energy resources and will discuss how renewable resources can be used to meet our energy demands in the future. Pupils will then move onto to study P5 Electricity & Magnetism, in this unit pupils study properties of electricity including series and parallel circuits and investigating the resistance of a wire. Pupils will develop their practical skills in building circuits including setting up and testing of an electromagnet. Pupils will also study magnetism, examining the Earth's magnetic field and how a compass works to aid navigation.

## Year 9

*Working scientifically*: The working scientifically focus in Year 9 is evaluating and improving the design of an investigation, pupils will learn how to examine their results for patterns and relate this data back to their hypothesis. Pupils will also discuss how to improve investigations in order to make their data reliable and discuss the opportunities for future investigations from their data.

*Biology* : The first biology topic in Year 9 is B6 Gas Exchange & Respiration, in this topic pupils will examine how humans are adapted for gas exchange including the mechanism of breathing. Pupils will also study aerobic and anaerobic respiration and the effect of exercise on the body. Pupils will have the opportunity to study fermentation in yeast. In the final biology topic B7 Inheritance & Variation, pupils study the structure of DNA, variation within a species and the process of evolution. Pupils will discuss the ideas of Darwin and debate reasons for and against his theory of evolution, enhancing their debating skills.

*Chemistry* : In Year 9 chemistry, pupils' study C6 Acids & Alkalis where they will study the difference between acid, alkalis and bases, the pH scale and neutralisation. Pupils will have the opportunity to study the effectiveness of indigestion remedies at neutralising stomach acid, linking to previous biology work on digestion. In the final chemistry topic C7 Resources & Sustainability, pupils will study how metal is extracted and the reactivity series, they will also develop an understanding of the reactivity series. Pupils also study the importance of recycling and the sustainable use of the Earth's resources.

*Physics* : During Year 9 pupils will study P6 Forces & Motion, in this topic their develop their knowledge of forces from Year 7 to include drawing and interpreting distance-time graphs, calculating speed and the effect of balanced and unbalanced forces on an object. Pupils will also study levers and gears in the context of machines and real-life examples. Finally, Year 9 pupils will study P7 Waves, this topic includes the study of light and sound, including the concept of refraction. Pupils will be able to see sound waves using an oscilloscope and study how changing properties of a wave affects the sound produced. Pupils will study colour and how the first photographs were taken and the development of photographic technology.

## Religious Studies

All students study RS at Key Stage 3 and they have 3 lessons per fortnight. The Diocesan guidelines for Religious Studies are followed with an aim to affirm, encourage, and challenge students on their own spiritual journey. Lessons are grounded in Christianity, and students also learn about the major world faiths and consider similarities and differences.

The curriculum is broad and deep allowing for opportunities to develop the skills of explanation, evaluation and justification which are required in the GCSE.

Units of study are:

### Year 7

- An Introduction to the Big Six: What are the 'Big Six'?
- Historical Religious Figures: What is a Prophet?
- Jesus and the Incarnation: Who is Jesus?
- Faith and Worship: How do religions worship and remember?
- Philosophy: Does God exist?

### Year 8

- Religion in Action: How does religion influence people?
- The Way we Live: Where do we get rules from?
- Resurrection: Why did Jesus have to die? An in-depth study of the crucifixion and resurrection  
Life After Death: what happens when we die?

### Year 9

- The Abrahamic faiths: what are the Abrahamic Faiths?
- The Holocaust: Where was God in the Holocaust?

## French

Most students study French in Year 7 and Year 8; they have 5 lessons a fortnight in term 1 of Year 7 and 3 lessons a fortnight after this. At the end of Year 8 students choose to specialise in either French or German and in Year 9 they have 4 lessons a fortnight.

Students will explore key content (listed below) whilst developing the following language skills: -

- To be able to demonstrate understanding of written French from various sources
- To be able to demonstrate understanding of spoken French from various sources
- To be able to write French from memory in understandable sentences, giving opinions and connecting up ideas
- To be able to speak French from memory in understandable sentences, giving opinions and connecting up ideas
- To be able to translate from French into English and from English into French about familiar topics
- To be able to understand grammar rules and apply them in the language

### Year 7

- Cognates, phonics, alphabet, greetings
- Numbers, ages, birthdays
- Classroom items
- Free time and festivals
- Family descriptions
- House and Home
- School

### Year 8

- Food and health
- Healthy lifestyle
- My region
- What I'm going to do
- Travel
- Media and Technology

### Year 9

- Relationships with others
- Going out with friends
- Academic life
- School systems
- Wider school life
- Leisure

## German

Most students study German in Year 7 and Year 8; most start in January of Year 7 and have 2 lessons a fortnight after this. At the end of Year 8 students choose either French or German and in Year 9 they have 4 lessons a fortnight. Students on the PBL pathway have 2 lessons of German per fortnight in Year 7 and 5 lessons per fortnight in Year 8; most continue with German in Year 9.

Students will explore key content (listed below) whilst developing the following language skills: -

- To be able to demonstrate understanding of written German from various sources
- To be able to demonstrate understanding of spoken German from various sources
- To be able to write German from memory in understandable sentences, giving opinions and connecting up ideas
- To be able to speak German from memory in understandable sentences, giving opinions and connecting up ideas
- To be able to translate from German into English and from English into German about familiar topics
- To be able to understand grammar rules and apply them in the language

### Year 7

- Greetings and information about age and birthday
- Classroom items and instructions, what you have & need in your bag
- Free time and sports with opinions and reasons

### Year 7 PBL Pathway (2 lessons a fortnight throughout the year)

- As above with extra sessions on study skills, organisation and grammar

### Year 8

- Free time and sports
- Food, health and celebrations
- School life
- House and home
- My region
- Travel

### Year 8 PBL Pathway (5 lessons a fortnight)

- As above with extra sessions on study skills, organisation and grammar and then:
- Film and literacy project – *Das Wunder von Bern*

### Year 9

- Holiday destinations
- School systems
- Leisure and media
- Technology & Media
- Relationships with family
- Relationships with others

## Geography

All students study geography at Key Stage 3. The curriculum is based on the National Curriculum for geography and is underpinned by nine key questions that are linked to key concepts that run through the subject from KS2 right through to A-Level:

1. Why is climate changing and what can we do about it?
2. Why is the world so unfair and what can we do about it?
3. How are we affecting the oceans and what can we do about it?
4. Why are ecosystems important and why should we conserve them?
5. Why is there so much conflict in the world and what can we do about it?
6. How does water affect our lives?
7. Are there too many people living on earth?
8. Why are people vulnerable to hazards and what can we do about it?
9. How are we connected to the rest of the world?

In order to answer these questions students will study different geographic regions of earth and focus on content linked to each question as outlined below. Topics are spaced throughout KS3 to ensure that students build on prior learning as they move through the year groups.

Students explore key content (listed below) whilst developing the following Geographical skills: -

- To develop contextual knowledge of the location of globally significant places.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- To be able to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- To be able to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- To be able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### Year 7

1. Becoming a Geographer – an introductory unit that consolidates geographical skills.
2. The UK and Europe.
3. Africa

Specific content studied through these regions includes:

- Causes of climate change
- Causes and consequences of the development gap
- Coastal processes and landforms
- Characteristics of rainforests and deserts
- River processes, landforms and flooding
- Rural-urban migration
- Tectonic processes and hazards
- The UK's relationship with the EU

### Year 8

1. Asia
2. The Poles and Russia
3. The Middle East

Specific content studied through these regions includes:

- The impacts of climate change
- Economic inequalities within countries

- Ocean plastic
- Coastal management
- Causes, impacts and management of deforestation
- US/Russian relations in the Arctic Circle
- The Israel/Palestine conflict
- Flood management strategies
- Population policies
- Why people live in tectonically active zones
- Antarctic Treaty
- Syria and the migration crisis.

