



MAIDEN ERLEGH
TRUST



MAIDEN ERLEGH
SCHOOL IN READING

Maiden Erlegh School in Reading

CURRICULUM BOOKLET

KS4

Academic Year 2022-2023

S. Gibbs –DHT: Curriculum

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Curriculum Intent

At Maiden Erlegh School in Reading we aim to deliver a high quality curriculum with a range of pathways that provide a stimulating and demanding education for students of all abilities.

Key Principles

- Rigour, high standards, coherence
- A core of essential knowledge in the key subject disciplines
- Freedom for teachers to use professionalism and expertise
- Memorable experiences which put learning in a wider context
- A wide range of opportunities for personalised stretch, challenge and support
- A range of rigorous assessment opportunities which support high quality of information advice and guidance for students and parents
- Varied option choices for all groups of students including the most able and SEND
- Varied progression routes for all students post 16.

Key Stage Four (Years 9, 10 and 11)

The curriculum after Year 8 is designed to provide continuity, balance and breadth, but at the same time enable students to specialise in courses which meet their needs, aptitudes and career intentions. In Year 9 students will develop the necessary skills and techniques required for success in the examination courses, as well as pursuing studies in depth. It is the policy of the school to prepare and enter all students for a full range of examinations.

We anticipate all students from Year 9 take a core of compulsory examination subjects:

- English Language (2 hours a week)
- English Literature (2 hours a week)
- Maths (4 hours a week)
- Combined Science or Single Sciences
(4 hours a week in Year 9 and 5 or 6 hours a week in Years 10 and 11)

Other compulsory subjects are Physical Education and Personal development which as well as a weekly lesson is incorporated into the tutor programme and core RE .

In addition students will take up to 4 option subjects each with 2 hours a week. About 75% of students will make option choices that enable them to matriculate for EBACC. We offer a pathway system where students are allocated a pathway based upon the following:

- Students prior attainment in KS2
- Students current attainment in different subjects
- Specific skills (e.g. in languages)
- Interests and ambitions of the child
- Literacy and numeracy levels
- Staff professional knowledge and understanding

The pathways are not streams as classes will contain a mix of students on different pathways through KS4. Within the YELLOW pathway, students focus on achieving technical qualifications along with a range of academic subjects. Within the BLUE pathway, all students are expected to take the EBACC with additional academic choices.



KS4 Pathways

BLUE PATHWAY				
EBACC		OPEN - GCSE		OPEN - TECHNICAL
Geography	French	Art and Design/ Photography	Drama	Creative iMedia
History	Spanish	Business Studies	Economics	Health and Social Care
		Computer Science	Food & Nutrition	
			PE	
		Design & Technology: Product Design	Photography	
YELLOW PATHWAY				
EBACC		OPEN - GCSE		OPEN - TECHNICAL
Geography		Art and Design/ / Photography	Food & Nutrition	Creative iMedia
History		Business Studies	Music	Health & Social Care
		Design & Technology: Product Design	PE	
			Photography	
		Drama		

Curriculum Allocation

Subject	Hours per week		
	Year 9	Year 10	Year 11
English	4	4	4
Mathematics	4	4	4
Combined Science	4	4.5	5
OR			
Single Sciences	-	6	5
RS	2	2	0
PE	2	1	1
Option A	2	2	2
Option B	2	2	2
Option C	2	2	2
Option D	2	2	2
Option E	-	-	1.5
TOTAL	24	24	24



Supporting literacy and numeracy across the curriculum

Supporting the development of literacy and numeracy is the responsibility of every teacher and opportunities to support students will be taken throughout the curriculum.

Other strategies for literacy recovery are:

- Peer tuition (Reading Hive)
- On-line reading platforms
- Small group work (usually with specialist HLTAs) including support for EAL students
- Students in Schools – Reading University students working with targeted students
- Parents information (face-to-face meetings and written information) so they can understand how they can support their child.
- TA support of SEN children where needed.

For those who arrive with low-average KS2 scores, they will be monitored in class through normal tracking and interventions provided if they are unable to keep up. As they move into KS4, there is support in the form of small group work and individual support in terms of preparing for examinations.

We will use data to diagnose precisely what students need to work on to improve (and also boost their confidence). Interventions are usually short term and highly focused. Some students only need one or two periods of interventions. A minority will need more and we would look at the most appropriate curriculum for them.

Supporting Personal Development education

Running through all of our curriculum, including the pastoral curriculum, are strands of Personal Development which cover themes such as:

- Making and maintaining positive relationships
- Staying safe and healthy (including Relationships and Sex Education and e-safety)
- Respect of self and others
- Equality and inclusion – especially tolerance, respect and understanding of people from protected groups, including those with different faiths and beliefs
- British values e.g.: rights and responsibilities, democracy and the rule of law

More details about our provision for Personal Development can be found on the school website.

Enrichment curriculum

Maiden Erlegh School in Reading offer a full extra-curricular and educational visits programme. All teachers contracted to work at Maiden Erlegh School in Reading will be encouraged to offer one after school/extra-curricular activity. Students will be consulted by school leaders and clubs, societies and teams will be arranged.

All trips/visits have clear learning aims and, generally, are linked to two or more curriculum areas. This means that students “make connections” through the trip e.g.: a Geography/Languages trip or a Science/Art visit. There will be a follow-up activity for all students who take part in trips/visits.

The majority of trips/visits will be open to all students but some will be targeted at certain groups (with specific criteria) e.g.:

- Gold Programme events for the exceptionally able.
- Career presentations and events aimed at inspiring youngsters to consider different career choices.
- Minority sports events.



- Subject-specific trips/events.
- Year-group specific trips/events.

Activity Leaders monitor participation to ensure all students and groups of students are participating but also that the “offer” is engaging and fit for purpose.

IT to support learning

The use of IT is thoroughly embedded. The key principles are that:

- All teachers have access to IT in lessons as necessary - access to devices for preparation, IWBs in classrooms etc.
- All students have access to IT in lessons as necessary - curriculum areas are provided with trolleys of laptops or other devices which can be used by students in lessons or in supervised after school sessions. Students also have access to Google Classroom to extend their learning beyond the physical classroom.
- Students understand how to use IT in their learning effectively - this will be part of computing lessons but also reinforced during pastoral sessions on study skill but also in class.
- Students will become e-confident learners as part of the personal development curriculum.
- Students’ safety is not compromised by their use of IT.
- Parents will understand about how to help their child use IT efficiently and safely - we will give information as part of transition but also run sessions for parents at different points.

Processes and protocols will be rigorous to ensure that its network is safe, data is secure and IT provision is robust, using appropriate hardware and software solutions.

All students and staff will sign Acceptable use Policies and this will form part of the Home School Agreement signed by parents.

SEND provision

The Inclusion team work to support pupils with Special Educational Needs, and the teaching staff working with them. In-class support from Teaching Assistants, group and individual interventions, and a range of bespoke strategies, all reinforce the Quality First Teaching experiences of our SEN pupils in lessons. We work closely with parents, outside agencies, and the school's pastoral team to identify issues, and support pupils' learning needs in and out of the classroom.

Purple Pathway*: a bespoke pathway for a small number of students entering Year 9 who have been on the Foundation Purple Pathway and need to continue with literacy and numeracy support. Students following this pathway will complete the ASDAN CoPE qualifications and in additional qualifications in English and Maths at the appropriate level ranging from Entry Level to Level 3. Work experience and preparing for working life is a key part of this curriculum

Bespoke Provision

These following provisions are available to be offered to students if appropriate

Unit Award Scheme

Students can be offered the opportunity to complete a unit award as part of their bespoke curriculum to fit their needs. As part of this scheme students can identify units that fit their individual learning interests. UAS has been offered by AQA as a recording of achievement scheme for over 30 years. It is a tried and tested means by which learners, no matter what their age or ability, can have their achievement formally recognised.



We offer the UAS as this can help learners with progression to further study, training, employment, independent living and a more active role in society.

S.T.E.P.S Programme (*Specialist Therapeutic Engagement Programme in Schools*)

The programme is a therapeutic approach to behaviour, which may cause negative impact on both academic studies and personal development, as well as reducing Fixed term and Permanent Exclusions – ensuring as a school we have done all we can to support students.

The Steps programme is a spiralled 6-week model for each year group (7 – 11) focusing on key topics to support the typical development at this age. Each course will ensure progressive development should a rereferral be needed, but also provide enough information and guidance should this be a one-off referral to support a student.

Higher ability and gifted provision

Principles

- All students are entitled to an education that is both stimulating and challenging and which allows them to progress at a rate that is commensurate with their ability.
- Some students will be classed as Higher Ability Students (HAPs) or Higher Ability Plus (HAP+) based on their KS2 results in the core subjects.
- Some students will be identified as Gifted in one or more areas of learning at some time during their school career.
- Provision for higher ability and gifted students is a matter of equality of opportunity.
- Provision for higher ability and gifted students will help to raise standards for all.

Our policy and provision for Higher ability and Gifted students are found in **MESiR Policy for Higher ability and Gifted students**.

EAL provision

Many of our strategies to support basic literacy support EAL students. In addition, we have other principles relating specifically to them:

- We celebrate linguistic heritage and ability in all.
- All students are placed in appropriate groups for their cognitive ability
- They sit next to students with a strong command of language
- They are encouraged to use dictionaries on IT devices and/or mobile phones (as appropriate) to support their work
- They are encouraged to research concepts in the target language if that helps while they are building up their language
- On transition, we will provide visual timetables, key word lists etc. to help them as necessary.
- We offer bespoke one –one language acquisition interventions using TEFL trained member of staff.
- We teach academic literacy for the most able and EAL students We will work with parents to help them understand the language and culture of the school and signpost to English classes as appropriate.

How can parents support their child?

Each subject has provided some ideas as to how parents can support their children at home. In addition, parents can support their children by providing them with a quiet time and place to complete their homework. Ensuring that your child has enough sleep each evening is vital for their progress at school.



Subject	Art & Design/Photography (Back to contents)	Contact	Mrs Jordan	Exam board	AQA
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Intent:

- All students will make strong progress in Art and Design, and those taking GCSE Photography
- Students will enjoy Art and Design specialisms, learning to be confident with using a wide range of technical skills to create personal responses.
- Students will be given opportunities to have exposure to enrichment activities.
- Quality first teaching and assessment for learning will be exemplary.

Implementation:

- Clear routines/expectations in place for transitions, presentation or work/DIRT, pair/group work etc
- Regular practise of observational drawing skills will help students improve their portfolios.
- Students will be given regular opportunities to extend their learning through enrichment activities, such as trips, open access sessions, workshops and ArtsMark projects.
- PLC's will be used by staff and students to review and reflect on progress and learning.
- Students will be trained to select and use resources independently (BBBB)
- Sketchbooks and online portfolios will be developed as key resources with standardised presentation.
- Homework will be designed to improve critical understanding through research and written analysis of artists work. Other tasks will extend students skillset through videos and practise of skills.
- Teachers will ensure that students understand the key assessment objectives that run through foundation and into AQA GCSE course
- Support is offered through the use of technicians to groups of students, HAPs, SEN, gender groups to extend their understanding of the subject
- Written tasks and artist research will enable all students to practice and stretch their learning appropriately.
- Questioning will focus on reasoning not on 'getting answers'.
- Culture capital will be addressed through experiences and learning of the world, feeding into project work.
- Students will learn to become independent within their practice, through personal projects and outcomes.

