HAYDON SCHOOL

HAYDON SCHOOL

KS4

YEAR 9, 10 &11

CURRICULUM GUIDE 2021-22

ACHIEVING
INDIVIDUAL EXCELLENCE
IN A CARING COMMUNITY

WELCOME
TO KEY STAGE 4

Intent of the KS4 Curriculum at Haydon School
The intent of our curriculum is to provide students and families with a wide and fully inclusive range of subjects at KS4 which reflect the demands of local and global communities. It is also vital that our curriculum provides students with the opportunity to pursue their own goals and interests using a wide range of subjects with a variety of assessment styles to maximise student success.

The most significant intent of our curriculum is to ensure students are fully prepared both academically and emotionally for their examinations and future life after school, as a result we deliver the KS4 curriculum over 3 years. We believe that this additional time to complete course content allows students to explore subjects more fully whilst also removing some of the pressures for students as they are better prepared and calmer for exams. It also allows greater time for extracurricular opportunities and the opportunity to explore higher level content. We also feel that pursuing academic interests at Year 8 gives students a focus and a drive which helps stimulate engagement.

The Implementation of our curriculum
Core subjects account for 40% of taught lessons across a fortnight. Optional subjects (including science) account for 60% of taught lessons. Students are free to select up to 6 optional subjects. Within this students must select either trilogy of the separate Sciences.

The formal curriculum beyond subjects is led by the: The Pastoral team; Careers advisor; PSHE / Citizenship coordinator and other Curriculum staff. This includes work experience for year 9 and 10 students; Reading Marathon of 26 articles in Year 10; PIXL Power to Perform, Endurance and Stamina; Sports Day- for year 9,10,11; Futures provisions including Post 16 evenings, C.V. and personal statement creation workshops, Mock interviews and an Apprenticeship program. Students will also have the opportunity to engage with many activities to develop their wider knowledge and cultural experiences such as Year 9 Camp; visiting speakers and watching live performances to name but a few.

The Impact of our curriculum.
We aim that all students will develop the appropriate knowledge and skills to move forward to the next stage of their curriculum, students will be able to successfully enter the world of work or further education when they leave Haydon, and our progress and achievement measures will be above the National average for our students. Our curriculum will ensure that students leave Haydon prepared for the next phase of their lives, entering the best Universities and careers. We want our students to be ready for the next steps in their lives, embodying the schools values of Excellence, Respect, Perseverance, Community and Kindness with a pride to have been part of Haydon school.

Entering Year 9 will mark a major change in your education as you are now able to make a choice regarding some of the subjects you will take. This is an exciting opportunity and you should take time to consider all the options fully.

Compulsory Subjects
The compulsory subjects you will follow through to the end of your GCSE's are courses in Mathematics, English Literature and English Language and Religious Education. Along with these core subjects you will also have to continue to study Science either as a double or a triple option. You will also continue to take part in a core PE offer although this will not lead to a qualification.

Optional Subjects
You will have the choice of selecting up to four other subjects, depending on your Science choice. It is important that you carefully read the information about the option subjects, especially those that you have not had the opportunity to study before.

English Baccalaureate (EBacc)
Whilst the government would like every child to study for the EBacc at Haydon we want to give all students the widest curriculum possible to suite their individual needs, as a result studying EBacc subjects is not compulsory. However it is worth noting, when making your GCSE choices, that these subjects are the ones most regularly asked for by college and university courses. You don't need to have studied all of these to go to university, but having your GCSE mix steered towards the EBacc subjects will help keep your options open The EBacc subjects are:

- English
- Mathematics
- The Sciences (including computer science)
- History or Geography
- Modern or ancient foreign languages.

Advice
You need to take the options process very seriously. Please read this booklet carefully, even if you think you know what subjects you want to do, make sure that you make time to talk to the appropriate staff during the options evening and if possible talk to students in Years 9, 10 and 11 who are currently studying the subject.
All routes are subjects are equally valid, make sure that you choose the route where you think you can achieve greatest success, in terms of your results and enjoyment. The best advice is to select subjects that you think you will enjoy and will be successful in; not the subjects your friends are doing.

Sixth Form Routes at Haydon School
The passport to most courses on offer after you are 16 will be six GCSE passes at level 4 to 9 in five or more subjects. It is important that you make the right choice for you. English and Mathematics at level 4 will be necessary to study Advanced Level courses.