## Year 9

1. Global Perspectives
2. Global Climate

All students continue to study geography with some choosing to specialise. Specific content included in these globally-themed units include:

- Mitigation from and adaptation to climate change
- Sustainable Development Goals
- Desertification
- Power and borders
- Water scarcity
- Tropical storms
- The global economy

## History

All students study history at Key Stage 3. Students will explore key content (listed below) whilst developing the following historical skills: -

- To be able to demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
- To be able to explain and analyse historical events and periods studied using historical concepts.
- To be able to analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
- To be able to analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

### Year 7

- Pre-1066: Is it fair that the Vikings are often portrayed as violent and barbaric people?
- “The Norman Conquest of 1066 brought peace, order and good government to England” How far do you agree?
- Who held the power in medieval England? 1100-1300
- Were the Crusades all about battle and bloodshed?
- Were the Crusades all about battle and bloodshed? Why do Muslims see the Crusades so differently from Christians?
- Why did England become a Protestant nation in the 16th century?
- How did the end of the Tudors unite two kingdoms?
- Did King Charles I have to die?

### Year 8

- Why was Oldham the center of the world?
- What good, if any did the British rule in India do?
- How important was “Weltpolitik” in the breakdown of relations in Europe before 1914?
- Why do we wear a poppy?
- How far were the Russian Revolutions a result of World War One?
- How did America become a superpower and did everyone in the America prosper?

### Year 9

- Why is there conflict in the Middle East?
- “The peace treaty of 1918 led to the Second World War” How far do you agree?
- To what extent has migration, technology and globalisation shaped modern Britain?
- Why did the US fail in Vietnam?

## Physical Education

All students follow a core PE curriculum in Year 7 and Year 8.

The KS3 programme of study allows pupils to experience a rich and varied curriculum, giving them the perfect stepping stone into sport. Students are assessed against National Curriculum levels in the following activities: -

- Volleyball
- Basketball
- Football
- Netball
- Gymnastics
- Rugby
- Fitness
- Trampolining
- Dance
- Handball
- Badminton
- Athletics
- Handball
- Hockey
- Table Tennis
- Rounders
- Softball

## Art

Students develop knowledge and skills within four broad areas:

- Researching and analysing artists
- Experimenting with and use of art media
- Recording observations
- Presentation and evaluation of a final outcome

Topics covered in Art: -

### Year 7

- Self Image and Portraits (Self Portraits and Day of the Dead Festival)
- Our Environment (Science in Art and Protest Art)

### Year 8

- Fantastic creatures (Clay Monsters and Insects)
- Urbanometry (Graffiti and Architecture)

Through these topics students will be taught to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas; to use a range of techniques and media, including painting ; to increase their proficiency in the handling of different materials; to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.

They will learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day with increasing proficiency across the key stage.

### Year 9 Bridging Unit - Fine Art

- During the Year 9 bridging unit, pupils learn how to observe, record, analyse and present artworks through the Training Unit. They explore a range of media, techniques and processes that cover the four main assessment areas: Research and analyse – experiment – observe and producing an outcome.
- Pupils will also produce a unit of work on the theme of portraits or still life based on their strengths.

### Year 9 Bridging Unit - Art and Design Photography

- Pupils complete a Training Unit where they are taught a range of camera craft and Photoshop skills to enable them to take and edit photos well.
- Pupils research and learn about photographers from across time and understand how photography has evolved.

### Year 9 Bridging Unit - Art and Design Textiles

- Pupils complete a Training Unit where they are taught the skills needed within Textiles. These include: work presentation skills, fabric manipulation, pattern cutting, dying, printing, embroidery.
- Pupils are also taught how to analyse the work of artists and designers.

## Drama

Pupils in Key Stage 3 will address and be assessed on the following four key areas in preparation for their continuing curriculum programme: group skills, key skills, acting skills and responding skills.

### Year 7

- **Introduction to Drama** - understanding of key skills and techniques required to create Drama. The scheme includes introduction to PEAT PIGES (acting skills), the importance of cooperation and developing ensemble/team skills and the creation of a safe and secure learning environment. Themes and stimuli explored in this unit of work are: refugees/asylum seekers, photographs/ Goya's artwork and the fairy-tales *The Snow Queen* and *The Merchant and The Rose*.
- **A *Midsummer Night's Dream*** - Shakespeare unit focusing on the genre of Comedy. The unit explores Shakespeare's language, responding to professional performances, off text improvisation, the creation of magic and fantasy on stage, the understanding of character relationships and realisation of text in performance as well as the use of 'the comedy device toolkit'.
- **Commedia dell'arte** – unit exploring the style of Commedia dell'arte, physical comedy, stock characters, improvisation, the use of mask and the process of 'page to stage' (focusing on a selection of comedy scripts).

### Year 8

- **Stanislavski and *Blue Remembered Hills***: in this unit students will study the style of Naturalism and the theories/ techniques of Stanislavski alongside the play 'Blue Remembered Hills' by Dennis Potter. Students will focus on believable characterisation as well as staging extracts exploring the style of Naturalism.
- **Artaud and *The Woman in Black***: in this unit students will study the Theatre of Cruelty and the theories/ techniques of Artaud alongside the play 'The Woman in Black'. Students will focus on abstract characterisation and staging extracts exploring the style of Surrealism.
- **Brecht and *Noughts and Crosses***: in this unit students will study the style of Epic Theatre and the theories/ techniques of Brecht alongside the play 'Noughts and Crosses' (a hard-hitting play looking at racism and oppression). Students will focus on characterisation and staging extracts exploring the style of Epic Theatre.
- **Frantic Assembly and Physical Theatre**: in this unit students will explore the contemporary theatre practitioners Frantic Assembly and their 'building blocks for devising'. Students will focus on staging extracts/ responding to stimuli in the style of physical theatre.
- **A *Memory of Lizzie* and Documentary Theatre**: in this unit students will study the style of Documentary Theatre alongside the play 'A Memory of Lizzie' (a play based on the case of Lizzie Borden). Students will focus on the use of ensemble, Verbatim Theatre and staging extracts in the style of Documentary Theatre.

### Year 9 Bridging Unit

- Students will acquire a breadth and depth of knowledge of drama in relation to style, genre and theatre history. They will participate in a range of practical activities to provide a strong skills base: Devising theatre, using a script, performing extracts, the role of the designer as well as analysis and evaluation of a live performance.
- Students will explore a range of styles and genres, key terms and analytical vocabulary for both verbal and written communication of knowledge and understanding.

## Music

All students study Music at Key Stage 3. Students will explore key content (listed below) whilst developing the following skills: -

- To be able to demonstrate knowledge and understanding of the key features and characteristics of the Musical Elements, studied through a specific piece of music.
- To be able to explain and analyse musical pieces studied using key terminology.
- To be able to perform, compose and appraise in a variety of styles and genres.
- To build on practical skills learned.