What will I learn...

Year 9	Year 10	Year 11
<p>MASTERY OF SKILLS: Exploring Drawing and Painting techniques Exploring Print techniques Exploring Photography and Digital Manipulation Exploring 3D materials and textiles techniques Exploring 3D materials and textiles techniques <u>Coursework –</u> <u>Unit 1</u> <u>Begin Independent Project 1</u></p>	<p>Coursework – Unit 1 Independent Project 1 Coursework – Unit 1 Finalise Independent Project 1 Ongoing Portfolio Assessment <u>Coursework –</u> <u>Unit 1</u> <u>Begin Independent Project 2</u> Coursework – Unit 1 Independent Project 2</p>	<p>Coursework – Unit 1 Finalise Independent Project 2 Ongoing Portfolio Assessment – Final Deadline for Coursework DECEMBER <u>Unit 2 - Exam Paper</u> <u>Independent project in response to exam question</u> Unit 2 - Exam Paper Independent project in response to exam question</p>



What skills will I develop?

Assessment objectives (AOs) are set by OFQUAL and are the same across all GCSE Art and Design specifications and all exam boards.

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Each component is marked out of a total of 96 marks. As the assessment objectives are equally weighted in each component, there is a maximum of 24 marks for each of the assessment objectives.

The marks, out of 24, for each assessment objective must be added together to produce the total mark out of 96.

What great resources can I use?

www.aqa.org.uk/subjects/art-and-design/gcse

www.tate.org.uk

www.vam.ac.uk

www.tate.org

www.studentartguide.com

[Google Classroom codes can be found in Student Handbooks](#)

How will I be assessed?

The course is divided into **two areas** for assessment:

Component 1: Portfolio of Work. This is marked out of 94 and carries 60% of the total marks.

Component 2: Externally Set Task. This is also marked out of 94 and carries 40% of the total marks. A paper will be issued by AQA to be given out as soon after **January 1st** as possible. The spring term will give students a period of preparation time to be followed by **ten hours of examination** undertaken over two days at the **beginning of the summer term in Year 11 – this is normally the 1st or 2nd week after Easter break.**

Three ways that my parents/carers can help...

- Show an interest in the subject, help with homework (but do not do it for them), discuss artwork and go to exhibitions.
- Find out about TV programmes, theatre productions, films, exhibitions relevant to your child's learning and enjoying them together.
- Encourage them to watch videos on YouTube on different skills, such as drawing, photography and painting to improve their observational studies.



Subject	Business Studies (Back to contents)	Contact	Mrs Nave	Exam board	OCR
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Intent:

- All students will make strong progress in Business Studies.
- Students will be offered a diverse, high quality curriculum relevant to the dynamic nature of business that exists in the real world.
- The curriculum will build deeper knowledge across the 3 years and take advantage of personal enrichment and entrepreneurial opportunities.
- The varied subject offering provides challenges, extra curricular industry experiences and caters for all learning styles to enthuse students to pursue academic excellence.
- The real world nature of the subject provides regular opportunities to promote spiritual, moral, social and cultural development which are an integral part of our day to day work, whether discussing the ethics in globalisation, the motivation and leadership theory involved in the treatment of workers or the role of technology in business interaction/operations.
- The curriculum will develop the 'soft' skills of collaborative work, communication skills and questioning.
- Students will be made aware of the career opportunities opened up in gaining a Business Studies qualification through real life case studies.

Implementation:

- Clear routines and expectations in place in all lessons for transitions, the presentation of work and DIRT work.
- Students' engagement with questioning and reflecting on concepts related to Business Studies will be developed.
- Rote learning techniques and other metacognition techniques taught to students where appropriate and homework activities will incorporate the rote learning and key terminology
- Homework will be used to consolidate and extend knowledge and skills, in the main focusing on revision, research, rote learning and reflection.
- Teachers will ensure students reflect on their progress within sequences of learning.

What will I learn...

Year 9	Year 10	Year 11
GCSE Business Studies course - Introduction to Business: GCSE Business Studies course unit 1: Business Activity GCSE Business Studies course unit 2 Marketing:	GCSE Business Studies course unit 2 Marketing (second half): GCSE Business Studies course unit 3: People GCSE Business Studies course unit 3.3: Effective Financial Management.	GCSE Business Studies course unit 5: Introduction to Finance GCSE Business Studies course unit 6: The Wider World Affecting Business. Topics covered: 1. Economics issues affecting international trade 1. The impact of government and the EU



What skills will I develop?

Valuable life skills are learnt as well as those required to further studies in this subject to A level and beyond.

- Key analytical skills
- Critical thinking
- Evaluative skills
- Key financial skills including cash flow analysis and average rate of return
- Synoptic thinking skills allowing students to grasp overall conclusions from wider information

What great resources can I use?

Google classroom – codes allocated in class

Text book: OCR Business Studies 9-0 (details allocated in class)

BBC News website

How will I be assessed?

2 equal weighted exams, each 90 minutes long.

Three ways that my parents/carers can help...

- Test students on subject vocabulary.
- Provide newspaper cuttings / links to news websites of relevant articles and help them to research.
- Watch Dragon's Den etc with the child and discuss the outcome with them – perhaps pausing before the decision is made.
- Encourage overall current affairs interest.



Subject	Computer Science (Back to contents)	Contact	Mr Redrup	Exam board	AQA
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Intent:

Our aim is to facilitate every child to;

- develop the confidence to become resilient independent problem solvers
- be a creative author of computational tools
- be thoughtful users of these tools
- to achieve the highest grade of which he or she is capable

Implementation:

We will enable students to:

- build on their knowledge, understanding and skills established through the computer science elements of the programme of study for computing at Key Stage 3
- enable students to progress into further learning and/or employment
- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to computer science.

What will I learn...

Year 9	Year 10	Year 11
1. Fundamentals of algorithms 2. Programming 3. Fundamentals of data representation 4. Computer systems	1. Fundamentals of algorithms 2. Programming 5. Fundamentals of computer networks 6. Cyber security 7. Relational databases and structured query language (SQL)	1. Fundamentals of algorithms 2. Programming 8. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy



What skills will I develop?

How to solve problems computationally.
How to design, write, test and refine coded solutions to problems.
You will complete this course equipped with the logical and computational skills necessary to succeed at A-level, the workplace or beyond.

What great resources can I use?

Python 3 – we use <https://replit.com/>
Google Classroom – all lesson materials are available here
AQA Specification: <https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525>
BBC Bitesize AQA GCSE Computer Science: <https://www.bbc.co.uk/bitesize/examspecs/zkwsjihv>
YouTube – Craig n Dave - <https://www.youtube.com/channel/UC0HzEBLIJxlrwBAHJ5S9JQg>

How will I be assessed?

Paper 1: Computational thinking and programming skills

The content for this assessment will be drawn from subject content 1 and 2 above.

- Written exam: 2 hours – 90 marks – 50% of GCSE

Paper 2: Computing concepts

Theoretical knowledge from subject content 3–8 above.

- Written exam: 1 hour 45 minutes - 90 marks - 50% of GCSE

Three ways that my parents/carers can help...

- Parents can encourage their child to spend time learning how to program code on their computer, and not just play games.
- They should practice problem solving and encourage them to revise theory topics as an ongoing process and not to leave it until the end of Year 11.



Subject	Design & Technology (Back to contents)	Contact	Mr Selby	Exam board	AQA
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Intent:

- All students will make strong progress in Technology, fostering positive attitudes and high expectations for all learners.
- Students with genuine interest in technology will be supported to take GCSE.
- Students will think and intervene creatively to find solutions to real world problems, working independently and collaboratively.
- The curriculum has been designed and developed for all pupils with special educational needs and/or disabilities, including EAL.
- The curriculum will support knowledge and understanding of healthy living, climate change, smart and modern materials, the environment, cultural understanding and respect of others.
- The curriculum will develop “soft” skills of collaborative work and communication. Promote discussion of relevant historical, current and future issues
- Students will become aware of the career opportunities opened up by gaining Technology
- Ambition for all learners needs in a broad and balanced curriculum coherently planned and sequenced.

Implementation:

- Students given the opportunity to explore a broad range of materials and processes following a given design brief there is freedom to experiment with a range of materials.
- Students are encouraged to attend extra-curricular clubs to develop independence and creativity
- ‘Do Now’ activities to consolidate principles and develop questioning
- Projects are designed to develop skills and understanding in a range of materials and processes both using hand skills in the workshop and CAD/CAM
- Developing drawing, rendering and 3d modelling skills to communicate design ideas and build confidence through iterative design.
- PLC’s will be used by staff and students to review and reflect on progress and learning.
- Students are encouraged to read and research around the subject of Design Technology, looking at the work of other designers.
- Homework will be designed to improve critical understanding through research and written analysis of the work of other designers both contemporary and historical.
- Teachers will ensure that students understand the key assessment objectives that run through foundation and into AQA GCSE course to develop on prior learning.
- Support is offered through the use of technicians to groups of students, HAPS, SEN, gender groups to extend their understanding of the subject

What will I learn...

Year 9	Year 10	Year 11
<p>Unit 1 Theory – New and emerging technologies, systems approach to designing. Communication skills through hand drawn rendering and introduction to CAD design software. Mobile phone holder design and make project.</p> <p>Unit 2 Theory - energy generation and storage developments in new materials. Mini NEA project using choice of materials. Clock design project</p> <p>Unit 2 Theory - mechanical devices, materials and their working properties. Practical skills tasks using a range of materials and processes. Completion of high-quality outcomes, recording development. Improving communication skills and CAD/CAM</p>	<p>Unit 3 Theory - Materials and their working properties. Practical - Extended making task based on NEA Speaker design project using sustainable materials and using electronics. Developing skills and use of CAD/CAM</p> <p>Unit 4 - Forces and stresses, Ecological and social footprint, sources and origins, using and working with materials</p> <p>Students will prepare and undertake their final NEA. Criteria to be set by AQA from June 1st. Exam revision.</p>	<p>NEA and revision of theory.</p> <p>Continuation NEA Design development – Iterative design approach and recording and testing, making. design development, continue making. Evaluation and testing of final products.</p> <p>Preparation for examination.</p> <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles



What skills will I develop?

Identify, investigate and outline design possibilities to address needs and wants. Design and make prototypes that are fit for purpose. Analyse and evaluate. Demonstrate and apply knowledge and understanding

What great resources can I use?

www.technologystudent.com

<http://www.mr-dt.com/>

www.Core77.com

<https://designmuseum.org/>

App for smartphone – Design and Technology New specification – Grades 9-1.

