



Curriculum Policy

Review Date: Summer 2023

Policy reviewed by Headteacher Summer 2022

Signed.....

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Headteacher

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

Blue Coat Curriculum Policy 2022 - 23

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.
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. As a result, they are able to nurture real friendships.
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 PM registrations and 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, Mathematics, Science, Religious Studies and Modern Foreign 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

Our Wellbeing Curriculum is also informed by Keeping Children Safe in Education (2021) and Ofsted's Sexual Violence and Sexual Harassment between Children in Schools and Colleges (2021)

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. We study the life of Jesus and examine the significance of his incarnation and resurrection, and the theology behind his miracles and parables. Our students also study some of the key beliefs of religious and non-religious traditions and worldviews, and how these are practised and lived out in local, national and global contexts. Our curriculum enables our pupils to know about the origins, developments and reasons for increased diversity in both religious and non-religious traditions and worldviews. 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 but perhaps more importantly, the curriculum allows our pupils to reflect on their own place in the world, their own beliefs and values, and their own assumptions and misconceptions about religion and non-religion.

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 (WJEC); 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 7s, 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 2022 – 23 include

- European week of languages
- The Blue Coat Bake Off/ Ready Steady Cook
- International Literacy competition in English lessons.
- National Poetry Day
- The Big Draw Art Festival.
- Cultural Diversity week
- Swimming Gala
- 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, Year 8 and Year 9 programmes of study

| | Year 7 Learning hours per fortnight | | Year 8 Learning hours per fortnight | Year 9 Learning hours per fortnight |
|----------------------------|-------------------------------------------|---------------------|-------------------------------------------|-------------------------------------------|
| English | 5 | | 6 | 6 |
| Maths | 6 | | 6 | 7 |
| Science | 6 | | 6 | 9 |
| RS | 3 | | 3 | 3 |
| French | 3 (term 1) | 2 (term 2 and 3) | 5 (French or German) | 5 (French or German) |
| German | 2 (term 1) | 3 (term 2 and 3) | | |
| Geography | 3 | | 3 | 3 |
| History | 3 | | 3 | 3 |
| PE | 4 | | 4 | 4 |
| Art | 2 | | 2 | 2 |
| Drama | 1 | | 2 | 1 |
| Music | 2 | | 2 | 1 |
| Design Technology | 2 | | 2 | 2 |
| Food | 1 | | 1 | |
| Computing | 2 | | 2 | 2 |
| Wellbeing | 1 | | 1 | 1 |
| Citizenship | 1 | | 1 | |
| Academic Transition Skills | 2 | | | |

Above is the list of subject's pupils' study in Years 7, 8 and 9 and the number of hours allocated to each subject across the fortnight.

In Year 8, students specialise in Modern Foreign Languages choosing to study French or German. Reducing from two Languages to one allows the opportunity for a greater depth of study.

Duke of Edinburgh Award

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 Northwest.

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.

Central aspects of the Year 7, Year 8 and Year 9 programmes of study

Supporting Reading and Literacy

A broad, rich academic curriculum requires proficient readers.

We want all our students to become motivated and enthusiastic readers who are able to read and respond to a wide range of different texts with fluency and automaticity. Through reading, we not only want them to develop a good linguistic knowledge of vocabulary and grammar but also a deeper level of emotional intelligence and empathy.

For our weakest readers:

We want our young people to be able to apply a knowledge of structured phonics in order to decode unfamiliar words with increasing accuracy and speed; to be able to read with expression and clarity and develop fluency and confidence. We want them to experience and enjoy a range of texts so that they develop the joy of reading.

As part of our universal literacy offer, all students from years 7-12 participate in a literacy form time slot. Our research engaged strategy, involves the teacher reading aloud to their form and an explicit approach to vocabulary instruction. The aim is to support students with their fluency and vocabulary development, as well as helping them to develop strategies such as prediction, recall and text discussion. In year 7, teachers read a book to their form each week whilst in years 8-12, teachers read an article or book extract in 'Register, Read, Respond'. Both of these form time slots provide frequent opportunities for students to engage with, and discuss, a variety of texts with a focus on increasing reading for pleasure and closing the reading gap.

Writing Instruction:

The Power Write, a cross curricula pedagogy, is an extended period of time in lessons for careful writing instruction and writing construction. It is an opportunity to develop syntactical control and develop pupils' ability to write fluently whilst building writing stamina. Influenced by Ros Wilson's 'Big Write' (2012) approach at primary (explain-model-scaffold-practise and VCOP) and adapted with ideas from Doug Lemov's Reading Reconsidered, 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 year 7 have weekly 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. Through explicit modelling, they are taught how to effectively summarise information, how to deconstruct and understand new vocabulary and how to consolidate their cross curricula learning through extended pieces of writing. As part of this, students are signposted to a range of wider reading texts and complete the Accelerated Reader programme in which they engage in reading for pleasure and for challenge. Students will discuss, reflect, and quiz on their chosen books. This will enable them to continue to develop their use of sophisticated vocabulary, which will support their understanding of powerful knowledge both in ATS and the wider curriculum.

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 homework's are set on the VLE (Bloodle and Teams in Sixth Form) 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 (Academic Reading)

Students are selected for AR based upon a standardised reading school, their chronological reading age, and 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.

The AR curriculum ensures students can become 'curriculum ready readers.' Students follow a reading programme that allows them to ensure they can read accurately and fluently with good levels of comprehension. The programme ensures students are taught the English alphabetic code- the 150 graphemes that represent the 44 speech sounds. Through the delivery of this curriculum, students come to understand the utility and purpose of reading and develop their motivation, confidence and ability when reading independently.