### Year 7

- Dynamics – The development of Dynamics within the piece, **The Hall of the Mountain King** through Performance, Composition and Critical Appraisal activities.
- Rhythm and Metre – The development of Rhythm and Metre within the piece, **Shape of You** through Performance, Composition and Critical Appraisal activities.
- Pitch - The development of Pitch within the piece, **Do-Re-Mi** through Performance, Composition and Critical Appraisal activities.
- Timbre - The development of Timbre within the piece, **Young Person's Guide to the Orchestra** through Performance, Composition and Critical Appraisal activities.
- Texture - The development of Texture within the piece, **Good Vibrations** through Performance, Composition and Critical Appraisal activities.
- Form and Structure - The development of Form and Structure within the piece, **Fur Elise** through Performance, Composition and Critical Appraisal activities.

### Year 8

- Melody and Dynamics – The development of Melody and Dynamics within the piece, **Star Wars Theme** through Performance, Composition and Critical Appraisal activities.
- Melody and Rhythm – The development of Melody and Rhythm within the piece, **Eine Kleine Nacht Musik** through Performance, Composition and Critical Appraisal activities.
- Melody and Pitch – The development of Melody and Pitch within music from **West Side Story** through Performance, Composition and Critical Appraisal activities.
- Melody and Timbre - The development of Melody and Timbre within music from the Album, **Graceland** through Performance, Composition and Critical Appraisal activities.
- Melody and Structure – The development of Melody and Form and Structure within music from **various Video Games** through Performance, Composition and Critical Appraisal activities.
- Melody and Texture - The development of Melody and Texture within music from the piece, **Seven Nation Army** through Performance, Composition and Critical Appraisal activities.

### Year 9 Bridging Unit

- Pupils will learn about significant artists who influenced the music that we listen to today, analyse how they came to compose and perform their songs and identify ways in which we can produce similar performances.
- There will be opportunities to develop performing and composing skills and lots of opportunities to play instruments in lessons and with people who have similar musical tastes.
- The music of the below composers/artists will be studied, which in turn will introduce pupils to their own unique genres:-
  - Queen
  - J.S. Bach
  - John Williams
  - Astor Piazzolla
  - Bobby McFerrin

## Technology

Students complete a range of design and make projects that develop key skills in designing, making and independent working across material areas of woods, metals and plastics. They develop the ability to: -

- Work safely within a workshop environment assessing risks.
- Identifying and selecting materials and processes to manufacture their work.
- Follow design problems and design briefs to produce creative solutions to set tasks.
- Learn and develop a range of practical skills to manufacture designed products.

### Year 7

- Pencil topper
- Braham puzzle
- Plastic award
- Electronic toy
- Key ring

### Year 8

- Mobile phone holder
- Alessi clock project
- Electronic torch project
- Coat hook project
- End of Year summative test

### Year 9 Bridging Unit – Construction

- Acquisition of practical skills in joinery, painting and decorating and brickwork.
- Completion of mini practical projects that develop understanding of the construction industry

### Year 9 Bridging Unit – Engineering

- Pupils will learn how to use all the tools and equipment available in the workshops and understand how to work accurately to manufacture a range of high-quality products.
- Pupils will be trained in using industrial-standard 3D modelling computer software, as used in Engineering companies, current computer games and animated films.

### Year 9 Bridging Unit – Product Design

- Pupils will learn to use 2D design software and programme the laser cutter to manufacture their work and develop Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) skills.
- Pupils will work to develop creativity and innovation by completing a series of hands on design and manufacturing projects as well the ability to work independently.

### Year 9 Bridging Unit - Food

- Pupils will focus on the development and building of practical and theoretical skills. You will be working on more advanced and diverse practical making tasks and experience using equipment to GCSE level in a hands-on learning environment.
- Pupils will investigate the reasons why ingredients react as they do during food preparation, as well as looking at the nutritional needs of certain groups in society, special diets and ways in which food can be adapted.

## ICT / Computer Science

In Year 7 pupils will understand how to use the Blue Coat School's computer network and wider collaborative IT systems. Pupils will also be taught to understand the concept of algorithms and that computer programs are implementations of algorithms. Pupils will also be taught to understand and implement key programming concepts.

In Year 8 pupils you start to understand and be aware of all things cyber; cyber security threats, vulnerabilities and counter measures. Pupils will then learn how to manipulate image files using Adobe Photoshop. After this pupils will create a website understanding the content format model. Finally, pupils will build upon the programming skills learnt in Year 7 to be able to understand and apply Turing complete programming concepts.

### Year 7

- Introduction to the school network and wider IT systems
- Staying safe online
- BBC Micro:bit programming
- Algorithms and flow charts
- HTML website project
- Algorithms (searching & sorting)
- Python programming

### Year 8

- Cyber / Cyber Security
- Image manipulation (Photoshop)
- HTML website creation
- Python Programming
- Advanced python programming

### Year 9 Bridging Unit - ICT Computer Science

- Pupils will develop your programming skills, building on the basic skills you have already covered in the Levelled Python course.
- Pupils will be able to plan and write simple algorithms this will involve learning how to use simple pseudo-code and flowcharts to plan more detailed programs as well as testing that they work correctly.
- Pupils will use more complex software to develop code and start to develop an understanding of how to spot and solve errors in your own code by using advanced software features like stepping through code, adding breakpoints and using variable watches.

### Year 9 Bridging Unit - Business Studies

- Pupils will take part in a practical activity investigating production.
- Pupils will explore fundamental concepts of adding value as will numerical measurements such as unit cost, productivity and profit.

### Year 9 Bridging Unit - Creative iMedia

- Pupils will look at the various planning phases that are undertaken when carrying out a media project before starting work on the final product.
- A core component of the year is to analyse existing sample material to gain an understanding of what is required before moving on to create planning documents of their own.
- Pupils will continue with HTML coding, started in Year 8, which will help further on in the course. Pupils will also learn more about digital graphics including file formats, sizes and properties.

### Year 9 Bridging Unit - Media Studies

- Pupils will be introduced to all aspects of the media – internet, TV, film, video games, advertising and marketing, radio, magazines and newspapers including social media.
- Pupils will have the opportunity to develop the technical skills required to produce their own media products. They will experience photography, image manipulation and filmmaking.

## Citizenship

The Year 7 and Year 8 curriculum promotes the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Lessons develop students as active British citizens engaging them in local democracy, charity work and community leadership. In citizenship lessons students will also explore the use of restorative practices both within our school and in wider society.

### Year 7

- Democracy in Britain – what does it mean to be a citizen?
- Law and liberty – why should I respect the law?
- Mutual respect and tolerance – do we have freedom of speech?
- How do British values compare to the rest of the world?
- Global Issues

### Year 8

- Active citizenship - how to be an active citizen
- British Monarchy and the Local Councils
- Pressure groups
- Understanding Britain's evolving relationship with the EU
- Crime and youth crime

## Sociology

### Year 9 Bridging Unit

- Pupils will be introduced to the founding fathers of Sociology, Karl Marx, Emile Durkheim and Max Weber. They are also introduced to the key theories within sociology Marxism, Functionalism, Feminism and Interactionism and will get an understanding of how these key theories look at society differently.
- Pupils will be introduced to the social variables in society such as ethnicity, gender, age and class and how these are useful variables for analysing the influence of society.
- Pupils will understand how sociologists go about studying and understanding society through carrying out their own small-scale research projects.