Google Classroom = GCSE DT – MER Class code – NEA resources

How will I be assessed?

- 50% exam (maths and science knowledge contribute 15%). Paper 1 Written exam: 2 hours 100 marks
- 50% non-exam assessment (NEA), one practical activity (students develop a brief in response to a contextual challenge set by AQA, released on 1 June in the year before submission). approximately 30 – 35 hours 100 marks

Three ways that my parents/carers can help...

- Parents can support by ensuring that homework is completed on time and to a good standard. Check for resources on Google Classroom.
- Visits to design museums, galleries and exhibitions help with the course content. Access to YouTube videos on production processes often help with knowledge.
- Year 11 students would be expected to provide their own materials for their practical final GCSE NEA project.



Subject	Drama Year 11 2022/23 only (Back to contents)	Contact	Mrs Tolman	Exam board	AQA
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Intent:

To cultivate an understanding and appreciation for the theatre and develop ourselves as individuals & members of society; developing skills for the world of work & life in general.

- Enrich student's cultural capital through experiences of live performance, professional work, visiting venues and inviting professional artists
- Empower independent and creative learners who are able to appreciate drama as a form of expression
- Curriculum allows students to become critical observers of drama through developing an understanding and exploration of performance skills range of styles, techniques and professional work
- Curriculum encourages reflection of their own development and ability to target set so as to improve their work and that of others

Implementation:

- Evaluation and analysis of both practical and written work will take place on a regular basis.
- Regular use of glossaries will be taught to support verbal feedback and written work, rote learning to revise key concepts.
- Students' oracy skills are developed by their use of academic language in discussion and debate.
- Students will be given opportunities at least once a half term to perform and evaluate each other's work
- Work is modelled well, allowing students to recognise the features of the very best work.
- Homework will be used to consolidate and extend knowledge and skills. Revision, Re-call, Research and Reading.
- Teachers will ensure that students understand the ways in which units and topics inter-connect.
- KS4 teacher/invited specialists provide practical workshops for students to gain new skills and apply to devising and text work.
- Learning by Design will be applied to help students understanding the writing structures in drama and apply to written work.

What will I learn...

Year 9	Year 10	Year 11
Component 1 Section A: Backstage Tour Component 1 Section C: Live Theatre Trip and Live theatre writing skills Component 1 Section B: Set Text Component 1 Section A Mini Project <ul style="list-style-type: none"> • Practitioner exploration: <ul style="list-style-type: none"> ✓ Stanislavski ✓ Brecht ✓ Boal ✓ Artaud • Practitioner exploration <ul style="list-style-type: none"> ✓ Berkoff ✓ Frantic Assembly Component 2: Introduction to devising and the devising log Component 2: Devised performance and the devising log mock	Component 1 Section B: Noughts & Crosses Component 1 Section B: Noughts & Crosses Component 1 Section C: Live Theatre Trip and writing skills Component 2: Devising Drama skills Component 2: Devised performance & Devising Log Component 2: Devised performance exam & Devising Log completion Component 3 Text in Practice: Mock extracts	Component 1 Section A Component 1 Section C Component 3 Text in Practice Component 3 Text in Practice Performance Exam <ul style="list-style-type: none"> • Revision for Component 1 <ul style="list-style-type: none"> ✓ Section A ✓ Section B Section C <ul style="list-style-type: none"> • Revision for Component 1 exam Component 1: Understanding Drama exam



What skills will I develop?

- AO1: "Create and develop ideas to communicate meaning for theatrical performance."
- AO2: "Apply theatrical skills to realise artistic intentions in live performance."
- AO3: "Demonstrate knowledge and understanding of how drama and theatre is developed and performed."
- AO4: "Analyse and evaluate their own work and the work of others."

What great resources can I use?

AQA GCSE Drama – information about the course, specimen papers and mark schemes:

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

BBC Bitesize - Drama – vocal and physical skills resources, design resources and component specific resources. <https://www.bbc.co.uk/bitesize/examspecs/zrnjwty>

National Theatre YouTube Channels – great videos about productions, acting techniques and styles. Technical theatre and tutorials <https://www.youtube.com/user/NationalTheatre>

How will I be assessed?

Component 1: Understanding drama – Written Exam (80 marks - 40% of total GCSE)

Written exam 1 hour and 45 minutes

Component 2: Devising drama (40% of total GCSE)

Internally assessed and externally moderated by AQA

- Devised Performance: (20 Marks - 10% of total GCSE)
- Devising Log: (60 Marks - 30% of total GCSE)

Component 3: Texts in practice (20% of total GCSE)

Examined by a visiting AQA examiner - Performance of TWO extracts: (20%)

Three ways that my parents/carers can help...

- Show an interest in the subject, help with homework (but do not do it for them), discuss artwork and go to exhibitions.
- Find out about TV programmes, theatre productions, films, exhibitions relevant to your child's learning and enjoying them together.



Subject	Drama (Back to contents)	Contact	Mrs Tolman	Exam board	Eduqas/WJEC
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Intent:

To cultivate an understanding and appreciation for the theatre and develop ourselves as individuals & members of society; developing skills for the world of work& life in general.

- Enrich student’s cultural capital through experiences of live performance, professional work, visiting venues and inviting professional artists
- Empower independent and creative learners who are able to appreciate drama as a form of expression
- Curriculum allows students to become critical observers of drama through developing an understanding and exploration of performance skills range of styles, techniques and professional works
- Curriculum engenders student’s curiosity, concentration, communication, co-operation, creativity and critical thinking skills.
- Curriculum encourages reflection of their own development and ability to target set so as to improve their work and that of others

Implementation:

- Evaluation and analysis of both practical and written work will take place on a regular basis.
- Regular use of glossaries will be taught to support verbal feedback and written work, rote learning to revise key concepts.
- Students’ oracy skills are developed by their use of academic language in discussion and debate.
- Students will be given opportunities at least once a half term to perform and evaluate each other’s work
- PLCs/folders will be developed as key resources with standardised presentation and key terminology glossary
- Work is modelled well, allowing students to recognise the features of the very best work.
- Homework will be used to consolidate and extend knowledge and skills. Revision, Re-call, Research and Reading.
- Teachers will ensure that students understand the ways in which units and topics inter-connect.
- KS4 teacher/invited specialists provide practical workshops for students to gain new skills and apply to devising and text work.
- Learning by Design will be applied to help students understanding the writing structures in drama and apply to written work.

Students’ folders demonstrate thoughtful reflection and improvement in acting upon set targets.

What will I learn...

Year 9	Year 10	Year 11
<ul style="list-style-type: none"> • Introduction & expectations • Baseline • Practitioner exploration: <ul style="list-style-type: none"> ✓ Stanislavski ✓ Brecht ✓ Berkoff ✓ Katie Mitchell ✓ Frantic Assembly • Style/Genre - TIE • Component 1: Introduction to devising and the devising log • Component 1: Devised performance and the devising log mock 	<ul style="list-style-type: none"> • Component 3 – Interpreting Theatre – Set Text Refugee Boy • Component 3 – Interpreting Theatre – Live Theatre Review • Practitioner Recap – Stanislavski, Brecht, Frantic Assembly, Verbatim • Component 1 – Devising Theatre – Performance • Component 1 – Devising Theatre – Devising Log 	<ul style="list-style-type: none"> • Component 2 – Performing From a Text • Component 3 – Interpreting Theatre – Set Text & Live Theatre • Targeted intervention sessions



What skills will I develop?

AO1

Create and develop ideas to communicate meaning for theatrical performance

AO2

Apply theatrical skills to realise artistic intentions in live performance

AO3

Demonstrate knowledge and understanding of how drama and theatre is developed and performed

AO4

Analyse and evaluate their own work and the work of others.

What great resources can I use?

Eduqas GCSE Drama – information about the course, specimen papers and mark schemes:

https://www.eduqas.co.uk/qualifications/drama-gcse/#tab_keydocuments

BBC Bitesize - Drama – vocal and physical skills resources, design resources and component specific resources.

<https://www.bbc.co.uk/bitesize/examspecs/zrnjwty>

National Theatre YouTube Channels – great videos about productions, acting techniques and styles. Technical theatre and tutorials

<https://www.youtube.com/user/NationalTheatre>

Google Classroom:

Each class will be given a specific code in the lesson by their teacher.

How will I be assessed?

Component 1: Devising Theatre – NEA internally assessed, externally moderated (40%)

Learners will be assessed on **either** acting **or** design.

Learners participate in the creation, development and performance of a piece of devised theatre using **either** the techniques of an influential theatre practitioner **or** a genre, in response to a stimulus set by WJEC. Learners must produce:

- a realisation of their piece of devised theatre
- a portfolio of supporting evidence
- an evaluation of the final performance or design.

Component 2: Performing from a text – NEA externally assessed by a visiting examiner – 20%

Learners will be assessed on **either** acting **or** design.

Learners study **two** extracts from the **same** performance text chosen by the centre.

Learners participate in **one** performance using sections of text from **both** extracts.

Component 3: Interpreting Theatre – Written examination 1 hour 30 minutes – 40% qualification

Section A: Set Text for assessment from 2024 onwards

A series of questions on **one** set text - *Refugee Boy* Benjamin Zephaniah

Section B: Live Theatre Review

One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

Three ways that my parents/carers can help...

- Show an interest in the subject, help with homework (but do not do it for them), discuss artwork and go to exhibitions.
- Find out about TV programmes, theatre productions, films, exhibitions relevant to your child's learning and enjoying them together.



Subject	Economics (Back to contents)	Contact	Mrs Nave	Exam board	OCR
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Intent:

- To thoroughly enjoy studying economics
- Every student studying GCSE will make strong progress.
- Every student is provided with quality-first teaching & learning..
- Recognition of the significance of theoretical and conceptual issues in an economic debate.
- To develop the ability to critically evaluate government policies and how they impact on the social economic environment.

Implementation:

Classroom teaching is never any less than highly effective
 Skillful, targeted questioning is personalised to the starting point and needs of individual students.
 Assessment is used to check students' understanding and inform teaching.
 Students' oracy skills are developed by their use of academic language in discussion and debate.
 Work is modelled well, allowing students to recognise the features of the very best work.

What will I learn...