Students on the Academic Reading pathway will study one language in year 7 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 more hours of German language study 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 HegartyMaths 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. HegartyMaths has content from the primary and secondary curriculums, 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, Y8 and Y9 Programmes of Study – See Appendix 2

Outline of Year 9 Choices Process

Blue Coat students design their Year 10 programme of study in the spring term of Year 9 by submitting options preferences. All students receive support and guidance in this from their form tutor.

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

All pupils have a broad curriculum offer and most will sit between 10 – 12 GCSE examinations. For the majority of pupils this includes our core EBacc offer plus RS at GCSE, plus their option subjects.

How do we do this?

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 and the SENDCo.

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

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 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 allow pupils to complete entry level qualifications (AQA Step Up) before mirroring the 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 2022-23

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

Conditions of Entry 2022/23:

- **Condition 1:** To guarantee a place at Blue Coat Sixth Form, all students must hold a minimum of 5 GCSEs 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:

Year 12

All Year 12 students receive 10 timetabled subject lessons per A-level subject (students in smaller the smaller creative subjects have 9 hours per fortnight – see table below). In addition, all Year 12 students have a timetabled Lecture once every fortnight, they also participate in the school's fortnightly wellbeing provision. Students in Year 12 students have an additional 3 timetabled ILC session/subject/fortnight (information below)

Subject Choice 2022/23:

The policy for 2022-23 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 (2024).

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

Year 12 Subjects 2022/23:

| | | | |
|-------------------------------------|-------------------------|--------------------------------------|------------------------|
| *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 | German (2-year linear) | 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*

*** 9 hours per fortnight*

Year 12 Futures Pathway 2021/22

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 (2023).

Options

- Option 1:
 - Pre-University Global Perspectives Short Course (Band 2 UCAS tariff)
 - EPQ – 1 class to facilitate MDV applications (Band 2 UCAS tariff)
- Option 2: Core Maths (Band 2 UCAS tariff)

- Option 3: A Fourth Subject (AS Further Maths; AS Physics; AS French, AS German or AS Music - all AS subjects are co-teachable and delivered alongside the full 2-year linear provision).

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 – MS Teams. 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

All Year 13 students receive 9 timetabled subject lessons per A-level subject. In addition, all Year 13 students have a timetabled Lecture once every fortnight, they also participate in the school's fortnightly wellbeing provision. Students in Year 13 students have an additional 2 timetabled ILC session/subject/fortnight (provision as per Year 12 above)

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 (2023).

Year 13 Subjects 2022/23:

| | | | |
|-------------------------|------------------------|-----------------------------------|-------------------------------------|
| *Applied Science | Art | Biology | Business Studies |
| Chemistry | Computer Science | Design and Technology – 3D Design | Drama and Theatre |
| Economics | English Language | English Literature | Further Mathematics (2-year linear) |
| Geography | German (2-year linear) | 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 1: Wellbeing Curriculum Content

|  The Blue Coat School Faith Vision Nurture | | | | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------|---------------------|-----------------------|--------------------|-----------------------------------------------------|--------------------------|--------------------------|-------------------------|
| Wellbeing (PSHRE) KS3-4 Overview 2019-20 | | | | | | | | | |
| Year | Online and Media | Drugs & Alcohol | Financial Education | Sex and Relationships | Healthy Living | Careers Education, Information, Advice and Guidance | Changing Adolescent Body | Respectful Relationships | Mental Wellbeing |
| 7 | Term 1 - 2 lessons | | Term 2 - 2 lessons | | Term 2 - 4 lessons | Form Time Fortnightly | Term 2-1 lesson | Term 1 - 2 lessons | Term 3 - 3 lessons |
| 8 | Term 1 - 3 lessons | Term 3 - 3 lessons | Term 2 - 1 lesson | Term 3 - 2 lessons | Term 2 - 3 lessons | Term 2 - 2 lessons Form Time Fortnightly | | Term 1 - 2 lessons | Terms 1 & 2 - 2 lessons |
| 9 | Term 3 - 3 Lessons | Term 2 - 4 Lessons | Term 3 - 1 Lesson | Term 1 - 4 Lessons | | Form Time Fortnightly | | Term 3 - 2 Lessons | Term 1 - 2 Lessons |
| 10 | Term 1 - 2 lessons | | | Term 1 - 3 lessons | Term 2-1 lesson | Term 2 - 4 lessons | | Term 1 - 2 lessons | Term 2 & 3 - 7 Lessons |
| 11 | | Term 4 - 2 lessons | | Term 3 - 2 lessons | | Term 1 - 6 lessons Term 3 - 1 lesson | | | |

Pastoral Curriculum Additional Content

For Key Stage 3, additional year group specific topics include:

- The Leadership Award, Junior Leadership application process, the Options process and study skills.

For Key Stage 4, additional year group specific topics will include:

- The core Mental Toughness programme, which will take up additional lesson quota for Year 10 SoW. Students will learn about the 4Cs model of control, commitment, challenge and confidence.
- For Year 11, Study skills and Revision strategies including mental wellbeing during revision, since these are the priorities for Year 11 students from student voice research.

(For further detail re Sex and Relationships Education, please see School Policy).