## Child Development

### Year 9 Bridging Unit

- Pupils will be introduced to the concepts of child development from pre to post conception. They will explore what antenatal care is and how women are prepared for birth.
- Pupils will begin to understand the roles of parenthood
- Pupils will study the physiology and anatomy of the male and female reproductive systems, their functions and how reproduction takes place including conception, fertilisation and implantation.

### Academic Transition Skills

Year 7 pupils have 1 lesson a fortnight developing the skills and learning behaviours needed to prepare them for the increased curriculum challenge at Key Stage 3 and Key Stage 4. The curriculum is underpinned by a pedagogy based on metacognition and consistent approaches to the development of reading and extending writing.

Due to the increased demand in the secondary curriculum all pupils develop these learning behaviours and skills through exploring the topic History of Medicine.

### Accelerated Reader

Year 7 pupils have 1 lesson a fortnight developing their literacy and love of reading. Pupils pick a book at his/her own level and reads it at his/her own pace. When finished pupils take a short quiz on the computer. (Passing the quiz is an indication that your child understood what was read.) Accelerated Reader gives both children and teachers feedback based on the quiz results, which the teacher then uses to help your child set targets and direct ongoing reading practice. Children using Accelerated Reader choose their own books to read, rather than having one assigned to them. This makes reading a much more enjoyable experience as they can choose books that are interesting to them.

## Appendix 3 – KS4 Curriculum

Full Key Stage 4 course information is available in the following places:

- 1) KS4 courses are outlined in full in our subject Choices Videos – see link on website
- 2) KS4 Choices Booklet – see link on website
- 3) KS4 course are outlined in full on Bloodle

### ENGLISH

Title of Qualification	GCSE English Language and English Literature
Examination board & specification	AQA
Assessment	<p><b>English Language</b></p> <ul style="list-style-type: none"> <li>• Paper 1: Explorations in Creative Reading and Writing (Fiction from the 20<sup>th</sup> or 21<sup>st</sup> century)</li> <li>• Paper 2: Writers’ Viewpoints and Perspectives (Literary non-fiction from the 19<sup>th</sup> and 20<sup>th</sup> or 21<sup>st</sup> century)</li> </ul> <p><b>English Literature</b></p> <ul style="list-style-type: none"> <li>• Paper 1: Shakespeare and the Nineteenth Century Novel (Macbeth and A Christmas Carol)</li> <li>• Paper 2: Modern Texts (An Inspector Calls) and Poetry (a cluster of poetry from the AQA Anthology - Power and Conflict) and unseen poetry</li> </ul> <p><b>Non-examination Assessment: Spoken Language Endorsement</b></p> <ul style="list-style-type: none"> <li>• Pupils will give a teacher assessed presentation on which they will answer questions. They will be graded Distinction, Merit, Pass or Fail. This does not count towards the GCSE examination.</li> </ul>
Examination entry	Grade 9-1
Year 10 and 11 Overview	<p>In Year 10 and 11 we continue to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Read, understand and respond to texts maintaining a critical style and developing an informed personal response.</li> <li>• Use textual references, including quotations, to support and illustrate quotations.</li> <li>• Show understanding of the relationship between texts and the contexts in which they were written.</li> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>
Expectations of students who study this course	All pupils are expected to prepare for GCSE examinations in both English Language and English Literature. Pupils will benefit from reading a range of fiction and non-fiction independently throughout the course.
Head of Faculty	Mrs H Howell

## MATHEMATICS

Title of Qualification	GCSE Mathematics
Examination board & specification	Edexcel (1MA1)
Assessment	100% Examination, each examination will have a range of question types.  Paper 1: No Calculator is allowed. (90 minutes) Paper 2: Calculator is allowed. (90 minutes) Paper 3: Calculator is allowed. (90 minutes)
Examination entry	Grade 9-1
Year 10 and 11 Overview	You will study the following units over the GCSE: <ul style="list-style-type: none"> <li>• Number</li> <li>• Algebra</li> <li>• Ratio Proportion and Rates of change</li> <li>• Geometry and Measures</li> <li>• Probability</li> </ul> Statistics
Expectations of students who study this course	Students will be expected to work diligently in their maths lessons. They need to ensure that they bring all their mathematical equipment, including a calculator. They are to expect to be given homework pieces, most of which will be short tasks which need to be completed for their next lesson. Of course, there will be longer pieces of homework as well, where the deadline is longer. Students will be expected to seek help when they are experiencing difficulties. Attending drop in at lunchtimes on Mondays, Wednesdays and Thursdays is offered to all students; students can seek further help there or do their homework. In addition, there are online support math's packages where more help and support can be found. In summary, students need to be organized, work hard and seek help as soon as they feel they are struggling with the work. In that way, the maths department can help and act immediately to help all students.
Head of Faculty	Miss A Blything

## SCIENCE – DOUBLE

Title of Qualification	Double GCSE Science
Examination board & specification	AQA
Assessment	Students will sit two exams in each subject (six exams in total). Each exam will be 1 1/4 hours. Students will be entered for Higher (levels 4-9) or Foundation (1-5). Students will receive two grades for their overall performance across all exams (e.g. 8-9). They will not receive individual grades for each subject. There is no coursework.
Examination entry	Grade 9-1
Year 10 and 11 Overview	<p><b>Biology:</b></p> <ul style="list-style-type: none"> <li>• Organisation (part 2)</li> <li>• Plant Biology</li> <li>• Respiration</li> <li>• Infection and response</li> <li>• Ecosystems</li> <li>• Humans and the environment</li> <li>• Homeostasis</li> <li>• Inheritance</li> <li>• Evolution</li> </ul>
Year 10 and 11 Overview	<p><b>Chemistry:</b></p> <ul style="list-style-type: none"> <li>• Further atomic structure</li> <li>• Organic Chemistry</li> <li>• Chemistry of the Atmosphere</li> <li>• Energy in Reactions</li> <li>• Quantitative Chemistry</li> <li>• Structure and Bonding</li> <li>• Acids and electrolysis</li> <li>• Purity and formulations</li> <li>• Resources and potable water</li> <li>• Chemical Equilibrium</li> </ul> <p><b>Physics:</b></p> <ul style="list-style-type: none"> <li>• Energy</li> <li>• Electric circuits</li> <li>• Electricity at home</li> <li>• Particle model of matter</li> <li>• Atomic Structure</li> <li>• Forces</li> <li>• Light and Waves</li> <li>• Electromagnetism</li> </ul>
Additional information	Most students study double science. They still study Biology, Chemistry and Physics but the amount of content is less than for Triple Science. Double science students receive two GCSEs in Year 11. Double Science students are still able to study sciences at A level and indeed many go on to choose these.
Expectations of students who study this course	Students will be expected to develop a range of scientific skills covering Biology, Chemistry and Physics. There are mathematical aspects to the course, particularly in the Physics component. Students will be required to memorize equations for these.
Head of Faculty	Mrs C Oles