NOTE: We try to meet every student's option choices but in some cases this is not possible. Sometimes student's choices do not fit in with the pools set up. Also, sometimes courses are cancelled due to insufficient students taking that option. In both of these situations students will be contacted and asked to make an alternative choice. Students will need to have indicated a reserve subject on their option choice form, should such a situation arise.

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HAYDON SCHOOL

FACULTY: ART, DESIGN & TECHNOLOGY

FINE ART

THE INTENT OF THE ART CURRICULUM

In this subject we feel that it is important to teach our students to appreciate the importance of art, to understand that it is a prominent part of our lives and without it we would not be able to function and communicate in the ways that we are used to, for example through advertising, architecture, products, clothing and fashion, paintings and sculptures we are able to develop innovative ideas into real life things through drawing and the use of the formal elements. Art is all around us and we must learn to understand that it appears in lots of different forms. We want students to enjoy making art and to be confident and proud of the work that they produce, they should accept that art can be expressive as well as highly realistic and that their ideas are paramount in the design process.

As a team we are dedicated to ensuring that our curriculum content enriches all of our students. Every year we review the outcomes from all projects and make improvements to our schemes of work. We are committed to developing our schemes of work to ensure that students can achieve their full potential.

THE IMPLEMENTATION OF THE ART CURRICULUM

SYLLABUS: EDEXCEL FINE ART

Students are often very enthusiastic when they commence their GCSEs, it is for this reason that we begin with challenging observational drawing, students are keen to impress their teachers and peers and we have found that the work produced during this period is outstanding and something that we can use to judge their future efforts on. Over the years we have purchased many interesting and somewhat obscure objects. We aim to challenge our students and show them various examples of older student's work. We produce exemplar sketchbooks and use these valuable tools in lessons to demonstrate the skills needed to excel in this subject. Throughout the GCSE course we encourage our students to use a range of media. Skills in media are demonstrated by the teacher and then students are given time to experiment whilst being guided by their teacher.

Students will have 5 x 1 hour lessons over the two week timetable.

Term	Year 9	Year 10	Year 11
Autumn term	Drawing skills	Structures	Viewpoints continued
Spring term	Drawing skills, experimenting with media	Growth Mindset sculpture project	Externally set assignment
Summer term	Theme: Structures	Theme: Viewpoints Summer exams	External Exams

THE IMPACT OF THE ART CURRICULUM:

Building an appreciation for art and design and its importance in the world that we live in.

Encouraging our students to express their ideas and to understand that some art work may not be what they perceive to be 'good' and to be able to justify their opinion whilst still being respectful.

WAYS IN WHICH PARENTS CAN HELP:

Ensuring that your child has essential equipment e.g a range of drawing pencils and pens, good quality colouring pencils, visit exhibitions and galleries, encourage your child to practise drawing from observation.

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FOOD
PREPARATION AND NUTRITION

THE INTENT OF THE FOOD CURRICULUM

Food Preparation and Nutrition equips students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages students to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others, affordably and nutritiously, now and later in life.

The intent of the first year is to lay a foundation of food knowledge and practical skills recapping and extending concepts taught at KS3.

The intent of the second year of the course is to build on the foundation knowledge developed by students through the more detailed focus on:

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

THE IMPLEMENTATION OF THE FOOD CURRICULUM

SYLLABUS: WJEC/ EDUQAS

Students will have 5 x 1 hour lessons over the two week timetable.

Term	Year 9	Year 10	Year 11
Autumn term	Foundation - concentrates on Food Commodities and Principles of and includes as much practical work as possible in Year 9 to cover the 20 skills required in the GCSE.	Half Term 1 - Fruit And Veg Half Term 2 - Dairy	Assessment 1: The Food Investigation Assessment A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.
Spring term		Half Term 3- Cereals Half Term 4 - Proteins	Assessment 2: The Food Preparation Assessment Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.
Summer term		Half Term 5 – Fats And Sugars Half Term 6 - Soya, Tofu, Beans, Nuts And Seeds Summer Mocks	External Exams

THE IMPACT OF THE FOOD CURRICULUM:

Component 1: Principles of Food Preparation and Nutrition

Written examination: 1 hour 45 minutes = 50% of final grade

Component 2: Food Preparation and Nutrition in Action = 50% of final grade

Non-examination assessment: internally assessed, externally moderated

Assessment 1: 8 hours = 15%

Assessment 2: 12 hours= 35%

WAYS IN WHICH PARENTS CAN HELP:

Parents can help by encouraging students to cook a different meal each week and explore the science behind the dish

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FACULTY: ART, DESIGN & TECHNOLOGY

CONSTRUCTION

THE INTENT OF THE CONSTRUCTION AND THE BUILT ENVIRONMENT CURRICULUM

The Construction course offers pupils an opportunity to acquire skills, knowledge and understanding of a number of trades within the construction industry.