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 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 the exploration of a hero through Homer's Iliad and Odyssey which will also allow them to explore hubris and the tragic hero archetype.
- Medieval legends: Year 7 then explore the Germanic hero through Beowulf and the use of kennings in this type of literature alongside Gawain and the Green Knight and archetypal characters.
- Renaissance: Year 7 explore the comedy genre and its conventions as well as looking through different lenses such as colonialism. They will learn how Shakespeare utilises this genre for social commentary to voice opinions on the age of exploration through exploring his final full play, The Tempest.
- 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 continue to explore the idea of hubris through Shelley's Frankenstein with the protagonist creating a 'new species'. They explore Victorian Gothic and how England was trying to challenge the norms of religion, science, class and gender roles.
- 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 speeches. They will be introduced to the political play genre.
- Modernism: Pupils will see how the English language was used as the horrors of war saw society want to break away from tradition by depicting the realities of war, using poetry as a vehicle for criticism. Pupils will focus on dystopian fiction to see how the horrors of the 20th century inspired a wave of dystopian fiction. They will learn about the key conventions of the dystopian genre.

Year 9 content includes:

- Othello: Having studied a Shakespearean comedy, students will learn how tragedy mirrors this genre and the specific conventions of both a tragedy and tragic hero.
- The Crucible: Students now explore how we can apply ideas of the tragic hero to a modern tragic hero, returning to the genre of political protest play within the post-war era. They will also develop their understanding of 'othering' and scapegoating through the witch trials. They will explore allegory and how Miller uses the play as a parallel for McCarthyism.
- Things Fall Apart: Having explored colonialism through The Tempest, pupils explore the post-colonial text Things Fall Apart and ideas about empowering 'the other' as well as Okonkwo as tragic hero. They also explore multicultural poetry and how this is used to present ideas on the impact of colonialism. They explore Achebe's narrative writing conventions in order to create their own postcolonial narratives.

Science

We have sequenced the science curriculum to ensure that students revisit the big ideas of science every year, building up their breadth and depth of understanding. These big ideas underpin the knowledge they will require for GCSE and beyond, but more importantly provide the students with a framework of knowledge that helps them to understand the world they live in. It encourages students to consider the world around them, the process and the materials that make up life and the universe, as well as the processes of science as a discipline.

Big Ideas in science:

- **Forces**
- **Energy**
- **Waves**
- **Particles and matter**
- **Chemical reactions**
- **Materials**
- **Cells**
- **The human body**
- **Plants and environment**

Throughout KS3 and KS4, working scientifically skills are woven into each topic. Students develop the skills required to design, implement and evaluate a scientific investigation, as well as an understanding of the process of science in shaping our understanding of the universe. They will consider ethical questions, and those questions that cannot be answered by science. Students will have the opportunity to consider a range of careers linked to science.

Year 7

Working scientifically: In Year 7 students will learn to identify common science equipment and will consolidate learning from KS2 on variables. They will develop the skills to construct a suitable data table and recognise continuous and categorical data. By the end of Year 7 students will be able to draw a qualitative conclusion from data, identifying and disregarding anomalous data.

Biology: In biology students study the smallest aspects of life in **Cells**. They learn how scientific advances in microscopes allowed scientists to discover cells and 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 **Muscles and Bones** where pupils learn how cells work together to form some of the organ systems of the human body. 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 **Plant & Animal 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 topics such as puberty, pregnancy and the menopause which are important for pupil wellbeing.

Chemistry: In chemistry pupils begin by studying **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 **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. They will have the opportunity to carry out investigations to collect continuous and categorical data.

Physics: Pupils will start their physics content with the study of **Forces**, which builds on their existing knowledge from KS2 to study and demonstrate forces in action. In term 2 they will study **Energy transfers**, including exploring the principle of conservation of energy through the model of energy stores and transfers. Finally in term 3 pupils will develop their ideas of **Sound**, looking at the concept of sound travelling as a wave and developing their understanding of very high frequency sound.

Year 8

Working scientifically: In Year 8 our planning focus is in writing a hypothesis, and then constructing a method to test that hypothesis. Students will develop their graph skills, ensuring they can draw a scientific bar chart and line graph. Finally, they will be evaluating data by calculating a valid mean from repeat data and learning how to discuss the accuracy of results.

Biology: Year 8 biology begins by studying **Unicellular Organisms** where pupils can develop their understanding of cells by looking at single-celled organisms, and then considering their role in transmitting disease. Pupils will also consider the defence mechanisms of the body, both natural and acquired, and look at patterns and trends in disease transmission. The second biology topic is **Food and Nutrition**, where pupils consider what else is required to maintain a healthy body, as well as how organs work together to digest food. Finally in the summer term, students will study **Ecosystems**. Here pupils will study a range of habitats, looking at how organisms interact and compete and studying food chains. Also, in this topic pupils will study human impacts on ecosystems such as plastic pollution and climate change, demonstrating the importance of these real-life issues that will affect pupils' everyday lives. If the weather is kind pupils will get the opportunity to complete some field work, developing surveying skills relevant to a range of future careers.

Chemistry: Pupils will begin the year developing their understanding of particles and matter in **Pure & Impure Substances**. Within this topic pupils will study the chemical and physical differences between pure and impure substances and how to separate different types of substance. Pupils will carry out a range of practical techniques that will be important during subsequent topics. Pupils will move on to study the **Periodic Table** in the spring term, gaining an understanding of the properties of elements in different groups in the periodic table. Pupils also study the development and history of the periodic table, gaining an appreciation of how and why scientific ideas change over time. Finally, pupils will move on to study **Combustion** after Easter, 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 have the opportunity to explore the impact of climate change and to debate some possible future solutions.