Year 9	Year 10	Year 11
GCSE Economics course unit 1: What is the Economic Problem? GCSE Economics course unit 2: What are Competitive Markets? Topics covered: <ol style="list-style-type: none"> 1. Markets 2. Monopoly and monopoly power 3. Demand 4. The demand curve – rise or fall? 5. Price elasticity of demand 6. Supply <ol style="list-style-type: none"> 1. Price elasticity of supply 2. Determination of price in competitive markets (1) 3. Determination of price in competitive markets 4. How do Firms Operate in Competitive Markets? 5. Labour Market 6. Profits, Revenues and Costs 	GCSE Economics course unit 3a: How does the UK Government Raise and Spend Money? Topics covered: <ol style="list-style-type: none"> 1. Government income and expenditure 2. Distribution and redistribution of incomes 3. Taxes and redistribution in income 4. Correcting market failure GCSE Economics course unit 3b: Which Policies can the UK Government Use? Topics covered: <ol style="list-style-type: none"> 1. Fiscal policy 2. Money and interest rates 3. Monetary and interest rate policy 4. Supply-side policies 5. Government policies and conflicts 	GCSE Economics course unit 4: The UK Economy and Globalisation. Topics covered: <ol style="list-style-type: none"> 1. Globalisation 2. Multinationals 3. International specialisation and trade 4. The World Trade Organization 5. Patterns of trade 6. Protectionism 7. China and India 8. The World Trade Organization 9. Patterns of trade 10. Protectionism 11. China and India



What skills will I develop?

The course allows development of higher level thinking skills particularly economic evaluation allowing students to weigh up both sides of a situation whilst reaching a measured conclusion. As this is developed, further analytical skills are honed in conjunction with critical thinking. These skills are the foundation of tools required for higher achieving A level students and those intending to study to degree level

What great resources can I use?

Economics Text Book OCR 9-1 ISBN:
9781471888342, Google classroom – codes allocated to classes, ONS.gov.uk Office for National Statistics

How will I be assessed?

2 equal weighted exams of 90 minute duration

Three ways that my parents/carers can help

- Test Vocabulary regularly,
- Encourage current affairs knowledge,
- Encourage regular and thorough homework



Subject	English Literature (Back to contents) English Language	Contact	Mrs Lutton	Exam board	Edexcel
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Intent:

Students will be encouraged to read a wide range of classic literature texts with good understanding. They will make connections across their reading, reading evaluatively, so that they are able to discuss and explain their understanding and ideas. Increasingly, they will begin to acquire a wider vocabulary and use appropriate terminology to discuss what they read. In English Language, students should use what they have learned about the writer’s craft in their own reading of fiction to inspire their own imaginative writing.

Implementation:

As students progress throughout both GCSE English courses, they will have an opportunity to revisit skills learnt earlier. This spiral structure enables students to make progress by revisiting, honing and developing their skills as they advance. Students will be supported as they develop increasing independence to, for example, read unseen texts, select quotations, make comparisons and evaluate.

What will I learn...

Year 9	Year 10	Year 11
<u>English Language GCSE</u> Travel writing – a range of non-fiction writing Gothic - Language Paper 1 preparation and imaginative writing <u>English Literature GCSE</u> <i>An Inspector Calls</i> - Literature set text <i>Macbeth</i> - Literature set text	<u>English Language GCSE</u> Imaginative writing Transactional/Non-fiction texts – the generation gap <u>English Literature GCSE</u> <i>A Christmas Carol</i> - Literature set text <i>Edexcel Poetry Anthology</i> including unseen poetry	<u>English Language GCSE</u> Spoken Language Preparation and Performance Language paper 1 revision Language paper 2 revision <u>English Literature GCSE</u> Revisit <i>An Inspector Calls</i> , the <i>Edexcel Poetry Anthology</i> , <i>A Christmas Carol</i> , <i>Macbeth</i>



ENGLISH LANGUAGE: How will I be assessed?

Assessments will cover the following areas and types of question:

Component 1: Fiction and Imaginative Writing (40% of the total GCSE)

Section A, students will study a range of fiction and develop the skills to analyse and evaluate 19th-century prose extract (practising analysis of unseen extracts).

Section B, students will develop imaginative writing skills and learn to use spelling, punctuation and grammar accurately (writing stories and descriptions).

Component 2: Non-fiction and Transactional Writing (60% of the total GCSE)

Section A, students will study a range of 20th and 21st-century non-fiction texts and will develop the skills to analyse, evaluate and compare non-fiction extracts.

Section B, students will develop transactional writing skills for a variety of forms, purposes and audiences. They will learn to use spelling, punctuation and grammar accurately (writing letters, reports, articles, speeches). There will be two examinations with one tier of entry.

Spoken Language: students will develop presentational skills for a talk to an audience on a topic of their choice. Spoken language marks will be reported as a separate grade (pass, merit or distinction) on the GCSE certificate

What great resources can I use?

www.shmoop.com

www.cliffnotes.com

www.sparknotes.com

<https://www.bbc.co.uk/education/levels/z98jimp3>

ENGLISH LITERATURE: How will I be assessed?

During the three-year course, students will develop the skills to analyse how language, form, structure and the context of texts can create meanings and effects. The studied texts will include:

- a Shakespeare play - *Macbeth*
- a post-1914 British play or novel – *An Inspector Calls* (J B Priestley)
- a 19th century novel – *A Christmas Carol* (Dickens)
- a poetry collection – provided by the exam board in an anthology

All the above texts will be examined in Year 11.

There will be two examinations, both of which will be 'closed book': this means texts are not allowed in the examination. It would be useful if students owned their own copies of the texts. The school will make our preferred editions of the texts available to students to buy.

Three ways that my parents/carers can help...

- Purchase revision guides – these are available from school at a reduced price. See Parent Pay.
- Find out about TV programmes, theatre productions, films, exhibitions relevant to your child's learning and enjoy them together.
- Find copies of old exam papers, search out websites, find out about the subject, exam structures and content.



Subject	Food, preparation and nutrition (Back to contents)	Contact	Mrs McCarthy	Exam board	WJEC/EDUQAS
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Intent:

- The curriculum allows students to learn the invaluable life skill of cooking creating a wide variety of restaurant style dishes.
- The curriculum allows students to adapt basic recipes through discussion with the teacher, build confidence and encourage creativity and challenge
- The curriculum explores Nutrition and Good Health alongside the science behind food/cooking and why certain foods and ingredients behave like they do.
- Students will explore the social, moral, ethical and environmental issues relating to food.
- The curriculum is designed and balanced for all learners

Implementation:

- Students will be given opportunities to develop technical skills through practical and experimental work.
- Students will reflect, analyse and evaluate on practical and demonstrate sensory application
- Students will carry out a range of activities to develop their subject vocabulary/language, knowledge of and understanding of food-related topics
- Students will be supported to manage NEA assessments based on a given topic area
- PLC's will be used by staff and students to review and reflect on progress and learning. Do now activities to consolidate principles and develop questioning
- Students are encouraged to read and research around the subject area looking at the work of other cooks/chefs across all cultural cuisines.
- Homework will be regularly given and used to consolidate and extend student knowledge and skills
- Support is offered through the use of technicians to groups of students, HAPS, SEN, gender groups to extend their understanding of the subject. Revision techniques/intervention

What will I learn...

Year 9	Year 10	Year 11
<p>Sensory analysis</p> <p>Diet, nutrition and health: Eatwell guide and healthy eating, meal planning, Factors affecting food choice, allergies, intolerances</p> <p>Principles of nutrition: macronutrients and micronutrients, dietary fibre and water</p> <p>Practical skills: Range of skilled recipes linked to topic areas</p> <p>Food Science: Function of ingredients, cakes, emulsification, Why food is cooked? effects of heat on carbohydrates, proteins and fats</p> <p>Food Commodities: Eggs, Soya, Beans, nuts, Tofu</p> <p>Technical challenge: Jamie Oliver Egg Presentation</p> <p>Principles of food safety: 4Cs, preservation, food spoilage</p> <p>Food labelling and Food Additives, Food provenance</p>	<p>Diet nutrition and health: DVR's, energy needs</p> <p>Diet and meal planning: modifying recipes for different needs</p> <p>Food Science: gelatinisation, caramelisation, enzymic browning, coagulation, dextrinization,</p> <p>Food Commodities: Fruits and Vegetables. Pasta, bread and Cereals, Meat, fish and poultry</p> <p>Primary processing – meat and fish, fruits and vegetables, cereals. Secondary processing – fruit into jam, flour into bread, flour into pasta</p> <p>Technical challenge: potatoes and food styling</p> <p>NEA1 Preparation and NEA2 Preparation (mock assignments)</p>	<p>NEA 1: Food Investigation Assignments</p> <p>September to November</p> <p>NEA 1. Food Investigation Task- 15% of final GCSE grade</p> <p>Title set by EDUQAS</p> <p>NEA 2: Food Preparation Assignments</p> <p>November to March</p> <p>NEA 2 Food Preparation task- 35% of final GCSE grade</p> <p>Title set by EDUQAS</p> <p>PPE and Revision: Principles in food preparation and nutrition, food commodities, principles of nutrition, diet and good health, the science of food, where food comes from, cooking food preparation</p>



What skills will I develop?

Demonstrate knowledge and understanding of nutrition, food, cooking and preparation. Apply knowledge and understanding of nutrition, food, cooking and preparation. Plan, prepare, cook and present dishes, combining appropriate techniques. Analyse and evaluate different aspects of nutrition, food, cooking and preparation

What great resources can I use?

<http://www.foodafactoflife.org.uk>

<https://www.bbcgoodfood.com>

<https://www.nhs.uk/Livewell/Goodfood/Pages/Healthyeating.aspx>

<https://www.jamieoliver.com>

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

How will I be assessed?

NON- EXAM ASSESSMENT (NEA): Task 1: Food investigation (15%)

NON- EXAM ASSESSMENT (NEA): Task 2: Food preparation assessment (35%)

WRITTEN EXAMINATION: Paper 1: Food preparation and nutrition (50%) 1 hour 45 minutes

The paper will be made up of two sections: Section A: stimuli question and Section B: based on structure, short and extended questions. In total the paper is worth 100 marks.

Three ways that my parents/carers can help...

- Encourage students to visit food outlets and supermarkets, to raise awareness of products, costs and packaging.
- Encourage students to cook healthy dishes on a regular basis and practice assessed work and support students by reading through recipe method sheets.
- Encourage students to produce revision cards for the material that is covered in Year 9 and 10 as this content may not be repeated due to the NEA's in year 11.



Subject	French (Back to contents)	Contact	Ms Bruna	Exam board	AQA
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Intent:

- *Cultural understanding and enrichment:* learning languages gives opportunities to question and to break down prejudices and stereotypes. It allows students to celebrate differences and similarities between different cultures and languages, thus increasing tolerance. It can develop pupils' curiosity and awareness of the Spanish speaking world.
- *Linguistic confidence:* by focusing on communicating in French, confidence and self-esteem can improve. It will also help students to improve in their ability to speak publicly.
- *Transferable skills:* students can work collaboratively improving teamwork and communication skills, negating meanings and developing analytical skills.
- *Employability:* an awareness of other languages (even if you are not using it fluently or every day as part of a job) can demonstrate the ability and willingness to communicate with a global market.
- *Self-fulfilment:* learning a language improves confidence, understanding of their own language (literacy), spotting patterns and applying them to new vocabulary (numeracy) and gives your brain a boost.