## SCIENCE - TRIPLE

Title of Qualification	GCSE Biology
Examination board & specification	AQA
Assessment	Students will sit two exams. Each exam will be 1 3/4 hours. Students will be entered for Higher (levels 4-9) or Foundation (1-5). Students will receive one grade for their overall performance across both exams. There is no coursework.
Examination entry	Grade 9-1
Year 10 and 11 Overview	<p><b>Biology:</b></p> <ul style="list-style-type: none"> <li>• Organization (part 2)</li> <li>• Plant Biology</li> <li>• Respiration</li> <li>• Infection and response</li> <li>• Ecosystems</li> <li>• Humans and the environment</li> <li>• Homeostasis</li> <li>• Inheritance</li> <li>• Evolution</li> </ul>
Additional information	Each year 55-60 students are invited to take triple science. Students study Chemistry, Biology and Physics to a significant level of depth and challenge. These students received a separate GCSE in Chemistry, Biology and Physics. Students are given guidance and support in making this decision. If students make this guided choice their curriculum is adapted to give them <b>2 additional science lessons per fortnight in Year 10 and 3 additional science lessons per fortnight in Year 11.</b>
Expectations of students who study this course	Students will be expected to develop effective independent learning skills to ensure that they are thoroughly up to date with the content of the specification. They should be comfortable with mathematics as this will be tested in 10% of the exam questions.
Head of Faculty	Mrs C Oles

## SCIENCE - TRIPLE

Title of Qualification	GCSE Chemistry
Examination board & specification	AQA
Assessment	Students will sit two exams. Each exam will be 1 3/4 hours. Students will be entered for Higher (levels 4-9) or Foundation (1-5). Students will receive one grade for their overall performance across both exams. There is no coursework.
Examination entry	Grade 9-1
Year 10 and 11 Overview	<ul style="list-style-type: none"> <li>• Further atomic structure</li> <li>• Organic Chemistry</li> <li>• Chemistry of the Atmosphere</li> <li>• Energy in Reactions</li> <li>• Structure and Bonding</li> <li>• Acids and electrolysis</li> <li>• Purity and formulations</li> <li>• Resources and potable water</li> <li>• Chemical Equilibrium</li> </ul>
Additional information	Each year 55-60 students are invited to take triple science. Students study Chemistry, Biology and Physics to a significant level of depth and challenge. These students received a separate GCSE in Chemistry, Biology and Physics. Students are given guidance and support in making this decision. If students make this guided choice their curriculum is adapted to give them <b>2 additional science lessons per fortnight in Year 10 and 3 additional science lessons per fortnight in Year 11.</b>
Expectations of students who study this course	Students will be expected to make effective links between all aspects of the course in order to gain a thorough understanding of Chemistry. 20% of exam questions will contain mathematical components so students should be comfortable tackling mathematical questions.
Head of Faculty	Mrs C Oles

## SCIENCE - TRIPLE

Title of Qualification	GCSE Physics
Examination board & specification	AQA
Assessment	Students will sit two exams. Each exam will be 1 3/4 hours. Students will be entered for Higher (levels 4-9) or Foundation (1-5). Students will receive one grade for their overall performance across both exams. There is no coursework.
Examination entry	Grade 9-1
Year 10 and 11 Overview	<ul style="list-style-type: none"> <li>• Electric circuits</li> <li>• Electricity at home</li> <li>• Particle model of matter</li> <li>• Atomic Structure</li> <li>• Forces in balance</li> <li>• Forces and motion</li> <li>• Forces and pressure</li> <li>• Waves</li> <li>• Light</li> <li>• Electromagnetism</li> <li>• Space</li> </ul>
Additional information	Each year 55-60 students are invited to take triple science. Students study Chemistry, Biology and Physics to a significant level of depth and challenge. These students received a separate GCSE in Chemistry, Biology and Physics. Students are given guidance and support in making this decision. If students make this guided choice their curriculum is adapted to give them <b>2 additional science lessons per fortnight in Year 10 and 3 additional science lessons per fortnight in Year 11.</b>
Expectations of students who study this course	Students will be expected to commit a large number of equations to memory and should be mathematically confident as maths-based questions will form 30% of the final exam.
Head of Faculty	Mrs C Oles

## RELIGIOUS STUDIES

Title of Qualification	GCSE Religious Studies A
Examination board & specification	AQA
Assessment	Paper 1: The study of religions: beliefs, teachings and practices Paper 2: Thematic Studies
Examination entry	Grade 9-1
Year 10 and 11 Overview	<ul style="list-style-type: none"> <li>• Christian Beliefs</li> <li>• Christian Practices</li> <li>• Islamic Beliefs</li> <li>• Islamic Practices</li> <li>• Theme B: Religion and life</li> <li>• Theme D: Religion, peace and conflict</li> <li>• Theme E: Religion, crime and punishment</li> <li>• Theme F: Religion, human rights and social justice</li> </ul>
Expectations of students who study this course	<p>To succeed students will need to show a high level of understanding of both Christianity and Islam and be able to apply religious teachings to a number of ethical issues.</p> <p>Students must show respect and tolerance of other beliefs, opinions and worldviews to their own.</p> <p>Students need to show high levels of literacy including understanding of key words, the ability to explain and develop an answer, and the ability to analyse and evaluate a statement.</p>
Head of Faculty	Mrs L Almond

## GEOGRAPHY

Title of Qualification	GCSE Geography
Examination board & specification	AQA
Assessment	100% Examination Paper 1: Living with the physical environment (35%) Paper 2: Challenges in the human environment (35%) Paper 3: Geographical applications (30%)
Examination entry	Grade 9-1
Year 10 and 11 Overview	You will study the following units over the GCSE: <ul style="list-style-type: none"> <li>• The challenge of natural hazards</li> <li>• The living world</li> <li>• Physical landscapes in the UK</li> <li>• Urban issues and challenges</li> <li>• The changing economic world</li> <li>• The challenge of resource management</li> <li>• Issue evaluation</li> <li>• Fieldwork</li> <li>• Geographical skills</li> </ul>
Fieldwork	Fieldwork will now be examined as part of the geographical applications paper. It is an exam. Pupils need to complete a human and a physical themed fieldwork to collect data.
Expectations of students who study this course	Students will need to commit to taking part in the fieldtrips at GCSE as collecting data for both physical and human sections is a statutory requirement of the course.
Head of Faculty	Mr N Venables

## HISTORY

Title of Qualification	GCSE History
Examination board & specification	EDEXCEL History
Assessment	100% Examination Paper 1 (30%) Paper 2 (40%) Paper 3 (30%)
Examination entry	One Tier - Grades 9-1
Year 10 and 11 Overview	You will study four units over the 2 years: <ol style="list-style-type: none"> <li>1. Crime and Punishment in Britain, c1000–present, and Whitechapel, c1870–c1900: crime, policing and the inner city [paper 1]</li> <li>2. Henry VIII and his ministers, 1509–40 [paper 2]</li> <li>3. Weimar and Nazi Germany, 1918 – 39 [paper 3]</li> <li>4. Superpower relations and the Cold War, 1941–91 [paper 2]</li> </ol>
Additional information	There are course textbooks, one per topic directly from EDEXCEL approved publishers. In addition, a number of revision guides and targeted workbooks have been published to support the course for a range of abilities.
Head of Faculty	Mrs L Blomeley