Physics: Students begin physics in Year 8 by studying **Earth and Space**. This topic utilises pupil's prior learning of forces to explain the structure of the solar system, the galaxy and the universe! Pupils have the opportunity to explore some questions which science cannot currently answer such as where did the universe come from? Is there life elsewhere in the universe? Additionally, pupils will develop their understanding of how scientific ideas change by comparing early models of the solar system with current theories. In the **Current and Electricity** topic, pupils will build on their KS2 knowledge to develop more sophisticated circuits, taking precise measurements and using mathematical processes to analyse the circuits. They will utilise the standard system of circuit symbols and discuss why it is important to have a standard system in place. The final topic in year 8 physics is **Fluids**. This topic considers how materials behave when forces are applied to them, including pressure in fluids and buoyancy. Pupils will investigate factors which affect buoyancy, and then explore why, using the particle model.

Year 9

Working scientifically: In year 9, we expect pupils to develop the skills to identify risks in practical work, including recognising common hazard symbols, and independently construct an appropriate risk assessment. They will consolidate their graph skills, choosing the most appropriate way to present data including constructing a suitable best fit line where appropriate. Finally they should be able to evaluate data by drawing a quantitative conclusion, and discussing sources of error.

Biology: The first biology topic in Year 9 is **Plant Growth**, which includes learning about the process of photosynthesis and how plants are adapted to photosynthesise in different environments, as well as knowledge of the nutrients that plants need to thrive. Pupils will have the opportunity to grow their own plant, providing it with the correct conditions to grow. The next topic is **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. The final biology topic of KS3 is **Inheritance & Variation**, in which 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 build on their Y7 knowledge of **Acids & Alkalis**, developing their understanding and looking at the process of neutralisation. Pupils will have the opportunity to study the effectiveness of indigestion remedies at neutralising stomach acid, linking to previous biology work on digestion. They will also look at the effect of acids on natural materials such as rocks and shells, thinking about the process of chemical weathering and how this contributes to the rock cycle. The final chemistry topic is **Resources & Sustainability**. In this double-length topic, pupils will explore a range of materials such as using the reactivity series to develop an understanding of how metals are obtained. Pupils also study the importance of recycling and the sustainable use of the Earth's resources.

Physics: Pupils begin Y9 studying **Forces & Motion**. In this topic they develop their knowledge of forces, looking at the effect of forces on the motion of objects. This will 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, investigating how to balance a lever using objects of differing mass. The second topic is **Fields**, which allows pupils to explore how forces can affect objects without touching. They will investigate electromagnetism by attempting to build the strongest electromagnet and considering how the strength can be reliably measured. The final KS3 physics topic is **Light**, which is an introduction to transverse waves. Pupils will learn to draw accurate ray diagrams and complete an investigation into the law of reflection. Finally, pupils will explore how coloured light interacts with other coloured light, with coloured materials and with colour filters.

KS3 lesson provision:

Year 7: 6 hours per fortnight, 1 teacher

Year 8: 6 hours per fortnight, 1 teacher

Year 9: 9 hours per fortnight, shared between specialist teachers of physics, chemistry and biology

Course Lead: **Mrs C Walker**

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 religious and non-religious traditions and worldviews 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.

Our curriculum will:

- ✓ Enable our pupils to know about the origins, developments and reasons for increased diversity in both religious and non-religious traditions and worldviews
- ✓ Enable our pupils to understand some of the key beliefs of religious and non-religious traditions and worldviews, and how these are practised and lived out in local, national and global contexts
- ✓ Allow our pupils to reflect on their own place in the world, their own beliefs and values, and their own assumptions and misconceptions about religion and non-religion
- ✓ Equip pupils with the disciplinary tools to understand the different ways in which we know about religion and non-religion, and to become increasingly more independent in their application of these tools
- ✓ Allow for progression of knowledge over time; students will gradually know more and remember more of their curriculum journey

In Year 7:

- Pupils learn about the **origins** of religious and non-religious traditions and worldviews
- Pupils learn about the **foundational** key concepts and beliefs associated with religious and non-religious traditions and worldviews
- Pupils are **introduced** to the disciplinary tools we use to know about religion and non-religion and **start to practise** these with teacher support (Novice)

They will study the following topics:

- What is a worldview and what is mine?
- What are the stories of the Abrahamic Faiths?
- What are the Dharmic Faiths?
- What does it mean to be non-religious?

In Year 8

- Pupils learn how and why religious and non-religious traditions and worldviews have **developed from their origins** over time
- Pupils learn about how the **foundational** key concepts and beliefs are **lived out, applied and practised** in different ways by individuals and communities
- Pupils **continue to practise** and start to become **more independent** in their use of disciplinary tools as teacher scaffolding is gradually reduced

They will study the following topics:

- Who has the authority in religion?
- Is it reasonable to say that we can 'experience' God?
- Do we need morality to be morally good?

- Did God make the world, and does it matter?

Year 9

- Pupils learn about the reasons for **increased diversity** both within and between religious and non-religious traditions and worldviews
- Pupils learn about the **realities and complexities** of being religious or non-religious in the modern, global world
- Pupils **develop expertise** in their use of disciplinary tools and can apply these more **independently**

They will study the following topics:

- Where is God in the face of suffering?
- How have people “fought” for justice?
- Does it make sense to say that 'I' can survive death?
- Do we need religion in the 21st century?