Implementation:

Student will be able to engage with the curriculum by working towards:

- Developing their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy.
- Expressing and develop thoughts and ideas spontaneously and fluently.
- Listening to and understand clearly articulated, standard speech at near normal speed.
- Deepening their knowledge about how language works and enrich their vocabulary across a wide range of contexts.
- Acquiring new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, including literary texts.
- Developing awareness and understanding of the culture and identity of the countries and communities where the language is spoken.
- Developing language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment.

What will I learn...

Year 9	Year 10	Year 11
Relationships and Daily Routine Technology, TV, Cinema, Music and Free Time Food, Celebrations and Special Events <i>End of year Cultural Project</i>	Town, Region and House Holidays and Travel Education and future aspirations <i>End of year Cultural Project</i>	Environmental and Social Issues Revision: Identity and culture Revision: Local, national, international and global areas of interest Revision: Current and future study and employment



What skills will I develop?

Students will develop speaking, writing, reading and listening in French, along with their cultural competences, problem-solving skills, teamwork, literacy and numeracy.

What great resources can I use?

- www.linguascope.com - password and username to be shared in class.
- Google Classroom:
 - ✓ Notices and important information.
 - ✓ Links to online resources.
 - ✓ Revision resources.
 - ✓ All resources from lessons will also be available in Google Classroom and we strongly advise students to check weekly.
- <https://www.gcsepod.com/> - GCSE Pod

How will I be assessed?

Paper 1: Examination - Listening: 25% of GCSE
Paper 2: Examination - Speaking: 25% of GCSE
Paper 3: Examination – Reading: 25% of GCSE
Paper 4: Examination – Writing: 25% of GCSE

Three ways that my parents/carers can help...

Even if you don't speak a word of French you can help:

- Test them on the meanings of French words/sentences when they have to learn vocab or grammar
- For longer pieces of writing, ask them to talk you through the plan of their work in English before they start – to make them think about the structure of what they write
- Ask them to show you where they have included the elements required by the mark scheme to get the grade they are aiming for.
- If they are doing reading or listening, get them to summarise what the text/extract is about in English – how fluently can they talk about it?
- Ask them what certain words mean – how spontaneously can they answer you?
- If they are preparing a speaking exam – listen to them for 10 minutes 2-3 times a day so they become confident in their topics.



Subject	Geography (Back to contents)	Contact	Mr Tomsett	Exam board	AQA
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Intent:

We are an inclusive department that ensures all students make strong progress in geography while considering the context of the school throughout our lessons, ensuring that the geography studied reflects the culture and heritage of all of our students.

We want students to understand the awe and wonder of geography and have a fascination/passion for the subject. Students will be able to see the connections and links within geography (human and physical); how these are found in everyday life and how we are all affected by geography.

They will become critical evaluative thinkers that can tackle problems and think deeply around the topics that we teach in geography. They will also develop their written academic language skills to become effective communicators.

We believe in marginal gains making a difference to students' progress and focus on this when providing feedback. We work to ensure that students are given feedback which allows them to personally reflect and build next steps which are appropriate and specific to them.

Implementation:

We have high expectations of all students. We teach to the top and scaffold down in our lessons.

We use cold call questioning to target and assess what students know and how they grapple and think deeply about issues or topics within geography.

We believe in developing students' thinking skills and encourage them to evaluate ideas and make judgements in their thinking. We work on developing the oracy of students and help students to extend their oral answers in class. As part of this we encourage the development of their academic language both in their oral and written work.

We use work booklets and assessment books which allow students to keep their notes secure and organized to promote effective revision and allow students to reflect on their progress.

We aim to develop students into reflective practitioners by getting them to complete a self-reflection review before and after each module. We continue this approach with reflections on assessments and time spent completing improvement (DIRT) work based on feedback that allows students to make progress.

We have enriching fieldwork to locations like Milford-on-sea and Lyndhurst.

What will I learn...

Year 9	Year 10	Year 11
Physical Landscapes In The UK: Coasts Urban Issues and Challenges Physical Landscapes in the UK: Rivers Issue Evaluation practice	The Changing Economic World The Living World: Ecosystems and Tropical Rainforests The Living World: Cold Environments The Challenge of Natural Hazards: Tectonic Hazards Geographical Skills and Fieldtrip	The Challenge of Natural Hazards: Weather hazards and climate change The Challenge of Resource Management Geographical skills and Fieldwork Skills Issue Evaluation practice



What skills will I develop?

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Geography specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- **AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).**
- **AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).**
- **AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).**
- **AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).**

What great resources can I use?

<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035> - AQA Geography GCSE website

<https://www.bbc.com/education/examspecs/zy3ptyc> - BBC Bitesize revision

<https://www.gcsepod.com/> - GCSE Pod

Google classroom codes to be confirmed upon start of Year 9.

How will I be assessed?

There are three main parts to the GCSE assessment structure: -

Paper 1: Living with the Physical Environment (35%)

Paper 2: Challenges in the Human Environment (35%)

These exams are both 1 hour 30 minute written examination that assesses all the physical and then human modules of the course. The type of questions can be multiple choice, short answer level of response and extended prose.

Paper 3: Geographical Applications (30%)

This includes a resource booklet released 12 weeks before the exam, which the students answer questions on, and a section on fieldwork skills, including questions on their own fieldwork

Three ways that my parents/carers can help...

Parents can:

- Help with case study revision (map mapping / recall)
- Check understanding of key terms
- Use quiz for learning task sheets to help their child practice
- Watch documentaries together e.g. Planet Earth
- Check homework



Subject	Health and Social Care (Back to contents)	Contact	Mrs McCarthy	Exam board	BTEC Tech Awards
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Intent:

The BTEC Tech Award Health and Social Care gives students an insight into some aspects of the health and social care environment. Students are made aware of career opportunities in Health and Social Care Sector.

- Develop key skills in Health and Social Care such as interpreting data to assess an individual's health
- Develop knowledge that underpins effective ways of working in health and social care eg designing a plan to improve an individual's health and wellbeing
- Develop awareness of the care values and how to use them to empower a service user and to practice applying them
- Understand human development across the life stages and categorise development into 4 areas (PIES) and understand how factors can affect our development
- To gain knowledge of Health and Social Care services and the support they offer individuals

Implementation:

- BTEC Tech Award Health and Social Care curriculum will provide a wide range of learning experiences which are accessible to students of all abilities
- The delivery involves group work opportunities, clearly differentiated tasks, report writing and controlled assessments.
- Students are encouraged to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace.
- PLC's will be used by staff and students to review and reflect on progress and learning
- 'Do now' activities to consolidate principles and develop questioning
- Homework will be regularly given and used to consolidate and extend student knowledge and skills, encouraging students to read and research around the subject/topic area
- Intervention and support are offered across the key stage to help students make their expected progress and achieve success in this subject
- Support is offered through the use of technicians to groups of students, HAPS, SEN, gender groups to extend their understanding of the subject

What will I learn...

Year 9	Year 10	Year 11
<p>Component 1: Human Lifespan and development content: Life stages, growth and development and PIES. Factors affecting lifestyles. Dealing with life events. Project work Pearson set assessments: Broken down into 3 tasks, completed in 6 hours</p>	<p>Component 2: Health and Social Care Services and Values content: Different types of health and social care services. The professionals and services who support children, young people, adults and the elderly. The barriers to accessing health care services. Care values and how they can be applied. Pearson set assessments: Broken down in to 5 tasks, completed in 6 hours</p>	<p>Component 3 - Health and Well Being content: External exam paper preparation. Knowledge linked to factors affecting health and wellbeing. Physiological and lifestyle indicators. Person-centred approach. Recommendations and actions to improve health and wellbeing. Barriers and obstacles which affect recommendations.</p>



What skills will I develop?

- Team/group work
- Exploring case study material
- Working to deadlines
- Presenting information effectively and accurately

What great resources can I use?

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html>
<https://www.scie.org.uk/socialcaretv/latest.asp>
www.ageuk.org.uk/
www.nhs.uk
www.carersuk.org
www.actiononhearingloss.org.uk
www.nhsprofessionals.nhs.uk/Pages/Allied-Health-Professionals.aspx
www.bbc.co.uk/news/health

How will I be assessed?

The course is made up of **three components**: Two internally assessed and one externally assessed.
Component 1: Human Lifespan Development (30%)
Component 2: Health and Social Care Services and Values (30%)
Component 3: Health and Wellbeing (40%). This is a two-hour exam.
Students would be awarded from Level 1 pass to Level 2 Distinction* on completing this course.

Three ways that my parents/carers can help...

- Proof read assignment work
- Encourage to research the topics outside of the classroom
- Go through the task sheet and assessment criteria to help them plan.



Subject	History (Back to contents)	Contact	Mr Mitchell	Exam board	AQA
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Intent:

- Develop students' soft skills such as logical thinking, critical thinking and written and oral communication.
- An inclusive department in which each student feels like they are represented by the curriculum and where students with extra needs or requirements receive bespoke support including help with literacy and numeracy and challenge for all students.
- Allow students to understand how History relates to the present day and the challenges or issues they face in the world.
- Encourage students to identify trends and themes across different periods of History.
- Develop students' historical skills and their understanding of second order concepts.
- Give students the skills to be successful learners so they can know more and remember more.

Implementation:

- Recall activities are embedded throughout the curriculum to help students learn and remember more and to develop their substantive knowledge.
- Challenge is embedded throughout the curriculum using #challenge focusing on using Thinking Hard strategies.
- Scaffolding is offered throughout the curriculum in order to support and encourage students.
- Model answers are offered so students can see best practice in History and aspire to the highest level.
- Numeracy and literacy skills are offered to develop these key learning skills and support a whole school approach to learning.
- Lesson activities model revision strategies in order to develop self sufficient learners.
- Use of Personal Learning Checklists and Key Word Glossaries allow students to take ownership of their learning and revision.
- Regular use of extended writing in class and practice exam questions allow students to develop their exam skills in order to make progress and achieve success in formative assessments and final exams.
- Targeted interventions are used to support underachieving students or to encourage students achieving on or over their targets to excel even further.
- Wider reading is encouraged in order to broaden students' understanding of the topics as well as broader historical context.
- Curriculum is carefully sequenced to help students understand the topics we study through KS3 and KS4, and to support them in developing their knowledge as they move through the curriculum.
- A range of questioning strategies are used to appropriately target and engage students and is used to both support the students who need it and to challenge all students in the classroom. This strategy is also effective in developing the oracy skills of our students.

What will I learn...

Year 9	Year 10	Year 11
Health and the People: Medicine stands still Health and the People: Beginnings of change.. A revolution in medicine, c1800-c1900. Modern medicine Russia – The end of Tsardom 1894-1917 End of Tsardom continued	Russia – Lenin's new society 1917-1924 Russia – Stalin's USSR 1924-1945 Russia – Stalin's USSR 1924-1945 (Continued) Conflict and Tension – Peacemaking 1919-1920 Conflict and Tension – The League of nations and international peace. Conflict and Tension – The origins and outbreak of the Second World War. Origins and outbreak of the Second World War continued	Medieval England: The reign of Edward I Government: the rights of King and people Government: the rights of King and people (Continued) Life in Medieval England Edward I's military campaigns in Wales and Scotland. Edward I- Historic Environment .