## FRENCH

Title of Qualification	GCSE French
Examination board & specification	Eduqas (2016)
Assessment	All examined at the end of the course in Year 11: <ul style="list-style-type: none"> <li>• Reading: comprehension tasks &amp; translation from French into English (25%)</li> <li>• Listening: comprehension tasks (25%)</li> <li>• Speaking: role-play, discussion of photo card, conversation (25%)</li> <li>• Writing: writing tasks including translation from English into French (25%)</li> </ul>
Examination entry	Higher Tier – Grades 4 - 9 Foundation Tier – Grades 1 - 5  Students are entered at either Foundation or Higher Tier for all 4 examinations
Year 10 and 11 Overview	You will study three broad areas of content over the course: <ul style="list-style-type: none"> <li>• Theme 1: Identity &amp; culture</li> <li>• Theme 2: Local, national, international and global areas of interest</li> <li>• Theme 3: Current and future study and employment</li> </ul>
Controlled assessment	There is no controlled assessment: all of the course is examined at the end of Year 11.
Expectations of students who study this course	In order to succeed students will learn vocabulary regularly, manipulate the language to use it for their needs, work hard at understanding grammar rules, and think critically when faced with challenging comprehension, drawing clues from the context where possible.
Head of Faculty	Mrs A Knott

## GERMAN

Title of Qualification	GCSE German
Examination board & specification	Eduqas (2016)
Assessment	All examined at the end of the course in Year 11: <ul style="list-style-type: none"> <li>• Reading: comprehension tasks &amp; translation from German into English (25%)</li> <li>• Listening: comprehension tasks (25%)</li> <li>• Speaking: role-play, discussion of photo card, conversation (25%)</li> <li>• Writing: writing tasks including translation from English into German (25%)</li> </ul>
Examination entry	Higher Tier – Grades 4 - 9 Foundation Tier – Grades 1 - 5  Students are entered at either Foundation or Higher Tier for all 4 examinations
Year 10 and 11 Overview	You will study three broad areas of content over the course: <ul style="list-style-type: none"> <li>• Theme 1: Identity &amp; culture</li> <li>• Theme 2: Local, national, international and global areas of interest</li> <li>• Theme 3: Current and future study and employment</li> </ul>
Controlled assessment	There is no controlled assessment: all of the course is examined at the end of Year 11.
Expectations of students who study this course	In order to succeed students will learn vocabulary regularly, manipulate the language to use it for their needs, work hard at understanding grammar rules, and think critically when faced with challenging comprehension, drawing clues from the context where possible.
Head of Faculty	Mrs A Knott

## ART AND DESIGN (FINE ART)

Title of Qualification	GCSE Art and Design (Fine Art)
Examination board & specification	AQA Art and Design Fine Art
Assessment	60% Coursework 40% Examination
Examination entry	Grades 9-1
Year 10 and 11 Overview	<p>Unit 1 – The Portfolio</p> <ul style="list-style-type: none"> <li>• <b>Man -v- Nature</b> – an exploration of manmade and natural forms and images</li> <li>• <b>A Sense of Place</b> – a study of the urban environment. Trip to Manchester along with optional Paris trip as inspiration</li> </ul> <p>Unit 2 – The Externally set task</p> <ul style="list-style-type: none"> <li>• A choice of themes provided by the exam board as the starting point for the exam project.</li> </ul>
Controlled assessment	10-hour examination carried out at the end of the externally set task unit.
Expectations of students who study this course	<p>Students are prepared to think for themselves, to work on sketchbook studies and homework tasks independently to present their work to a high standard and learn new skills.</p> <p>There is a requirement to attend the Manchester trip at the end of Year 10.</p>
Additional information	All our courses give students the opportunity to produce a portfolio of work that they can show to prospective employers or use to help secure a place in higher education.
Head of Faculty	Miss N Clark
Title of qualification	GCSE Art and Design (Fine Art)

## ART AND DESIGN (PHOTOGRAPHY)

Title of Qualification	GCSE Art and Design (Photography)
Examination board & specification	AQA Art and Design Photography
Assessment	60% Coursework 40% Examination
Examination entry	Grades 9-1
Year 10 and 11 Overview	<p>Unit 1 – The Portfolio</p> <ul style="list-style-type: none"> <li>• Magazine</li> <li>• Contemporary Portraiture</li> <li>• Surrealism</li> <li>• A Sense of Place</li> </ul> <p>Unit 2 -The externally set task</p> <ul style="list-style-type: none"> <li>• A choice of themes provided by the exam board as the starting point for the exam project.</li> </ul>
Controlled assessment	10-hour examination carried out at the end of the externally set task unit.
Expectations of students who study this course	<p>Students are prepared to think for themselves, to work on coursework and homework tasks independently to present their work to a high standard and learn new skills.</p> <p>There is a requirement to attend the Manchester trip at the end of Year 10.</p>
Additional information	All our courses give students the opportunity to produce a portfolio of work that they can show to prospective employers or use to help secure a place in higher education.
Head of Faculty	Miss N Clark
Title of qualification	GCSE Art and Design (Photography)

## ART AND DESIGN (TEXTILES)

Title of Qualification	GCSE Art and Design Textiles
Examination board and specification	AQA Art and Design
Assessment	60% Coursework 40% Examination
Examination entry	Grades 9-1
Year 10 and 11 Overview	<p>Unit 1</p> <ul style="list-style-type: none"> <li>A themed project that builds on skills gained in year 9. Pupils will work to their personal strengths and interests within the study of textiles.</li> </ul> <p>Unit 2</p> <ul style="list-style-type: none"> <li><b>Externally set task</b> – Set by AQA: a choice of themes provided by the exam board as the starting point for the unit.</li> </ul>
Controlled Assessment	10-hour controlled assessment (exam) carried out at the end of the externally set task unit.
Expectations of students who study this course	Students are prepared to think for themselves, to work on sketchbook studies and homework tasks independently to present their work to a high standard and to learn new skills.
Additional Information	All our courses give students the opportunity to produce portfolios of work that they can show to prospective employers or use to help secure a place in higher education.
Head of Faculty	Miss N Clark

## BUSINESS STUDIES

Title of Qualification	GCSE Business Studies
Examination board & specification	AQA
Assessment	Two examination papers will test the entirety of the subject content, with one of the papers having a more practical focus (replacing the controlled assessment).
Examination entry	Grade 9-1
Year 10 and 11 Overview	<p>You will study the key functions of a business:</p> <ul style="list-style-type: none"><li>• Production: What is made? How is it made? How much does it cost to make?</li><li>• Marketing: How do we find out what our customers want? How do we persuade potential customers to buy our product?</li><li>• Finance: Are we making a profit? How healthy is our cash flow?</li><li>• Human resources: Who do we need to employ? How are we going to attract employees to our business?</li></ul>
Controlled assessment	There will be no controlled assessment in this course. Assessment will be 100% examination.
Expectations of students who study this course	Students need to be good all-rounders for this course: some mathematical skill is required, as is the ability to produce extended pieces of written work.
Head of Faculty	Mr S Lightfoot