French

Most students study French in Year 7; they have 3 lessons a fortnight in term 1 of Year 7 and 2 lessons a fortnight after this. At the end of Year 7 students choose to specialise in either French or German and in Year 8 and 9 they have 5 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 recognise a variety of French phonemes so that they can pronounce words and establish clear sound/spelling links
- To be able to understand basic grammar rules and apply them in the language

Year 7

- Cognates, phonics, alphabet, greetings
- Numbers, ages, birthdays
- Classroom language
- Free time, technology and opinions
- Family descriptions
- House and Home

Year 8

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

Year 9

- Festivals and celebrations
- Media and Technology
- Leisure
- Going out with friends
- Relationships with others
- Academic life, school systems and wider school life

German

All students study German in Year 7; they have 2 lessons a fortnight in term 1 of Year 7 and 3 lessons a fortnight after this. At the end of Year 7 students choose to specialise in either French or German and in Year 8 and 9 they have 5 lessons a fortnight. Students on the Academic Reading pathway start German after Christmas in Year 7, following an intensive English literacy booster course, and then have 5 lessons of German per fortnight in the Spring and Summer Terms; most continue with German in Year 8 and 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 recognise a variety of German phonemes so that they can pronounce words and establish clear sound/spelling links
- To be able to understand grammar rules and apply them in the language

Year 7

- Greetings, phonics and information about age and birthday
- Personality
- Favourite things
- Things you have and don't have
- Where you live
- Family and Pets
- Free time and sports with opinions and reasons
- Life online and future tense

Year 7 AR Pathway (5 lessons a fortnight starting in Spring Term)

- As above up to where you live

Year 8

- School life
- Food, health and celebrations
- House and home
- Places in a town
- Travel
- Weather

Year 8 AR Pathway (5 lessons a fortnight)

- Family and Pets
- Free time and sports with opinions and reasons
- Life online and future tense
- School life
- Food, health and celebrations

Year 9

- Town
- Holiday destinations

- Technology & Media
- Jobs
- 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 Part 1 – an introductory unit that consolidates geographical skills.
2. Becoming a Geographer Part 2 – focus on key underpinning concepts, such as key cycles (water, carbon) and spheres (hydro, bio etc.)
3. The UK and Europe

Specific content studied through these regions includes:

- Weather and climate.
- The causes of climate change.
- Impacts of climate change.
- River and coastal landscapes.
- The changing UK economy.

Year 8

1. Africa
2. Asia
3. Russia and the Poles

Specific content studied through these regions includes:

- Development.

- Migration.
- Life on the Savanna.
- Tectonic activity in the Rift Valley.
- The impacts of climate change.
- Economic inequalities within countries.
- Causes, impacts and management of deforestation.
- US/Russian relations in the Arctic Circle.
- Population policies.
- Why people live in tectonically active zones.
- Antarctic Treaty.
- Glaciation in the Himalayas.

Year 9

1. The Middle East
2. Global Perspectives

Specific content studied in the Middle East includes:

- Key physical and human geography.
- Economic change in Dubai.
- Migration within and to/from the region.
- Conflict

Students then go on to study a range of topics from a global perspective, building on the knowledge of the world's different key regions that they have learned in the remainder of the key stage. Specific content includes:

- The geography of health and disease.
- Mitigating and adapting to climate change.
- Water security issues.
- Border, powers, and control.
- Global climate system.
- Extreme weather.
- The global economy.
- Land use models, tourism, and places.
- Sustainability.

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?
- How was power challenged in medieval England, 1000-1485?
- How did the Islamic world react to the Crusades?
- Why did Henry VIII break with Rome?
- Why did England become a Protestant nation in the 16th century?
- Why was Stuart England full of turmoil?

Year 8

- What was the impact of the Industrial Revolution on Britain?
- What was the impact of the Industrial Revolution on the wider world?
- What were the MAIN causes of World War One?
- What were the key turning points of World War One?
- How did America become a superpower and did everyone in America prosper in the 1920s?
- Why did America need a 'New Deal for all'?

Year 9

- Did the Treaty of Versailles lead to the outbreak of the Second World War?
- How and why did the Holocaust happen?
- Why was there conflict in the Middle East before 1956?
- How has migration shaped modern Britain?
- How successful was the struggle for Civil Rights in America?
- London: a case study of poverty, immigration, and crime

Physical Education

All students follow a core PE curriculum in Year 7, Year 8 and 9.

The KS3 programme of study allows pupils to experience a rich and varied curriculum, giving them the perfect steppingstone 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
- Mexican Day of the Dead Festival

Year 8

- Fantastic creatures
- Graffiti and Protest Art

Year 9

- Our Culture
- Journal Art

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.

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.
- **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.
- **Macbeth**: in this unit students will explore how an ensemble can be used to devise abstract work alongside the play 'Macbeth'. Students will focus on the themes of the play, specifically the supernatural and madness. Students are challenged to include Shakespearian language in their performances.
- **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.

Students will acquire a breadth and depth of knowledge of drama in relation to style and genre. They will participate in a range of practical activities to provide a strong skills base: Devising theatre, using a script, performing extracts, as well as encourage student reflection with analysis and evaluation of their practical work.

- **Mark Wheeller and Blackout:** this unit exposes students to the contemporary playwrights Mark Wheeller and Davey Anderson who often use verbatim theatre. Students will focus on producing an ensemble style group performance using scripted extracts. Students will practically explore the plays, 'Hard to Swallow', 'Too Much Punch for Judy' and 'Blackout' which present hard hitting themes such as eating disorders and substance abuse.
- **Blood Brothers:** in this unit students have opportunity to develop their skills in transporting a play from 'page to stage'. The students are presented with selected extracts which are used to highlight the playwright's aims and intentions. Students will revisit Stanislavski's techniques and develop skills in characterisation through using a wide range of rehearsal techniques such as hot seating and off text improvisation.
- **Devising:** in this unit students have opportunity to utilise the skills learnt in KS3 drama to devise their own group piece of drama based upon three stimuli: 'The Robber Bridegroom' by the Brothers Grimm, an extract from, 'Room' by Emma Donoghue and the poem, 'Soham's Rose' by Kevin Wells. Student's will explore the themes, topics, and issues prevalent in the stimuli and consider how to use the theatrical devices of their chosen style/ practitioner to structure their piece. They will be assessed upon their final performances and a piece of detailed written work explaining and evaluating their creative process.