What skills will I develop?

- Ability to learn and recall knowledge
- Written communication skills
- Critical thinking
- Understanding how key themes are consistent across a variety of contexts

What great resources can I use?

- <http://www.aqa.org.uk/subjects/history/gcse/history-8145>
 - Contains the full AQA GCSE History specification

[Individual class Google Classrooms are created to support the students in homework tasks and provide wider reading and support materials.](#)

How will I be assessed?

End of unit topic assessment (GCSE style) Plus shorter practice GCSE style questions and content 'tests'

Paper 1: Understanding the modern world & Paper 2: Shaping the nation

Both:

- Written exam: 2 hours
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

Three ways that my parents/carers can help...

One of the keys to success at GCSE and developing an in depth knowledge of the topic is the ability to learn facts to support student judgements about historical individuals, events and developments.

Developing the skill of having an opinion about a topic or individual and being able to support that view with evidence and explanation will support their critical thinking in history.

Equally learning to make inferences and forming interpretations from text and images is a key historical skill.

Being able to read between the lines is something that students can struggle with. You can support your child by engaging them in discussions about the different messages that exist in modern product advertising and political campaigning.



Subject	Creative iMedia – Year 11 2022/23 only (Back to contents)	Contact	Mr Redrup	Exam board	OCR (J817 specification)
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Intent:

For learners to be able to work with confidence and independence to create materials which reflect thoughtful planning, skilled production and perceptive review. They will be able to apply knowledge, understanding and skills in a variety of contexts – exploring and using a range of creative media techniques, identifying and selecting equipment and assets efficiently to create effective media solutions. They will be able to use with confidence suitable features from a range of software commonly found in the workplace and in higher education appropriate to creative media. They will be able to produce work that is complete and coherent, demonstrating originality and with a depth of understanding.

Implementation:

We will facilitate and support students to:

- evaluate the purpose and uses of creative media, and analyse problems encountered in creative media
- understand and use a wide range of creative media terminology correctly
- demonstrate in depth research, analytical and evaluative skills
- interpret and present information with sensitivity to needs and with a flair for effective communication
- work independently and manage time efficiently
- use techniques efficiently to source, select and store appropriate assets effectively, in a wide variety of contexts
- create solutions which demonstrate detailed consideration of target audience and for a specific brief
- confidently use and apply a wide range of techniques to create work that is fit for purpose

What will I learn...

Year 9	Year 10	Year 11
<p>Unit R081: Pre-production skills</p> <ul style="list-style-type: none"> • mood boards, mind maps, visualisation diagrams, storyboards, scripts • interpret client requirements, identify timescales, work plan and production schedule, identify target audience, conduct and analyse research for a creative digital media product • hardware & software, health and safety considerations, legislation, properties and limitations of file formats, suitable naming conventions • review a pre-production document & identify areas for improvement 	<p>Unit R082: Creating digital graphics</p> <ul style="list-style-type: none"> • Learning Outcome 1: Understand the purpose and properties of digital graphics • Learning Outcome 2: Be able to plan the creation of a digital graphic • Learning Outcome 3: Be able to create a digital graphic • Learning Outcome 4: Be able to review a digital graphic <p>Revision Unit R081: Pre-production skills Enter Unit R081 Exam</p>	<p>Unit R087: Creating Interactive multimedia products</p> <ul style="list-style-type: none"> • Learning Outcome 1: Understand the uses and properties of interactive multimedia products • Learning Outcome 2: Be able to plan interactive multimedia products • Learning Outcome 3: Be able to create interactive multimedia products • Learning Outcome 4: Be able to review interactive multimedia products



What skills will I develop?

- evaluate the purpose and uses of creative media
- create solutions which demonstrate detailed consideration of target audience and for a specific brief
- work independently and manage time efficiently
- create solutions which demonstrate detailed consideration of target audience and for a specific brief

What great resources can I use?

Google classroom

<https://www.ocr.org.uk/qualifications/by-type/cambridge-nationals/>

How will I be assessed?

OCR Level 1/2 Cambridge National Certificate in Creative iMedia is made up of four units:

Unit R081: Pre-production skills - Written paper 1 hour 15 mins

- contains a scenario on which all questions are based
- consists of two sections, comprising short answer and extended response questions
- assesses the quality of written communication

Unit R082: Creating digital graphics – Centre assessed task

Unit R091: Students are disapplied from this unit due to time lost to COVID

Unit R087: Creating interactive multimedia products – Centre assessed task

The centre assessed tasks will be practical tasks in the context of an assignment, selected from the OCR bank of set assignments. **All units are worth 25% of the final grade**

Three ways that my parents/carers can help...

Parents should encourage their students to use home computers for academic purposes. If parents work in the IT industry then they should engage with their children about how they use computer systems for product design and marketing.



Subject	Creative iMedia	Contact	Mr Redrup	Exam board	OCR (J834 specification)
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Intent:
For learners to be able to work with confidence and independence to create materials which reflect thoughtful planning, skilled production and perceptive review. They will be able to apply knowledge, understanding and skills in a variety of contexts – exploring and using a range of creative media techniques, identifying and selecting equipment and assets efficiently to create effective media solutions. They will be able to use with confidence suitable features from a range of software commonly found in the workplace and in higher education appropriate to creative media. They will be able to produce work that is complete and coherent, demonstrating originality and with a depth of understanding.

Implementation:
We will facilitate and support students to:

- evaluate the purpose and uses of creative media, and analyse problems encountered in creative media
- understand and use a wide range of creative media terminology correctly
- demonstrate in depth research, analytical and evaluative skills
- interpret and present information with sensitivity to needs and with a flair for effective communication
- work independently and manage time efficiently
- use techniques efficiently to source, select and store appropriate assets effectively, in a wide variety of contexts
- create solutions which demonstrate detailed consideration of target audience and for a specific brief
- confidently use and apply a wide range of techniques to create work that is fit for purpose

What will I learn...

Year 9	Year 10	Year 11
<p>Unit R093 Creative iMedia in the media industry In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. This unit underpins the whole course so we start here.</p> <p>Unit R094 Visual identity and digital graphics In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.</p>	<p>Unit R094 Visual identity and digital graphics Content revisited then coursework completed.</p> <p>Unit R097 Interactive digital media In this unit you will learn how to plan, create and review interactive digital media products.</p>	<p>Unit R097 Interactive digital media Content revisited then coursework created.</p> <p>Unit R093 Creative iMedia in the media industry Content revisited then exam taken in the summer.</p>



What skills will I develop?

This qualification will help you to develop knowledge, and understanding relating to different sectors, products and job roles that form the media industry. You will learn how media codes and conventions are applied to create digital media products which engage audiences. You will also learn the purpose of, and reasons for legislation applicable to the media industry and what media producers must do to comply with this legislation. In addition, you will gain an understanding of the properties and formats of media files.

What great resources can I use?

Google Classroom

<https://www.ocr.org.uk/qualifications/by-type/cambridge-nationals/>

How will I be assessed?

OCR Level 1/2 Cambridge National in Creative iMedia is made up of three units:

- **Unit R093 Creative iMedia in the media industry** – 1h 30 minute external exam, worth 40% of the marks, taken at the end of the course
- **Unit R094 Visual identity and digital graphics** – centre assessed coursework task, worth 25% of the marks
- **Unit R097 Interactive Digital Media** – centre assessed coursework task, worth 35% of the marks

The centre assessed tasks will be practical tasks in the context of an assignment provided by OCR.

Three ways that my parents/carers can help...

Parents should encourage their students to use home computers for academic purposes. If parents work in the IT industry then they should engage with their children about how they use computer systems for product design and marketing.



Subject	Mathematics (Back to contents)	Contact	Mrs Neethirajan	Exam board	Edexcel
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Intent:
Encouraging students to have enquiring minds by supporting them to see links between different areas of mathematics and how they can be used in the real world. Students should leave Year 11 as independent, creative thinkers who will be better equipped to solve problems they encounter.

Implementation:
The mathematics GCSE curriculum is designed in a spiral structure which builds on learnt skills to develop good practice as the demands increase. This has the advantage of allowing students to feel more supported whilst also allowing more confident students to stretch themselves. Regular recall of previous skills will allow students to consolidate their learning. This will increase recall confidence leading to an improved examination performance.

What will I learn...

Year 9		Year 10		Year 11	
Core curriculum: Calculating, numbers and the number system Calculating space Algebraic proficiency Proportional reasoning Fractions, decimals and percentages Patterns and sequences Investigating angles Area, perimeter and volume Graphs Probability Solving equations and inequalities Data handling and statistics	Extension topics: Trigonometry Proof and conjecture Combinations and permutations Kinematic graphs	Foundation: Algebraic manipulation, expressions & formulae. Lines, Angles and Polygons. Data handling and statistics Constructions, bearings and loci Laws of indices Plans and elevations Units of measure Use of a calculator Probability Percentages Ratio and scale Linear graphs Real life graphs Patterns and sequences	Higher - all that is covered in foundation plus the following: Congruency Surds Solving quadratic equations Inequalities and set notation Non-right-angled trigonometry	Foundation: Similarity and congruence Area, perimeter and volume Transformations Pythagoras' theorem and trigonometry Linear equations and inequalities Standard index form Percentages Direct and inverse proportion Quadratics Simultaneous equations Non-linear graphs Vectors Upper and lower bounds Proof	Higher - all that is covered in foundation plus the following: Non-right-angled trigonometry Cones, pyramids and spheres Similar shapes Graphical inequalities Composite functions Iteration Graph transformations



What skills will I develop?

AO1 – using and applying standard techniques

AO2 – reasoning, interpreting and communicating mathematically

AO3 – solving problems in mathematical and non-mathematical contexts

What great resources can I use?

<http://www.hegartymaths.com>

<https://www.drfrostmaths.com/>

<http://nrich.maths.org>

How will I be assessed?

- Two tiers are available: Foundation and Higher (content is defined for each tier).
 - The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.
 - Paper 1 is a non-calculator assessment; Paper 2 and Paper 3 are calculator assessments
 - Each paper is 1 hour and 30 minutes long and each paper has 80 marks.
- Students will be regularly assessed using past exam questions. This will be through half-termly mini tests and PPE examinations that closely mimic the demands of the GCSE papers.

Three ways that my parents/carers can help...

Parents can regularly check their child's exercise book. If you look for the latest coloured marking grid, you will see the topics that your child needs to work on to improve. They can also access homework assignments by using Bromcom.



Subject	Music (Back to contents)	Contact	Mr Butchers	Exam board	EDUQAS
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Intent:

To cultivate an understanding and appreciation for music and develop ourselves as individuals & members of society; developing skills for the world of work & life in general.