## CHILD DEVELOPMENT

Title of Qualification	Cambridge National – Level 1/2 Certificate in Child Development
Examination board & specification	OCR Cambridge National (J818)
Assessment	<p>Written examination:</p> <ul style="list-style-type: none"> <li>• <b>R018: Health and well-being for child development (1hr 15m)</b></li> </ul> <p>Centre-based assessment:</p> <ul style="list-style-type: none"> <li>• <b>R019: Understand the equipment and nutritional needs of children from birth to five years</b></li> <li>• <b>R020: Understand the development of a child from birth to five years</b></li> </ul>
Examination entry	Distinction* at L2 – Pass at L1
Year 10 and 11 Overview	<p>You will study the following units over the 3 year course</p> <ul style="list-style-type: none"> <li>• Factors influencing developments of pre-conception and pregnancy</li> <li>• Communication and language development, Child health and safety</li> <li>• Learning and play</li> </ul>
Controlled assessment	<p>2 controlled assessments (worth 30% each of the final qualification)</p> <p>There are some practical aspects to the portfolios, in which students will be expected to carry out some additional research and practical investigations into a child's development and health needs.</p>
Expectations of students who study this course	Students will be expected to carry out lots of independent research as part of both controlled assessments and should be able to work to deadlines.
Head of Faculty	Ms H Taylor

## CONSTRUCTION

Title of Qualification	Level 1 and 2 Award in Constructing the Built Environment (GCSE equivalent)
Examination board & specification	WJEC
Assessment	<ul style="list-style-type: none"> <li>• Unit 1: Safety and Security in the Workplace - 25% of the final grade</li> <li>• Unit 2: Practical Construction Skills - 50% of the final grade</li> <li>• Unit 3: Planning Construction Tasks - 25% of the final grade</li> </ul>
Examination entry	Level 2
Year 10 and 11 Overview	<p>You will study five units over the 2 years:</p> <ol style="list-style-type: none"> <li>1. Carpentry</li> <li>2. Brickwork (coursework)</li> <li>3. Painting and decorating</li> <li>4. Planning a construction task (coursework)</li> <li>5. Safety and security in the workplace</li> </ol>
Controlled assessment	Controlled assessment is ongoing through the two years of the course.
Expectations of students who study this course	Must enjoy practical activities / learning and are willing to work outdoors in the summer months on the bricklaying units.
Head of Faculty	Mr P Briggs

## DRAMA

Title of Qualification	GCSE Drama
Examination board & specification	GCSE Drama (AQA)
Assessment	<ul style="list-style-type: none"> <li>• Component 1 - Written exam - extracts from a play studied and a live performance seen - analysis and evaluation (40%)</li> <li>• Component 2 - Devised Drama performance/design and written coursework (40%)</li> </ul> <p>Component 3 Scripted Performance (performance of two extracts of a published play) performance/design (20%)</p>
Examination entry	Grade 9 - 1
Year 10 and 11 Overview	You will study the following over the GCSE: Creating theatre, both devised and scripted. Looking at the whole process of page to stage. Drama GCSE is much more than reading from a script and putting on a play. It involves, acting skills, costume, mask, set, sound, lighting and properties design. It is a fully practical hands on course; the written coursework/ written exam is about your practical work. You will visit theatres, watch a variety of performances, participate in workshops led by professionals and your teachers and use the extensive technical equipment installed. For the written exam, you will explore a set text (exploration will be mainly practical). You will also analyse and evaluate a live theatre performance.
Controlled assessment	In groups, you will create a devised performance based on various stimuli. You will produce a 2,500 word 'log' documenting your response to the stimuli and the development and collaborative process as well as analysis and evaluation of the piece.
Expectations of students who study this course	Students will need to commit to taking part in occasional activities, rehearsals and trips and keep a log of all the practical work as it is completed.
Head of Faculty	Miss M Smith

## ENGINEERING

Title of Qualification	GCSE Design Technology - Engineering
Examination board & specification	AQA Specification Design Technology: Engineering
Assessment	50% Controlled Assessment 50% Written Examination
Examination entry	Grades 9-1
Year 10 and 11 Overview	You will study the many different facets of Engineering, including metal and polymer product manufacturing, industry-standard 3D CAD design software, technical drawing and laser cutting.
Controlled assessment	Controlled assessment is started towards the end of Year 10, and takes students through until Year 11. The assessment covers the research, design and manufacture of a working product, and makes use of the skills obtained in the early projects. The context for the product is provided by the exam board, and in the past, has seen students manufacture radios and mobile phone speakers.
Expectations of students who study this course	Students will need to be engaged in their Controlled Assessment work, and meet the deadlines set by the department. Students will want to work to a high quality in all aspects of their work.
Additional information	Did you know: Engineering companies are projected to need approximately 87,000 people with degree qualifications per year. Currently the UK produces only 46,000 engineering graduates each year.
Head of Faculty	Mr P Briggs

## FOOD PREPARATION AND NUTRITION

Title of Qualification	GCSE Food Preparation and Nutrition
Examination board & specification	AQA Specification : 8585
Assessment	<p><b>50% Examination 1 hour 45 minutes (100marks)</b>            Theoretical knowledge of specification subject content.</p> <ul style="list-style-type: none"> <li>• Section A: Multiple choice questions (20 marks)</li> <li>• Section B: contains five questions varying in styles (80 marks)</li> </ul> <p><b>50% non-exam assessment (NEA).</b>            NEA consists of one food investigation and one food preparation assessment.</p> <p><b>Food investigation (15%)</b>            Students write a report on their understanding of the scientific principles that underpin the preparation and cooking of food.</p> <p><b>Food preparation assessment (35%)</b></p> <p>Students will plan, prepare, cook and present a three-course menu within 3 hours. They will produce a <b>concise</b> portfolio that demonstrates their application of technical skills and their practical outcomes, explains how they planned and carried out the preparation, cooking and presentation of their three final dishes and includes an evaluation of cost, the sensory properties and nutritional characteristics of each dish.</p>
Examination entry	No tiers examination paper. Grades 9 - 1.
Year 10 and 11 Overview	You will study over the 3 years (See assessment): It will inspire and motivate students, opening their eyes to a world of career opportunities and giving them the confidence to cook with ingredients from across the globe.
Controlled assessment	The NEA tasks will be released on 1 <sup>st</sup> September (10-hour investigation task) and 1 <sup>st</sup> November (20-hour food preparation assessment) of the academic year in which it is submitted (the beginning of Year 11). Pupils will have a choice of design tasks and contexts set by the exam board.
Expectations of students who study this course	Students will need to commit to taking part in regular and challenging timed practical work throughout Year 10 and 11 as this is a statutory assessed requirement of the course.
Head of Faculty	Mr P Briggs

Title of Qualification	GCSE Computer Science
Examination board & specification	AQA Computer Science (8525)
Assessment	100% Examination Paper 1: Computational Thinking and programming skills (50%) – 2 hours Paper 2: Computing Concepts (Theoretical Content) (50%) – 1 hour 45 minutes Approximately 20 hours of controlled assessment must be completed to prepare students for Paper 1
Examination entry	Two Papers, grading 9-1
Year 10 and 11 Overview	You will learn a range of knowledge and skills including: <ul style="list-style-type: none"> <li>• How to write practical code through practice and exercises using the Python 3 programming language</li> <li>• Fundamentals of data representation</li> <li>• Fundamentals of algorithms</li> <li>• Computer Systems</li> <li>• Computer Networks</li> <li>• Relational databases and structured query language (SQL)</li> <li>• Cyber Security</li> <li>• Ethical, legal and environmental impacts of digital technology on wider society including issues of privacy</li> </ul>
Expectations of students who study this course	Students will need to practice programming skills as part of homework tasks to develop the confidence and knowledge needed for the controlled assessment tasks.
Additional information	The software used at school is currently Python3 and PyCharm Community Edition IDE. The Community edition is free to download and has versions for PC, Mac and Linux machines.
Head of Faculty	Mr S Lightfoot