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 use of **Body Percussion** and **Drumming** 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.
- Timbre - The development of Timbre within the piece, **Young Person's Guide to the Orchestra** and **Spring** from **Vivaldi's Four Seasons** through Performance, Composition and Critical Appraisal activities.
- Texture and Pitch - The development of Texture and Pitch within the piece, **All about that Bass** through Performance, Composition and Critical Appraisal activities.
- Form and Structure - The development of Form and Structure within the piece, **The Wellerman** 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, Structure and Rhythm – The development of Melody and Rhythm within the piece, **Frere Jacques** through Performance, Composition and Critical Appraisal activities.
- Melody and Timbre - The development of Melody and Timbre within music from the **African Fusion** Album, **Graceland** through Performance, Composition and Critical Appraisal activities.
- Melody, Pitch, Timbre and Structure – The development of Melody and Form and Structure within music from **various Video Games (Tetris, Mario, Pokémon)** through Performance, Composition and Critical Appraisal activities.
- Melody and Musical Elements - The development of Melody and Texture within music from the **genre of Popular Song** through Performance, Composition and Critical Appraisal activities.

Year 9 Bridging Unit

- Pupils will learn about significant **styles and genres** through artists who influenced the music that we listen to today, analyse how they came to compose, perform their music 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 final session of each topic will bring together all areas to clarify the **Musical Characteristics** of each **genre** studied and how to identify them
- The music of the below composers/artists will be studied, which in turn will introduce pupils to their own unique genres: -
 - Bob Marley – One Love (**Reggae**)
 - Ludwig Von Beethoven – Fur Elise (**Western Classical Tradition from 1750 to 1910**)
 - Steve Reich – Tubular Bells (**Minimalism: WCT since 1910**)
 - Queen – Killer Queen/Bohemian Rhapsody (**Popular Music**)
 - Bellini – Samba de Janiero (**Traditional Music**)
 - John Lee Hooker – Boom Boom (**Traditional/Blues**)

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

- Brahma puzzle
- Plastic award
- Electronic toy
- Pencil topper
- End of Year summative test

Year 8

- Key ring
- Alessi clock project
- Mechanical toy and graphics
- End of Year summative test

Year 9

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 work to develop creativity and innovation by completing the following hands-on design and manufacturing projects alongside the ability to work independently:

- Electronic torch
- Nightlight
- Modelling project

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.

In Year 9 pupils continue to build on their Python programming skills including structured programming and functions and procedures. They will then learn about the individual internal hardware components of a computer and their specific roles. Following on from this, pupils will consolidate their Python programming skills by creating a text-based adventure game. They will also have the opportunity to experiment with audio engineering culminating in the creation of a radio advertisement. Pupils will then learn about cyber security threats before finally being introduced to emerging technology.

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

- Python Programming (Structured)
- Computer Hardware
- Python Adventure Game
- Audio Engineering
- Cyber Security
- Emerging Technology

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

Academic Transition Skills

Year 7 pupils have 2 lessons 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.

Through this course of study, pupils also have access to Accelerated reader. As part of this, 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 however wider reading book lists have been developed so pupils can read materials linked to their studies in ATS should they wish to. 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

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|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of Qualification | GCSE English Language and English Literature |
| Examination board & specification | AQA |
| Assessment | <p>English Language</p> <ul style="list-style-type: none"> • Paper 1: Explorations in Creative Reading and Writing (Fiction from the 20th or 21st century) • Paper 2: Writers' Viewpoints and Perspectives (Literary non-fiction from the 19th and 20th or 21st century) <p>English Literature</p> <ul style="list-style-type: none"> • Paper 1: Shakespeare and the Nineteenth Century Novel (Macbeth and A Christmas Carol) • Paper 2: Modern Texts (An Inspector Calls) and Poetry (a cluster of poetry from the AQA Anthology - Power and Conflict) and unseen poetry <p>Non-examination Assessment: Spoken Language Endorsement</p> <ul style="list-style-type: none"> • 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. |
| 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"> • Read, understand and respond to texts maintaining a critical style and developing an informed personal response. • Use textual references, including quotations, to support and illustrate quotations. • Show understanding of the relationship between texts and the contexts in which they were written. • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts |
| 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

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|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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"> • Number • Algebra • Ratio Proportion and Rates of change • Geometry and Measures • Probability 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 –
COMBINED SCIENCE

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|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of Qualification | GCSE Combined Science (double award) |
| 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>Biology:</p> <ul style="list-style-type: none"> • Organisation • Plant Biology • Respiration • Infection and response • Ecosystems • Humans and the environment • Homeostasis • Inheritance • Evolution |
| Year 10 and 11 Overview | <p>Chemistry:</p> <ul style="list-style-type: none"> • Further atomic structure • Organic Chemistry • Chemistry of the Atmosphere • Energy in Reactions • Quantitative Chemistry • Structure and Bonding • Acids and electrolysis • Purity and formulations • Resources and potable water • Chemical Equilibrium <p>Physics:</p> <ul style="list-style-type: none"> • Energy • Electric circuits • Electricity at home • Particle model of matter • Atomic Structure • Forces • Light and Waves • Electromagnetism |
| Additional information | Most students study combined science. They still study Biology, Chemistry and Physics but the amount of content is less than for Triple Science. Combined 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 Walker (acting) |