The main focus of year 9 is to motivate and inspire pupils to engage with the course. Pupils develop their accuracy and attention to detail when measuring, marking, drawing, cutting and finishing a variety of materials skills. These skills and knowledge are key to success in many of the practical tasks across the course during Year 10 and 11. In year 10 and 11 we cover all 4 units essential for pupils to pass the course.

THE IMPLEMENTATION OF THE CONSTRUCTION AND THE BUILT ENVIRONMENT CURRICULUM

EXAM BOARD: EDEXCEL

Pearson BTEC Level 1/Level 2 First Award in Construction and the Built Environment

Students will have 5 x 1 hour lessons over the two week timetable.

Term	Year 9	Year 10	Year 11
Autumn term	Modelling Structures Construction Technology	Carpentry & Joinery Maths & Science Construction Technology	Construction & Design
Spring term	Mechanical Timber Fittings. Kitchen Cupboards Construction Technology	Carpentry & Joinery Maths & Science Construction Technology	Construction & Design Construction Technology Exam
Summer term	Introduction to Plumbing & Electrics Construction Technology	Carpentry & Joinery Maths & Science Construction Technology Exam	Construction & Design

THE IMPACT OF THE CONSTURCTION CURRICULUM:

Students progress and learning in the subject will be assessed formally between a combination of coursework and an external exam. Students will be internally assessed throughout the course on a variety of construction related tasks, these include introductory tasks and formal assignment briefs. Students will also complete written tasks, presentations, drawing trasks in-class practice papers.

WAYS IN WHICH PARENTS CAN HELP:

It would be very helpful if parents can support their childens' progress by ensuring all homework is completed on time and to a high standard, as homework that is set links in to the course content. To be successful on the course students need an understanding of and skills in different drawing techniques. We encourage students to watch youtube videos showing how to complete a variety of different carpentry tasks like cutting different types of wooden joints or showing how to construct orthographic and perspective drawings.

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FACULTY: ART, DESIGN & TECHNOLOGY

PRODUCT DESIGN

Resistant Materials & Graphic Products Combined

THE INTENT OF THE PRODUCT DESIGN CURRICULUM

GCSE Design & Technology enables students to understand and apply the iterative design processes through which they explore, create and evaluate a range of outcomes. They should be prepared to use creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

They will also continue to expand their theory knowledge from KS3, gaining a deeper understanding of different materials and manufacturing processes. Students will develop an understanding of how manufacturing impacts on daily life and the wider world, and learn that high-quality design and technology is important to the creativity, culture, sustainability, wealth and well-being of the nation and the global community. In Product Design there is a key focus on drawing skills as well as how to design and make products in 3D, and students will study two materials in greater depth; timbers and papers & boards.

THE IMPLEMENTATION OF THE PRODUCT DESIGN CURRICULUM

SYLLABUS : AQA GCSE DESIGN & TECHNOLOGY, SPECIFICATION CODE 8552

THE IMPACT OF THE PRODUCT DESIGN CURRICULUM:

Students progress and learning in the subject will be assessed formally between a combination of coursework and an external exam; Unit 1: Written Paper (50%) - two hour exam sat at the end of Year 11; Unit 2: NEA - Non-Examined Assessment (50%) - Design & make project completed during Year 11. Students will be internally assessed throughout the course on a variety of investigation, design, making and evaluation related tasks. Students will also complete written tasks, drawing tasks and practice papers.

Students will have 5 x 1 hour lessons over the two week timetable.

Term	Year 9	Year 10	Year 11
Autumn term	Pewter casting design & make project, supported by materials theory lessons. Including branding and graphics, CAD, technical drawing, CAM (laser cutting) Mini-projects exploring design and marketing, branding and design trends and movements	Practice NEA Project (Non-Examined Assessment); focussed around a context of children's learning & play.	Externally set NEA; (Non-Examined Assessment); students will be given a context at the end of Year 10 and will spend approximately 35 hours of lesson time completing their NEA throughout Yr11 which is 50% of their final grade.
Spring term	Developing drawing & design skills. Cam toy design & make project, supported by theory lessons covering energy generation, mechanical / electronic systems, modern, composite and smart materials. Mini-projects exploring design and marketing, branding and design trends and movements	Theory lessons in the first half term will cover industry & enterprise.	Theory lessons will recap and revise all exam theory studied throughout Year 9 & Year 10.
Summer term	Cam toy design & make project, supported by theory lessons covering energy generation, mechanical / electronic systems, modern, composite and smart materials.	Theory lessons for the rest of the year will look at Papers and Boards and Timbers in more depth as part of the Product Design specialism. Summer exams	Construction & Design