Title of Qualification	Cambridge Nationals in Creative iMedia
Examination board & specification	OCR (J817)
Assessment	25% Examination: Pre-production skills – 75 minutes 75% Non-Examined Assessment (90 GLH) - 3 assessment tasks worth 25% each
Examination entry	One paper – Level 1 Pass, Merit and Distinction / Level 2 Pass, Merit, Distinction and Distinction*
Year 10 and 11 Overview	You will learn a range of knowledge and skills including: <ul style="list-style-type: none"> <li>• <b>Pre-production skills</b> - The purposes and uses of mood boards, story boards, visualisation diagrams, storyboards and scripts - Creation of the above</li> <li>• <b>Creating digital graphics</b> - How to interpret client requirements - How and why they are used. - Types of graphics, file formats, properties - Create, save and export images</li> <li>• <b>Creating a multi-page website</b> - How to interpret client requirements - Purpose and component features of websites in the public domain - Devices used to access web pages, methods of Internet connection</li> <li>• <b>Gaming concepts</b> - The evolution of digital games platforms generations 1-8. - Digital game genres and objectives - Plan a digital game concept - Compare 2D/3D games – discuss limitations - Create a game proposal</li> </ul>
Expectations of students who study this course	Students will need to be creative thinkers and willing to learn how to use various new software packages.
Additional information	The course is ideal for anyone who has an interest in learning about the way creative digital media products are made and how they work.
Head of Faculty	Mr S Lightfoot

## MEDIA STUDIES

Title of qualification	GCSE Media Studies
Examination board & specification	AQA
Assessment	70% Examination 30% Controlled Assessment
Examination entry	Grade 9-1
Year 10 and 11 Overview	<p>GCSE media studies uses four major concepts that form the basis of the subject content:</p> <ul style="list-style-type: none"> <li>• Media language: forms and conventions</li> <li>• Institutions</li> <li>• Audience</li> <li>• Representation</li> </ul> <p>Underpinning the key concepts, the subject content is classified according to the following media forms/ platforms:</p> <ul style="list-style-type: none"> <li>• Print and electronic publishing including newspapers, comics, magazines</li> <li>• Moving image: television, film and video</li> <li>• Radio including commercial, network, public broadcasting, community</li> <li>• Web-based technologies/new media including internet, web design, social networking, weblogs, blogs, podcasts, gaming</li> </ul>
Controlled assessment	30% Controlled assessment. Practical production project.
Expectations of students who study this course	Students will need to be creative thinkers and willing to learn how to use the Apple Mac computers.
Head of Faculty	Mr S Lightfoot

## MUSIC

Title of Qualification	GCSE Music
Examination board & specification	AQA Specification
Assessment	<p><b>Component 1:</b> 1 hour 30 minute listening examination worth 40% of the total marks.</p> <p><b>NEA (Non-exam assessment):</b> 60% of total marks from two components.</p> <p><b>Component 2:</b> Performing non-exam assessment worth 30% of the total marks.</p> <p><b>Component 3:</b> Composing non-exam assessment worth 30% of the total marks.</p>
Examination entry	Grading 9-1
Year 10 and 11 Overview	<ul style="list-style-type: none"> <li>• Understanding Music – listening, appraising, developing and demonstrating an in-depth knowledge and understanding of musical elements, musical context and musical language.</li> <li>• Performing Music – interpreting relevant musical elements and techniques to communicate musical ideas with accuracy, expression and interpretation.</li> <li>• Composing Music – developing musical ideas and composing music that is musically convincing, making use of musical elements, devices and conventions.</li> </ul>
Controlled assessment	There is no controlled assessment element in this Specification
Expectations of students who study this course	You will be expected to perform on an instrument or through voice to a good standard to take this course. If you don't have Instrumental Music lessons, you should strongly consider starting, as performance is a very large part of the course.
Head of Faculty	Mr N Hewson

## PHYSICAL EDUCATION

Title of Qualification	Cambridge National Certificate in Sport Studies or Sport Science
Examination board & specification	OCR J812 (Sport Science); OCR J813 (Sport Studies)
Assessment	1 exam 3 assignment tasks Practical assessments
Examination entry	Grading is L2D* - L1P
Year 10 and 11 Overview	<p>Sport Science:</p> <ul style="list-style-type: none"> <li>• Reducing the risk of sporting injuries (exam)</li> <li>• Applying the principles of training</li> <li>• The body's response to physical activity</li> <li>• Sports nutrition</li> </ul> <p>Sport Studies:</p> <ul style="list-style-type: none"> <li>• Contemporary issues in sport (exam)</li> <li>• Practical - individual, team, officiating, analysis of performance</li> <li>• Sport and the media</li> <li>• Leadership</li> </ul>
Controlled assessment	Both courses = 75% moderated units
Head of Faculty	Miss M Bratton
Title of qualification	Cambridge National Certificate in Sport Studies or Sport Science

## PRODUCT DESIGN

Title of Qualification	GCSE Product Design
Examination board & specification	AQA Specification Design and Technology: Product Design
Assessment	50% Examination. The paper has two sections; Section A relates to the design context and section B relates to the research context and general course specification. 50% Controlled Assessment. This is in the form of an extended design and make project. It will evidence your research, design and practical work.
Examination entry	Grades 9-1
Year 10 and 11 Overview	You will study a range of design topics over the 2 years including: <ul style="list-style-type: none"> <li>• Understanding materials and processes.</li> <li>• Product Evolution and development</li> <li>• Design development and communication skills including CAD, Laser Cutting</li> <li>• Working with a range of materials to produce products.</li> </ul>
Controlled assessment	Controlled assessment starts at the end of Year 10 and will be completed by Easter of Year 11. It takes place in lessons under the supervision and guidance of the class teacher. Pupils will have a choice of design tasks and contexts set by the exam board for this controlled assessment project.
Expectations of students who study this course	Students will need to commit to their Controlled Assessment project fully, meet all the deadlines set and be able to work hard to produce work of the highest quality they can.
Additional information	GCSE Product Design leads onto A Level Product Design at Blue Coat. There are lots of University courses that lead to creative careers, including product design, car design, architecture, interior design to name a few.
Head of Faculty	Mr P Briggs

Title of Qualification	GCSE Sociology
Examination board & specification	AQA Specification GCSE Sociology
Assessment	100% Examination Unit 1: Family, Education and Research Methods (50%) Unit 2: Crime and Deviance, Inequality and Research Methods (50%)
Examination entry	Grade 9 - 1
Year 10 and 11 Overview	You will study the following units over the GCSE: <ul style="list-style-type: none"> <li>• How families and gender roles have changed in society today</li> <li>• Why educational differences exist between children of different class, gender and ethnic backgrounds</li> <li>• How sociologists research topic areas in society and the problems with researching human behavior in this way</li> <li>• How and why levels of inequality exist and what factors can cause it to continue</li> </ul> How and why people may commit crime or become deviant in society
Expectations of students who study this course	Students will need to fully commit to learning the material, for example the sociological theories and concepts. As well as this they should try to become more actively engaged in the news and current affairs- taking a keener interest in what is going on in society.
Head of Faculty	Ms H Taylor