- Enrich student’s cultural capital through experiences of live performance, professional work, visiting venues and inviting professional artists
- Empower independent and creative learners who are able to appreciate music as a form of expression
- Curriculum allows students to become critical observers of music through developing an understanding and exploration of performance skills range of styles, techniques and professional works

Implementation:

Music is taught with a “practical first” approach for both performance and composition and performance and composition tasks are set to be bespoke for each student. Students will actively listen to music and be able to develop a significant musical vocabulary to describe music. Students will deeply familiar with the relevant music theory that is required by the course.

What will I learn...

Year 9	Year 10	Year 11
<p><i>Music for Stage and Screen</i>, including a wide understanding of many compositional devices and how this can create an effect in both stage and screen</p> <p><i>The History of Music</i></p> <p><i>Music from Around the World</i></p> <p><i>Composition Skills</i></p> <p><i>20th Century Music</i></p> <p><i>Mini set work- Killer Queen</i></p> <p><i>Song Writing</i></p> <p><i>Solo and ensemble performances</i> permeate the curriculum</p>	<p><i>Composing skills - composing to a brief</i></p> <p>Set works: <i>Africa</i></p> <p>Understanding the key musical characteristics of these this set work.</p> <p><i>Composing skills - Composing music to a word setting.</i></p> <p>Set work: <i>Badinerie</i></p> <p>Understanding the key musical characteristics of these this set work.</p> <p><i>Composing skills - Composing given a free brief</i></p>	<p>Wider listening skills</p> <p>Composition 1: To a brief given by the exam board</p> <p>Set work revision and wider listening based on film music and music for ensemble</p> <p>Set work revision and wider listening based on film music and music for ensemble</p> <p>Composition 2: A free composition</p> <p>Set work revision and wider listening based on film music and music for ensemble, examination technique</p> <p>Set work revision and wider listening based on film music and music for ensemble, examination technique</p>



What skills will I develop?

Performing, composing, listening and appraising music.

What great resources can I use?

A significant amount of information, listening guides and own recordings can be found on the Google Classroom

How will I be assessed?

Performing (30% - Coursework)

Students are required to perform on an instrument or as a singer and ***should be performed at grade 3 standard***. This can be on any instrument and in any style.

Composing (30% - Coursework)

Students are required to submit two compositions for this part of the GCSE. There must be at least three minutes' worth of music from both compositions.

Listening and Appraising (40% - Exam)

This is the only part of the GCSE that is an examination.

Over the two years, students study pieces of music ranging in style from classical music to popular music and music from other cultures. They are expected to study in detail two set works.

In the 1 ¾ hour exam, which takes place at the end of Year 11, students are played extracts of selected unheard music and answer questions on the music.

Three ways that my parents/carers can help...

Parents should support their child by actively listening to them rehearse their instrument.



Subject	Physical Education (Core) (Back to contents)	Contact	Mr Hibbins	Exam board	N/A
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Intent:

To provide a broad and balanced programme which allows students to develop skills and tactics in a variety of invasion, net and wall games and individual activities. To be confident enough to transfer skills between game activities and lead small sessions to their peers.

Implementation:

Through the activities the students are learning, they will take on different roles within their group. Warm up coach, skills leaders, captain etc.
Through question and answer techniques, a deeper knowledge of the rules will enable students to lead more of the officiating side of the game which will promote fair play and sportsmanship.

What will I learn...

Year 9	Year 10	Year 11
<p>Students complete a compulsory half term on each of the following activities.</p> <p>Focus: Tactics and game strategies.</p> <p>Developing outwitting skills: Contact Rugby Football Basketball Badminton Netball Cricket Rounders Tennis</p> <p>Developing how to increase fitness: Fitness Developing excelling skills: Athletics: Developing leadership skills: Sports Games and Leadership</p>	<p>Students in year 10 will continue with some programmes of study from year 9. The main purpose in the selection of these activities is to support GCSE attainment. However, they will also offer greater variety to students and hopefully stimulate greater enjoyment of their experiences with us.</p> <p>Focus: Tactics, game strategies and keeping fit</p> <p>Mastering outwitting skills: Contact Rugby Football Basketball Badminton Netball Cricket Rounders Tennis Volleyball Handball</p>	<p>Students choose a sporting pathway that looks to lean on and develop their KS3 and earlier KS4 sporting, tactical and gameplay understanding through a variety of sports, games and fitness lessons. Students are encouraged to choose a sporting pathway that will help engage them in core PE and create a student who is active for life.</p> <p>Focus: Keeping fit, Active for Life, Tactical understanding, Gameplay</p> <p>Keeping fit: Fitness, Dance and Well-being Outwitting opponents: Invasion games, Contact Rugby, Football, Basketball, Dodgeball, Handball and Netball Net and Wall games: Badminton, Volleyball and Table Tennis Striking and Fielding games: Rounders and Softball</p>



What skills will I develop?

You will develop a variety of sports skills from the range of offered sports such as dribbling, passing, tackling as well as hand-eye co-ordination. You will also develop essential skills that are used outside of PE such as team work, communication, independent working skills and resilience.

How will I be assessed?

Students are not directly assessed in these activities; however, they are constantly given feedback to improve their overall performance and health.

What great resources can I use?

www.bbc.com/education

www.bbc.co.uk/sport

Three ways that my parents/carers can help...

You can support your child by making sure they are fully prepared to take part in all activities (This includes having the correct PE kit) and to encourage them to be active outside of school life.



Subject	Physical Education (Back to contents)	Contact	Mr Hibbins	Exam board	Edexcel & OCR
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Intent:

- To develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance.
- To understand how the physiological and psychological state affects performance in physical activity and sport.
- To perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- To develop the ability to analyse and evaluate to improve performance in physical activity and sport.
- To understand the contribution that physical activity and sport make to health, fitness and well-being.
- To understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

Implementation:

Students, of all abilities, to achieve success within a safe, caring and supportive environment which includes catering for all abilities. To provide students with secure physical and healthy living foundations for work, higher education and adulthood which will enable them to further their education, specialising in a sporting degree. Students to be motivated and enjoy dynamic, varied PE lessons through individual and group tasks which develop confidence in becoming leaders and officials, as well as participants. To establish clear expectations which drive academic success through questioning and answering tasks. Through regular monitoring and feedback, students, parents and teachers, will know the progress they are making and what they can do to improve further.

What will I learn...

Year 9	Year 10	Year 11
<p>Health, Fitness and Well-being Physical, emotional and social health benefits. Lifestyle choices and impact on performance Balanced diet and diet in sport</p> <p>Applied Anatomy Skeletal System – functions of skeleton, classification of bones, identification of bones, role of ligaments and tendons Muscular System – functions of muscles, location of muscles, how they work as pairs, types Cardiovascular System – functions, structure, vessels, vascular shunting, transport of blood Respiratory System – composition of air, lung volumes, location, structure and function of components, energy sources.</p>	<p>Physical Training Components of fitness and fitness testing Long and Short term effects of training and injuries Component 1, Topic 2: Movement Analysis Lever systems and planes of movement Component 2, Topic 2: Sport Psychology Classification of skill, types of guidance and feedback</p>	<p>Theory: All topics are recovered through revision. Focus is on examination questions and exam techniques. Practical: Student focus on their chosen sports and prepare for assessments.</p>



What skills will I develop?

During GCSE PE practical you will develop a range of practical sports skills and tactics including Passing, Dribbling, Shooting, Understanding of positions and tactical analysis.

During GCSE PE theory you will develop the skills of writing long answered exam questions, interpreting information and data, recall of knowledge, speaking, reading and listening.

What great resources can I use?

www.bbc.com/education

www.bbc.co.uk/sport

Students have access to My PE Exam which is an online revision tool

How will I be assessed?

Theoretical Component (60%)
Practical Component (30%)
Coursework Component (10%)

Three ways that my parents/carers can help...

Encourage an enquiring mind towards sport and the media.

Discuss with your child their work and asking them to explain the principles of what they are trying to achieve.

Discuss relevant issues in sport and the media. Example could be who should host the next Olympics and why? Encourage your child to get actively involved in sport and activities to promote a healthy lifestyle



Subject	Physical Education – Cambridge Nationals	Contact	Mr Hibbins	Exam board	OCR
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- Intent:**
- To apply theoretical knowledge about different types of sport and physical activity, skill development and sports leadership to their own practical performance.
 - To learn about the contemporary issues in sport such as funding, participation, eth and role models, and sport and the media.
 - To develop and appreciation of the importance of sport locally and nationally, different ways of being involved in sport and how this shapes the sports industry.
 - To perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.

Implementation:
Students, of all abilities, to achieve success within a safe, caring and supportive environment which includes catering for all abilities. To provide students with secure physical and healthy living foundations for work, higher education and adulthood which will enable them to further their education, specialising in a sporting degree. Students to be motivated and enjoy dynamic, varied Cambridge National PE lessons through individual and group tasks which develop confidence in becoming leaders and officials, as well as participants. To establish clear expectations which drive academic success through questioning and answering tasks. Through regular monitoring and feedback, students, parents and teachers, will know the progress they are making and what they can do to improve further.

What will I learn...

Year 9	Year 10	Year 11
<p>R051: Developing Sports Skills</p> <ul style="list-style-type: none"> • Able to use skills, techniques and tactics as an individual + team performer in a sporting activity • Able to officiate in a sporting activity • To apply practice methods to support improvement in a sporting activity <p>R054: Sport and the media</p> <ul style="list-style-type: none"> • Know how sport is covered across the media • Understand the positive effects that media can have on sport • Understand the negative effects that media can have on sport • Understand the relationship between sport and the media • Able to evaluate media coverage of sport 	<p>R051: Contemporary issues in sport</p> <ul style="list-style-type: none"> • Understand the issues which affect participation in sport. • Know about the role in sport in promoting values • Understand the importance of hosting major sporting events • Know about the role of national governing bodies in sport <p>R053: Sports Leadership</p> <ul style="list-style-type: none"> • Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership • Able to plan and deliver a sports activity session <p>Able to evaluate their own performance in delivering a sports activity session</p>	<p>R054: Sport and the media</p> <p>Revision R051: Contemporary issues in sport</p>



What skills will I develop?

During practical sessions students will develop a range of sports skills including Passing, Dribbling, Shooting and Tackling. They will also develop their leadership and coaching skills through planned and delivered sessions to their peers.

During the theory based sessions students will develop researching skills, reading, writing and typing skills. Students will also develop practical analysis skills, which will allow them to analyse practical sporting performances.

What great resources can I use?

Google Classroom based resources

[Cambridge Nationals - Sport Studies Level 1/2 Award/Certificate - J803, J813 - OCR](#)

How will I be assessed?