WAYS IN WHICH PARENTS CAN HELP:

In all design projects, the students will be asked to get feedback on their designs. Parents can be informative and can offer ideas and opinions about how work and products can be improved. Developing design skills can be encouraged through drawing and developing existing products at home where possible. Discussion at home about the latest product designs and developments is also very useful, by looking at news articles and websites or visiting museums. The managing and organisation of their own work is an important feature of this course. Please ensure that students meet deadlines and hand in homework every week. Try to make sure that students are fully equipped for lessons.

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FACULTY: ART, DESIGN & TECHNOLOGY

TEXTILES

THE INTENT OF THE TEXTILES CURRICULUM

GCSE Design & Technology enables students to understand and apply the iterative design processes through which they explore, create and evaluate a range of outcomes. They should be prepared to use creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

They will also continue to expand their theory knowledge from KS3, gaining a deeper understanding of different materials and manufacturing processes. Students will develop an understanding of how manufacturing impacts on daily life and the wider world, and learn that high-quality design and technology is important to the creativity, culture, sustainability, wealth and well-being of the nation and the global community. The KS4 Textile curriculum is intended to enthuse and excite students to develop a passion and interest for textiles as a subject. Through the exploration of different materials, techniques and processes, students will be given the opportunity to explore and investigate the work of contemporary and historical designers. This will intern inspire them to develop and create their own textile based products which are suitable for a wealth of textile based industries and markets.

Students will have 5 x 1 hour lessons over the two week timetable.

THE IMPLEMENTATION OF THE TEXTILES CURRICULUM

Details about the course can be found in the Exam specification:
https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552

SYLLABUS : AQA GCSE DESIGN & TECHNOLOGY, SPECIFICATION CODE 8552

Students will have 5 x 1 hour lessons over the two week timetable.

Term	Year 9	Year 10	Year 11
Autumn term	Have women gained equality? (Not on the GCSE Specification but builds exam skills)	Paper 2: Section B. Norman England c.1066-c.1100.	Paper 1: Section A: Germany 1890-1945: Democracy to Dictator-ship Paper 1 Section B Option D Conflict and tension in Asia, 1950–1975
Spring term	Paper 2: Section A: Britain: Health and the People, c. 1000-present day	Paper 2: Section B. Norman England c.1066-c.1100.	Revision Scheme of Learning
Summer term	Paper 2: Section A: Britain: Health and the People, c. 1000-present day	Paper 1: Section A: Germany 1890-1945: Democracy to Dictator-ship	External Exams

THE IMPACT OF THE TEXTILES CURRICULUM:

A majority of students will have covered all of the course contend detailed in the GCSE AQA DT Specification. They will have successfully completed their NEA Coursework and will be prepared for their Theory Exam in June Year 11. Students progress and learning in the subject will be assessed formally between a combination of coursework and an external exam; Unit 1: Written Paper (50%) - two hour exam sat at the end of Year 11; Unit 2: NEA - Non-Examined Assessment (50%) - Design & make project completed during Year 11. Students will be internally assessed throughout the course on a variety of investigation, design, making and evaluation related tasks. Students will also complete written tasks, drawing tasks and practice papers.

Students will also develop their wider understanding of the world which will also help them to think critically and enter the world of work with greater skills. The curriculum is designed to develop on the knowledge and understanding of textiles gained in KS4 and expose them to further knowledge and information which will later inform their future studies at KS5, university and in the workplace.

WAYS IN WHICH PARENTS CAN HELP:

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FACULTY: ENGLISH

ENGLISH
LANGUAGE

THE INTENT OF THE ENGLISH LANGUAGE CURRICULUM

To provide a high quality of education in English. An education that will teach pupils to read, write and speak fluently to enable confident communication of ideas and emotions to others as they go into this rapidly changing, demanding world, where intrapersonal skills are necessary to function happily and successfully. To foster a love of reading and an appreciation of literary culture thereby equipping pupils to develop culturally, emotionally, intellectually, socially and spiritually. Literature plays a key role in such development. We expose students to theatre experiences in each key stage, through performances in house by the Globe Players, thereby bringing a cultural experience to many students who do not have the opportunity outside school. Studying a range of canonical classics exposes a range of literary heritage developing a deeper understanding of culture.