SCIENCE - TRIPLE

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|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of Qualification | GCSE Biology |
| Examination board & specification | AQA |
| Assessment | Students will sit two exams. Each exam will be 105 mins. 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>Biology:</p> <ul style="list-style-type: none"> • Organization (part 2) • Plant Biology • Respiration • Infection and response • Ecosystems • Humans and the environment • Homeostasis • Inheritance • Evolution |
| 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 2 additional science lessons per fortnight in Year 10 and 3 additional science lessons per fortnight in Year 11. |
| 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 Walker (Acting) |

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| Title of Qualification | GCSE Chemistry |
| Examination board & specification | AQA |
| Assessment | Students will sit two exams. Each exam will be 105 mins. 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"> • Further atomic structure • Organic Chemistry • Chemistry of the Atmosphere • Energy in Reactions • Structure and Bonding • Acids and electrolysis • Purity and formulations • Resources and potable water • Chemical Equilibrium |
| 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 2 additional science lessons per fortnight in Year 10 and 3 additional science lessons per fortnight in Year 11. |
| 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 Walker (acting) |

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|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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"> • Electric circuits • Electricity at home • Particle model of matter • Atomic Structure • Forces in balance • Forces and motion • Forces and pressure • Waves • Light • Electromagnetism • Space |
| 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 2 additional science lessons per fortnight in Year 10 and 3 additional science lessons per fortnight in Year 11. |
| 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 Walker (Acting) |

RELIGIOUS STUDIES

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| Title of Qualification | GCSE Religious Studies A |
| Examination board & specification | AQA |
| Assessment | 100% examination 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"> • Christian Beliefs • Christian Practices • Islamic Beliefs • Islamic Practices • Theme B: Religion and life • Theme D: Religion, peace and conflict • Theme E: Religion, crime and punishment • Theme F: Religion, human rights and social justice |
| 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 S Khaliq |

GEOGRAPHY

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| 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"> • The challenge of natural hazards • The living world • Physical landscapes in the UK • Urban issues and challenges • The changing economic world • The challenge of resource management • Issue evaluation • Fieldwork • Geographical skills |
| 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

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| 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">1. Crime and Punishment in Britain, c1000–present, and Whitechapel, c1870–c1900: crime, policing and the inner city [paper 1]2. Henry VIII and his ministers, 1509–40 [paper 2]3. Weimar and Nazi Germany, 1918 – 39 [paper 3]4. Superpower relations and the Cold War, 1941–91 [paper 2] |
| 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

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| 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"> • Reading: comprehension tasks & translation from French into English (25%) • Listening: comprehension tasks (25%) • Speaking: role-play, discussion of photo card, conversation (25%) • Writing: writing tasks including translation from English into French (25%) |
| 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"> • Theme 1: Identity & culture • Theme 2: Local, national, international and global areas of interest • Theme 3: Current and future study and employment |
| 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

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|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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"> • Reading: comprehension tasks & translation from German into English (25%) • Listening: comprehension tasks (25%) • Speaking: role-play, discussion of photo card, conversation (25%) • Writing: writing tasks including translation from English into German (25%) |
| 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"> • Theme 1: Identity & culture • Theme 2: Local, national, international and global areas of interest • Theme 3: Current and future study and employment |
| 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)

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| 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"> • Man -v- Nature – an exploration of manmade and natural forms and images • A Sense of Place – a study of the urban environment. Trip to Manchester along with optional Paris trip as inspiration <p>Unit 2 – The Externally set task</p> <ul style="list-style-type: none"> • A choice of themes provided by the exam board as the starting point for the exam project. |
| 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)

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| 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"> • Magazine • Contemporary Portraiture • Surrealism • A Sense of Place <p>Unit 2 -The externally set task</p> <ul style="list-style-type: none"> • A choice of themes provided by the exam board as the starting point for the exam project. |
| 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)

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|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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"> 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. <p>Unit 2</p> <ul style="list-style-type: none"> Externally set task – Set by AQA: a choice of themes provided by the exam board as the starting point for the unit. |
| 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 |

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| Title of Qualification | GCSE Business Studies |
| Examination board & specification | AQA (8132) |
| Assessment | <p>Two examination papers test the entirety of the subject content.</p> <p>Paper 1: Business in the real world; influences on business; business operations; human resources (90 marks in 1 hour 45 minutes)</p> <p>Paper 2: Business in the real world; influences on business; Marketing; Finance (90 marks in 1 hour 45 minutes)</p> |
| 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"> • Business operations: What is made? How is it made? How much does it cost to make? • Marketing: How do we find out what our customers want? How do we persuade potential customers to buy our product? • Finance: Are we making a profit? How healthy is our cash flow? • Human resources: Who do we need to employ? How are we going to attract employees to our business? |
| Controlled assessment | There is no controlled assessment in this course. Assessment is 100% written 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

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| Title of Qualification | Cambridge National – Level 1/2 Certificate in Child Development |
| Examination board & specification | OCR Cambridge National (J809) |
| Assessment | <p>Written examination:</p> <ul style="list-style-type: none"> • R057: Health and well-being for child development (1hr 15m) <p>Centre-based assessment:</p> <ul style="list-style-type: none"> • R058: Create a safe environment and understand the nutritional needs of children from birth to five years • R059: Understand the development of a child from birth to five years |
| 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"> • Factors influencing developments of pre-conception and pregnancy • Communication and language development, Child health and safety • Learning and play |
| 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