OCR Level 1/2 Cambridge National Certificate in Sport Studies is made up of four units:

Unit R051 Contemporary issues in sport

Written paper 1 hour, OCR set and marked - Multiple choice questions, short answer questions and 1x 8 mark essay

Unit R052 Developing sport skills – Centre assessed task

Unit R053 Sports Leadership – Centre assessed task

Unit R054 Sport and the media – Centre assessed task

The centre assessed tasks will be practical tasks in the context of an assignment, selected from the OCR bank of set assignments. All units are worth 25% of the final grade

Three ways that my parents/carers can help...

- Encourage an enquiring mind towards sport and the media.
- Discuss with your child their work and asking them to explain the principles of what they are trying to achieve.
- Discuss relevant issues in sport and the media. Example could be who should host the next Olympics and why? Encourage your child to get actively involved in sport and activities to promote a healthy lifestyle



Subject	Religious Studies (Back to contents)	Contact	Mr Greener	Exam board	Edexcel
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Intent:

Teaching and learning will infuse a passion within students to explore and understand other people's beliefs, values and cultural practices.

- Students will become well rounded individuals who can confidently express their own beliefs and values while remaining open-minded to those of others.
- Students will find truth and beauty in the human search for identity and purpose found in religion.
- Students will be 'able to think' - to use their critical faculties to evaluate and filter information to which they are exposed.
- Students will gain understanding of the breadth of belief and practice within religions.
- We will recognise and celebrate British values as lived out in a multicultural society.
- Students will be given opportunities to learn from authentic faith representatives.

Intent of PSHE and SRE

- Students will be able to make positive, informed life choices.
- They will learn the importance of high self-esteem, human dignity and self-care. Pressures on young people will be identified and explored.

Implementation:

- Lessons will encourage students to wrestle with 'big questions' relating to meaning, identity and morality.
- Target language will be an ongoing focus, including key terms and analytical language.
- Students will be taught how to use research materials including books, online sources, revision guides and Kerboodle.
- Higher ability students will be stretched through questioning, choices of tasks, and, where appropriate, group leadership.
- Assessments are standardised across the team to ensure they are appropriate and that all students can be challenged.
- Students will receive formal feedback at least twice in a half term and respond with a significant piece of improvement work.
- All assessments will be opportunities for formative practice.

What will I learn...

Year 9	Year 10	Year 11
Belief in Allah Living the Muslim Life Belief in God Living the Christian Life Living the Christian Life Marriage and Family Life (Islam) Including PSHE	Crime and Punishment (Christianity) Matters of Life and Death (Islam) Peace and Conflict (Christianity)	



What skills will I develop?

There are four sets of a-d questions to test students' knowledge of religious teachings and beliefs, as well as their ability to evaluate and analyse different religious, secular and humanist perspectives.

What great resources can I use?

Google classroom code: ifya3ui

Both text books used for the course are available to students on Kerboodle free of charge.

How will I be assessed?

GCSE style questions – 2 full questions per unit.

Three ways that my parents/carers can help...

- Engage in discussion with the student about different ethical issues.
- Encourage students to share with you what they have learnt in the lesson and question their understanding.
- Provide a quiet, focused environment for completion of homework.



Subject	Science (Back to contents)	Contact	Mr James	Exam board	AQA
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Intent:

- Science will be taught through hands on experiences and excitement to generate enthusiasm.
- Success at GCSEs will be the target by harnessing the enthusiasm generated in lessons.
- Students will be given the opportunity to develop excellent recall, analysis, understanding and bridging skills.
- Students will have exposure to the significance of science in the modern world including careers, scientific thinking and future global issues.
- Quality first teaching and assessment for learning will be imbedded within the learning experience.

Implementation:

- Students will be taught by subject experts delivering effective, quality first lessons.
- Students will receive regular feedback in order to demonstrate progression and to facilitate further development of scientific knowledge and understanding.
- Students will develop skills and knowledge in a stepwise fashion as they progress through the course(s).
- Students will be encouraged to take pride in their work, teachers will both praise and reward effort as well as achievement.

What will I learn...

Year 9	Year 10	Year 11
Energy and Efficiency	Atoms and Radiation	Momentum
Atomic Structure	Materials gases and kinetic theory	Chemistry of the atmosphere
Animal Organisation	Energy electrolysis	Pressure and moments
Forces	Enzymes	Astrophysics
Bonding Structure and Properties	Waves	Using resources
Plant Organisation	Calculations	
Mechanics	Photosynthesis	
Cells	Forces	
Simple Electric Motors	Rates of reaction	
Reactivity of Metals	Respiration	
Cell Transport	Circuits	
Materials and Changes of State	Organic chemistry	
Reactions of Acids	Inheritance/genetics	
Cell Division	Energy efficiency	
Periodic Table	Chemical analysis	
Infectious Disease	Ecosystems	
Energy Efficiency	Quantitative (Chemical Calculations)	



What skills will I develop?

Students will develop scientific skills through 4 key strands:

Analysis, Communication, Enquiry and Problem solving.

Students will develop these skills through the 'Big Ideas' principle. Within each 'Big idea' there are several smaller topics of content to be taught.

Principles and models which connect these concepts to everyday applications are at the heart of what we teach at MESiR.

What great resources can I use?

BBC Bitesize Science, Cyberphysics.com

Isaac Physics

Seneca Learning/GCSE Pod

How will I be assessed?

Triple Award Science (sometimes known as 'Separate Sciences' or 'Single Sciences') is where students study all three sciences and end up with three GCSEs.

Double Award Science (also known as 'Combined Science' or 'Trilogy') is where students study all three sciences (Biology, Chemistry and Physics) but end up with two GCSEs.

Assessment is based around an end of unit topic, alongside formative assessment as you progress through the unit.

During calendared assessment weeks, you will sit an assessment which will cover all of your learning up to this point.

Year 10 will sit 1 calendared PPE exam while Year 11 will sit 3 PPE exams.

Three ways that my parents/carers can help...

- Discuss the experiments they do in school with them
- Go to the National Science Museum (its free)
- Join in with their revision for their topic tests.



Subject	Spanish (Back to contents)	Contact	Ms Bruna	Exam board	AQA
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Intent:

- *Cultural understanding and enrichment:* learning languages gives opportunities to question and to break down prejudices and stereotypes. It allows students to celebrate differences and similarities between different cultures and languages, thus increasing tolerance. It can develop pupils' curiosity and awareness of the Spanish speaking world.
- *Linguistic confidence:* by focusing on communicating in Spanish, confidence and self-esteem can improve. It will also help students to improve in their ability to speak publicly.
- *Transferable skills:* students can work collaboratively improving teamwork and communication skills, negating meanings and developing analytical skills.
- *Employability:* an awareness of other languages (even if you are not using it fluently or every day as part of a job) can demonstrate the ability and willingness to communicate with a global market.
- *Self-fulfilment:* learning a language improves confidence, understanding of their own language (literacy), spotting patterns and applying them to new vocabulary (numeracy) and gives your brain a boost.

Implementation:

Student will be able to engage with the curriculum by working towards:

- Developing their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy.
- Expressing and develop thoughts and ideas spontaneously and fluently.
- Listening to and understand clearly articulated, standard speech at near normal speed.
- Deepening their knowledge about how language works and enrich their vocabulary across a wide range of contexts.
- Acquiring new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, including literary texts.
- Developing awareness and understanding of the culture and identity of the countries and communities where the language is spoken.
- Developing language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment.

What will I learn...

Year 9	Year 10	Year 11
Holidays and Travel Relationships and Daily Routine School, Work and Careers <i>End of year cultural project</i>	Technology, TV, Cinema, Music and Free Time Town, Region and House Healthy Living Food, Celebrations and Special Events <i>End of year cultural project</i>	Environmental and Social Issues Revision: Identity and culture Revision: Local, national, international and global areas of interest Revision: Current and future study and employment



What skills will I develop?

Students will develop speaking, writing, reading and listening in Spanish, along with their cultural competences, problem-solving skills, teamwork, literacy and numeracy.

What great resources can I use?

- www.linguascope.com - password and username to be shared in class.
- Google Classroom:
 - ✓ Notices and important information.
 - ✓ Links to online resources.
 - ✓ Revision resources.
 - ✓ All resources from lessons will also be available in Google Classroom and we strongly advise students to check weekly.
- <https://www.gcsepod.com/> - GCSE Pod

How will I be assessed?

Paper 1: Examination - Listening: 25% of GCSE
Paper 2: Examination - Speaking: 25% of GCSE
Paper 3: Examination – Reading: 25% of GCSE,
Paper 4: Examination – Writing: 25% of GCSE

Three ways that my parents/carers can help...

Even if you don't speak a word of Spanish you can help:

- Test them on the meanings of Spanish words/sentences when they have to learn vocab or grammar
- For longer pieces of writing, ask them to talk you through the plan of their work in English before they start – to make them think about the structure of what they write
- Ask them to show you where they have included the elements required by the mark scheme to get the grade they are aiming for.
- If they are doing reading or listening, get them to summarise what the text/extract is about in English – how fluently can they talk about it?
- Ask them what certain words mean – how spontaneously can they answer you?
- If they are preparing a speaking exam – listen to them for 10 minutes 2-3 times a day so they become confident in their topics.



Subject	Unit Award Scheme (Back to Contents)	Contact	Mr D Hood
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Curriculum Intent:

- To allow access to education to those who may otherwise struggle in identified lessons
- Targeted support to students to enable success
- Official certification issued upon completion of unit Extensive unit of study available to study for all types of students, despite
- Allows students flexibility in how they complete their unit, for example project books, PowerPoints, presentations, or practical work.
- To develop knowledge and understanding in a variety of areas, giving flexibility on specific topics within an area of choice.
- To develop wider skills to help them post 16 including training, employability, and knowledge in specific areas to support potential careers and jobs.

Curriculum Implementation:

- For students of all abilities to achieve success in an area which interests them. AQA sessions to be completed around studies, or allocated periods as selected by the Head of Year.
- For selected sessions to be fully supported, alongside independent sessions.

What will I learn...

Students can be offered the opportunity to complete a unit award as part of their bespoke curriculum to fit their needs. As part of this scheme students can identify units that fit their individual learning interests. UAS has been offered by AQA as a recording of achievement scheme for over 30 years. It is a tried and tested means by which learners, no matter what their age or ability, can have their achievement formally recognised.

<p>What skills will I develop?</p> <ul style="list-style-type: none"> • Practical work such as bricklaying and engine building • Where possible the opportunity to meet with external professional in their field of expertise (if appropriate) to support the completion of their unit. 	<p>How will I be assessed?</p> <p>Assessments can be completed in a variety of way as long as students can evidence their work in line with the criteria. Units generally comprise of 4 – 8</p>
<p>What great resources can I use?</p> <p>AQA Programmes Unit Award Scheme</p>	<p>Ways that my parents/carers can help...</p> <ul style="list-style-type: none"> • To encourage research at home to support school learning • To identify potential units of interest • To ask questions regarding the topic to improve knowledge and interest.