The English Language GCSE focuses on a skills based approach where students are taught to read fiction and non-fiction articles and extracts with linguistic insight, sensitivity and confidence. They will foster an ability to critically evaluate opinionated articles and write for a designated audience, purpose and form. The writing tasks are thematically linked to the reading sources, which are designed to stimulate and inspire effective writing.

THE IMPLEMENTATION OF THE ENGLISH CURRICULUM

Syllabus:

All students follow a 3 year GCSE syllabus in English Language and English Literature. There are 8 timetabled English lessons every two weeks. Students with SEND are sometimes taught in smaller groups to allow for greater focus and progress. In addition, we offer AQA Functional Skills English which is fully integrated with our GCSE qualifications.

Examination Board: AQA

Assessment: Both GCSE English Language and English Literature are assessed by 100% terminal examinations.

Tier Structure and Grades: 9-1

Students will have 8 x 1 hour lessons over the two week timetable

Term	Year 9	Year 10	Year 11
Autumn term	Fiction Extracts from English Language Paper 1. Creative writing.	Re-visit Fiction Extracts from English Language Paper 1. Creative writing	Revisiting and revising the skills for paper 1 and paper 2 for the English Language exam. Spoken Language Preparation
Spring term	Non-Fiction texts and themes	Re-visit Non-Fiction texts and themes	Spoken Language delivery.
Summer term	Writing non-fiction (Argue and Persuade)	Writing to describe and narrate. Conflict Poetry Summer exams	External Exams

THE IMPACT OF THE ENGLISH CURRICULUM:

Students are taught advanced comprehension, expression, crafting arguments, debates, linguistic fluidity, while accessing broad literary cultures.

We endeavour to prepare students for the working world by equipping them with a mastery of the English Language, so they are empowered to adapt their English based skills sets with confidence and assurance.

WAYS IN WHICH PARENTS CAN HELP:

- Monitoring students reading via the Reading Log and Bedrock usage (x2 lessons a week).
- Ensure students are reading for challenge
- Check Show My Homework regularly.
- Purchase department provided revision guides
- Support and encourage the attendance of extracurricular activities and events, e.g. World Book Day and Productions.

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FACULTY: ENGLISH

ENGLISH

LITERATURE

THE INTENT OF THE ENGLISH LITERATURE CURRICULUM

To provide a high quality of education in English. An education that will teach pupils to read, write and speak fluently to enable confident communication of ideas and emotions to others as they go into this rapidly changing, demanding world, where intrapersonal skills are necessary to function happily and successfully. To foster a love of reading and an appreciation of literary culture thereby equipping pupils to develop culturally, emotionally, intellectually, socially and spiritually. Literature plays a key role in such development. We expose students to theatre experiences in each key stage, through performances in house by the Globe Players, thereby bringing a cultural experience to many students who do not have the opportunity outside school. Studying a range of canonical classics exposes a range of literary heritage developing a deeper understanding of culture.

THE IMPLEMENTATION OF THE ENGLISH LITERATURE CURRICULUM

All students follow a 3 year GCSE syllabus in English Language and English Literature.
There are 8 timetabled English lessons every two weeks.

Examination Board: AQA

Assessment: Both GCSE English Language and English Literature are assessed by 100% terminal examinations.

Paper 1 - Written exam: 1 hour and 45 minutes
2 Questions (Macbeth and A Christmas Carol) 64 marks 40% of GCSE
Section A Shakespeare: Students will answer one question on Macbeth by responding to an extract before writing about the play as a whole.
Section B The 19th century novel: Students will answer one question on A Christmas Carol by responding in detail to an extract before writing about the wider text.

Paper 2 - Written exam: 2 hour 15 minutes
4 Questions (An Inspector Calls, Power and Conflict Poetry and Unseen Poetry) 96 marks 60% of GCSE
Section A Modern texts: Students will answer one question on the studied drama text (An Inspector Calls)
Section B Power and Conflict Poetry: Students will answer one comparative question on one named poem printed on the paper and one other poem from the cluster.
Note that all studied texts are now “closed book” which means students cannot take any texts into the examination hall. Instead they are expected to have a strong and robust knowledge of each text.