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| 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">• Unit 1: Safety and Security in the Workplace - 25% of the final grade• Unit 2: Practical Construction Skills - 50% of the final grade• Unit 3: Planning Construction Tasks - 25% of the final grade |
| Examination entry | Level 2 |
| Year 10 and 11 Overview | You will study five units over the 2 years: <ol style="list-style-type: none">1. Carpentry2. Brickwork (coursework)3. Painting and decorating4. Planning a construction task (coursework)5. Safety and security in the workplace |
| 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

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|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of Qualification | GCSE Drama |
| Examination board & specification | GCSE Drama (AQA) |
| Assessment | <ul style="list-style-type: none"> • Component 1 - Written exam - extracts from a play studied and a live performance seen - analysis and evaluation (40%) • Component 2 - Devised Drama performance/design and written coursework (40%) <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 K Thommason (Acting) |

ENGINEERING

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|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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

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| Title of Qualification | GCSE Food Preparation and Nutrition |
| Examination board & specification | AQA Specification: 8585 |
| Assessment | <p>50% Examination 1 hour 45 minutes (100marks) Theoretical knowledge of specification subject content.</p> <ul style="list-style-type: none"> • Section A: Multiple choice questions (20 marks) • Section B: contains five questions varying in styles (80 marks) <p>50% non-exam assessment (NEA). NEA consists of one food investigation and one food preparation assessment.</p> <p>Food investigation (15%) Students write a report on their understanding of the scientific principles that underpin the preparation and cooking of food.</p> <p>Food preparation assessment (35%)</p> <p>Students will plan, prepare, cook and present a three-course menu within 3 hours. They will produce a concise 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 st September (10-hour investigation task) and 1 st 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 |

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| 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 | Grade 9-1 |
| Year 10 and 11 Overview | You will learn a range of knowledge and skills including: <ul style="list-style-type: none"> • How to write practical code through practice and exercises using the Python 3 programming language • Fundamentals of data representation • Fundamentals of algorithms • Computer Systems • Computer Networks • Relational databases and structured query language (SQL) • Cyber Security • Ethical, legal, and environmental impacts of digital technology on wider society including issues of privacy |
| Expectations of students who study this course | Students will be expected to practice programming skills as part of their homework to develop the confidence and knowledge required in the controlled assessment. |
| Additional information | We currently use Python3 and PyCharm Community Edition IDE. The Community edition is free to download with versions available for PC, Mac and Linux machines. |
| Head of Faculty | Mr S Lightfoot |

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| Title of Qualification | Cambridge Nationals in Creative iMedia |
| Examination board & specification | OCR (J834) |
| Assessment | <p>There are three assessed components in this course:</p> <p>Examination – Creative iMedia in the Media Industry – 40%</p> <p>Coursework 1 – Visual Identity and digital graphics – 25%</p> <p>Coursework 2 – Optional Unit – 35%</p> |
| Examination entry | Level 1 Pass, Merit and Distinction / Level 2 Pass, Merit, Distinction and Distinction |
| Year 10 and 11 Overview | <p>You will learn a range of knowledge and skills including:</p> <p><u>Mandatory Units</u></p> <ul style="list-style-type: none"> • Creative iMedia in the Media Industry • Visual Identity and Digital Graphics (coursework) <p><u>One optional unit from the following selection:</u></p> <ul style="list-style-type: none"> • Characters and Comics • Animation and Audio • Interactive Digital Media • Visual Imaging • Digital Games |
| 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

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| 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"> • Media language: forms and conventions • Institutions • Audience • Representation <p>Underpinning the key concepts, the subject content is classified according to the following media forms/ platforms:</p> <ul style="list-style-type: none"> • Print and electronic publishing including newspapers, comics, magazines Moving image: television, film, and video • Radio including commercial, network, public broadcasting, community • Web-based technologies/new media including internet, web design, social networking, weblogs, blogs, podcasts, gaming |
| 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

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| Title of Qualification | GCSE Music |
| Examination board & specification | AQA Specification |
| Assessment | <p>Component 1: 1 hour 30-minute listening examination worth 40% of the total marks.</p> <p>NEA (Non-exam assessment): 60% of total marks from two components.</p> <p>Component 2: Performing non-exam assessment worth 30% of the total marks.</p> <p>Component 3: 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"> • Understanding Music – listening, appraising, developing and demonstrating an in-depth knowledge and understanding of musical elements, musical context and musical language. • Performing Music – interpreting relevant musical elements and techniques to communicate musical ideas with accuracy, expression and interpretation. • Composing Music – developing musical ideas and composing music that is musically convincing, making use of musical elements, devices and conventions. |
| 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

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| 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"> • Reducing the risk of sporting injuries (exam) • Applying the principles of training • The body's response to physical activity • Sports nutrition <p>Sport Studies:</p> <ul style="list-style-type: none"> • Contemporary issues in sport (exam) • Practical - individual, team, officiating, analysis of performance • Sport and the media • Leadership |
| 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

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| 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"> • Understanding materials and processes. • Product Evolution and development • Design development and communication skills including CAD, Laser Cutting • Working with a range of materials to produce products. |
| 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 |

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| 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"> • How sociologists research topic areas in society and the problems with researching human behavior in this way • How families and gender roles have changed in society today • Why educational differences exist between children of different class, gender and ethnic backgrounds • How and why people may commit crime or become deviant in society • How and why levels of inequality exist and what factors can cause it to continue |
| 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 |