Students will have 8 x 1 hour lessons over the two week timetable

Term	Year 9	Year 10	Year 11
Autumn term	Short Stories (Non-exam study) An Inspector Calls	Short Stories A Christmas Carol	Revise Macbeth and A Christmas Carol
Spring term	Macbeth	Revisit An Inspector Calls	Revise Power & Conflict, Unseen Poetry and An Inspector Calls
Summer term	Conflict Poetry	Summer exams	External Exams

THE IMPACT OF THE ENGLISH LITERATURE CURRICULUM:

Studying English Literature will enrich and broaden students’ reading experience. They will discover more about themselves and the forever changing world. Moreover, students will have the opportunity to explore aspects of plot and characterisation. “They will be able to critically read texts and identify its themes, whilst building an understanding of historical and cultural contexts making informed personal responses that derives from analysis and evaluation. They will be able to compare and contrast texts for characterisation, context, style and literary quality”. (AQA English Literature Specification)

WAYS IN WHICH PARENTS CAN HELP:

Monitoring students reading via the Reading Log and Bedrock usage (x2 lessons a week).

Ensure students are reading for challenge

Check Show My Homework regularly.

Purchase department provided revision guides

Support and encourage the attendance of extracurricular activities and events, e.g. World Book Day and Productions.

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FACULTY: ENGLISH

FUNCTIONAL SKILLS

ENGLISH

THE INTENT OF THE FUNCTIONAL SKILLS - ENGLISH CURRICULUM

The intent of the Functional Skills curriculum is to build students' communication skills in writing, reading and speaking and listening for life, learning and work. Students will work towards improving the effectiveness of their written composition. Writing instruction aims to build students' existing skills and knowledge of writing for different purposes and audiences and use of accurate grammar, spelling and punctuation. Reading instruction within the curriculum aims to support students' ability to identify key information within a range of texts as well as to to formulate suitable responses with confidence and detail. Students will work to improve their speaking and listening communication skills by preparing for formal presentations and discussions where they should express their point of view clearly and appropriately as well as make relevant contributions responses to the points of view of others sensitively and thoughtfully.

THE IMPLEMENTATION OF THE FUNCTIONAL SKILLS - ENGLISH CURRICULUM

Syllabus: AQA Level 1 and 2 Functional Skills in English Specification codes 8720 & 8725.

Students will have 5 x 1 hour lessons over the two week timetable

Term	Year 9	Year 10	Year 11
Autumn term	Informative writing development using the novel 'Stone Cold' as a stimulus material.	Introduction to Functional Skills. Development of writing/reading foundation skills using the topic of personal identity.	Use of teacher chosen current affairs articles e.g. Grenfell enquiry and Mark Zuckerberg's position on the use of social media as a political platform to develop and express personal opinions in speech and writing.
Spring term	Persuasive writing development using the novel 'Private Peaceful' as a stimulus material. Introduction to literary comparisons.	Practice and development of skills required for identifying writer's opinions using a variety of media articles as stimulus material. Writing support focused on writing organisation, appropriate levels of detail, clarity of expression and grammar.	Student exploration of a self-chosen current affairs topic to support speaking, writing and reading development. Case study - the impact of social media on young people. These topics will be used in the non-exam assessment.
Summer term	Descriptive writing development using the novel 'Lord of the Flies' as a stimulus material.	Summer exams	External Exams

THE IMPACT OF THE FUNCTIONAL SKILLS - ENGLISH CURRICULUM:

In year 9, students will complete a series of three externally set non-exam assessments intended to provide students with an Entry Level 3 qualification at the end of year 9. In years 10 and 11, Students will be assessed externally through Functional Skills Levels 1 and 2 examinations. These examinations take the form of two external papers per level (one assessing reading and one assessing writing). Students will also be required to complete non-exam assessments as part of the qualification process and these form the speaking and listening assessment of the curriculum. Internally, students' progress will be monitored through the completion of short and extended written tasks; verbal and written response to reading material; class discussions and presentations; and practice exam papers.

WAYS IN WHICH PARENTS CAN HELP:

Encouraging students to read a range of materials including novels, magazines, newspapers, information leaflets.

Provide students with easy access to newspapers and magazines.

Discuss current events with students at home.

Watching a range of documentaries.

Visiting museums and places of interest.

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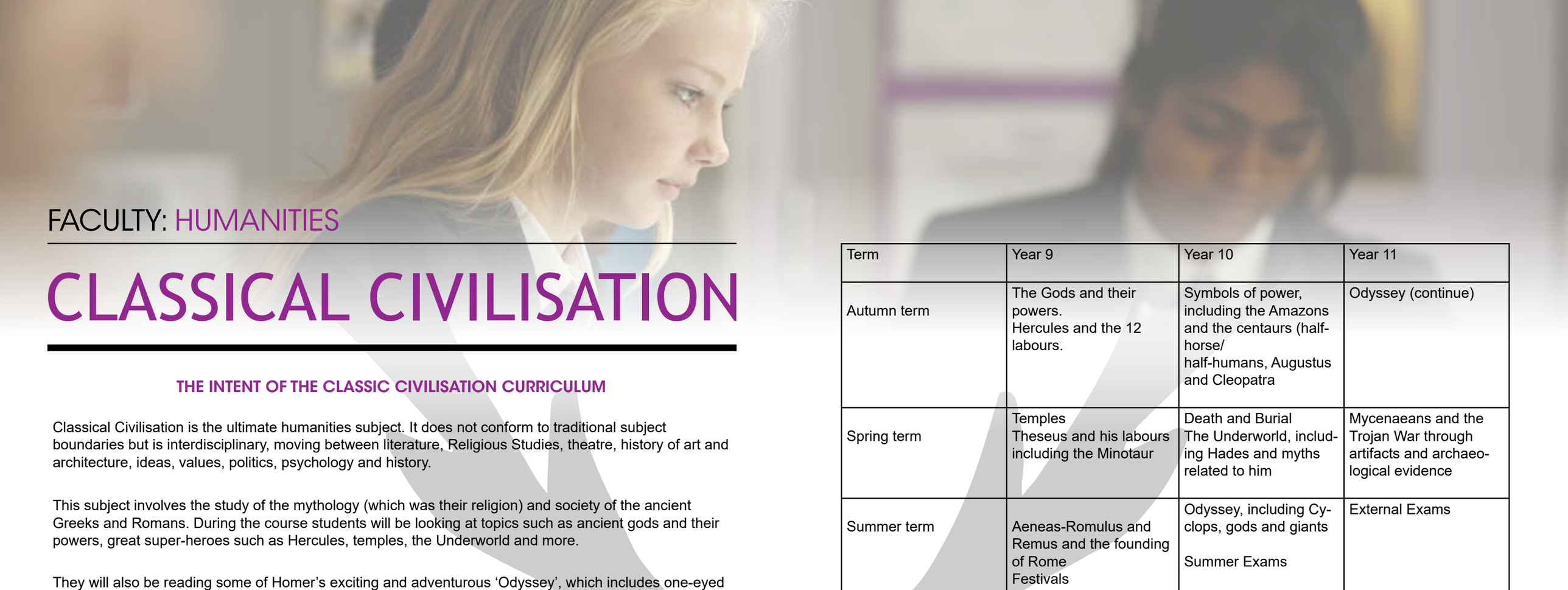

FACULTY: HUMANITIES

CLASSICAL CIVILISATION

THE INTENT OF THE CLASSIC CIVILISATION CURRICULUM

Classical Civilisation is the ultimate humanities subject. It does not conform to traditional subject boundaries but is interdisciplinary, moving between literature, Religious Studies, theatre, history of art and architecture, ideas, values, politics, psychology and history.

This subject involves the study of the mythology (which was their religion) and society of the ancient Greeks and Romans. During the course students will be looking at topics such as ancient gods and their powers, great super-heroes such as Hercules, temples, the Underworld and more.

They will also be reading some of Homer's exciting and adventurous 'Odyssey', which includes one-eyed giants, sea monsters, powerful gods and enchantresses and learn about everyday life in the Mycenaean Age, which is the age of the Trojan War, famous hero Achilles, Paris and beautiful Helen. Students will find this subject enjoyable if they enjoy reading exciting myths, and like finding out about the past and are interested in how people used to live over 2000 years ago, and about how they have influenced our own lives. Anyone interested in history, literature, politics, archaeology, RE and drama would find this subject particularly fascinating. It goes well with all the subjects.

THE IMPLEMENTATION OF THE CLASSIC CIVILISATION CURRICULUM:

There will be two written examination papers accounting for 100% of the total mark. Each paper will be 1 hour 30 minutes long. Paper 1: Myth and religion (50% of the total marks), Paper 2: The Homeric world (50% of the total marks). The question papers will consist of both short answer and extended response questions.

Students will have 5 x 1 hour lessons over the two week timetable.

Term	Year 9	Year 10	Year 11
Autumn term	The Gods and their powers. Hercules and the 12 labours.	Symbols of power, including the Amazons and the centaurs (half-horse/ half-humans, Augustus and Cleopatra	Odyssey (continue)
Spring term	Temples Theseus and his labours including the Minotaur	Death and Burial The Underworld, including Hades and myths related to him	Mycenaeans and the Trojan War through artifacts and archaeological evidence
Summer term	Aeneas-Romulus and Remus and the founding of Rome Festivals	Odyssey, including Cyclops, gods and giants Summer Exams	External Exams

THE IMPACT OF THE CLASSIC CIVILISATION CURRICULUM:

Classical Civilisation focuses on the civilisations of Greece and Rome, and is a wide ranging subject involving the study of literature, material culture, ancient thought and ideas, and the ancient historical context. You don't need to know any languages, all the texts are in translation, and it doesn't matter if you haven't studied the Greeks and Romans since primary school; all you need is an interest in the ancient world and its cultures.

What skills will I develop in Classical Civilisation?

- You will be encouraged to enquire actively into the classical world so that you develop as an effective and independent learner and a critical and reflective thinker;
- You will develop and apply analytical and evaluative skills;
- Through a variety of tasks you will develop your reading, writing and speaking skills.

WAYS IN WHICH PARENTS CAN HELP:

Find out how your child is doing. Ask the teacher how well your child is doing in class compared to other students. Make sure that your child gets homework done. Check Show My Homework regularly. Set Limits and Be Consistent With Your Discipline.Demonstrate a positive attitude about education to your children. Monitor your child's television, video game, and Internet use.

ACHIEVING
INDIVIDUAL EXCELLENCE
IN A CARING COMMUNITY

HAYDON SCHOOL

FACULTY: HUMANITIES

GEOGRAPHY

THE INTENT OF THE GEOGRAPHY CURRICULUM

The intent of the three year GCSE is for pupils to engage in a geography curriculum that is relevant to today's geographers – a qualification that enables pupils to explore the world, the challenges it faces and their own place in it, and to help prepare them to succeed in their chosen pathway.

THE IMPLEMENTATION OF THE GEOGRAPHY CURRICULUM

Syllabus: GCSE Geography **Edexcel A Specification (2016 onwards)**
Students will have 5 x 1 hour lessons over the two week timetable

Students will have 5 x 1 hour lessons over the two week timetable.

Term	Year 9	Year 10	Year 11
Autumn term	Ordnance Survey Map Skills / Global Issues GCSE Geography Fieldwork (Introductory Trip)	GCSE Geography Fieldtrip GCSE Geography Fieldwork Write Up	Topic 4: Changing cities Topic 5: Global development
Spring term	Topic 1: The changing landscapes of the UK Topic 1A: Coastal landscapes and processes	Topic 2: Weather hazards and climate change Topic 3: Ecosystems, biodiversity and management	Topic 6: Resource management Topic 6B: Water resource management
Summer term	Topic 1B: River landscapes and processes	Summer Exams	External Exams

THE IMPACT OF THE GEOGRAPHY CURRICULUM:

The aims and objectives of this qualification are to enable pupils to:

- develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material)
- gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (think like a geographer)
- develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)
- apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

WAYS IN WHICH PARENTS CAN HELP:

Class teachers provide a list of useful revision guides / workbooks to purchase in order to support with exam preparation and consolidation of geographical knowledge.

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HAYDON SCHOOL

FACULTY: HUMANITIES

HISTORY

THE INTENT OF THE HISTORY CURRICULUM

GCSE History continues on from the KS3 History curriculum in its intent. Students are given the opportunity to explore the past and gain a deeper understanding of the events that shaped our nation and our world today. Through a History GCSE students will learn to critically evaluate sources and interpretations, using their historical knowledge. Furthermore, students will enhance their ability to write convincing arguments with use of precise detail which is respected in any profession or academic study beyond GCSEs.

The intent of the first Year is to initially explore Women's History to upskill students in the demands of the GCSE questions whilst assessing cause and consequence alongside the role of factors in progression of history. After this topic students then start the modules for Paper 2. Through teaching Paper 2 first it enables students to develop their knowledge of substantive concepts (key language in History – like Parliament, economy, alliances etc.) and ability to deal with second order concepts which become more complex and unfamiliar in Paper 1.

The intent of Paper 2, which starts in the Spring Term of Year 10 is to build on the understanding of substantive and second order concepts from Paper 1. Students will gain a deep understanding of first Germany and then Korea and Vietnam. Moreover, students are encouraged to make links to make the history they are learning relevant to the modern day.

THE IMPLEMENTATION OF THE HISTORY CURRICULUM

Syllabus – AQA History. Specification code; 8145JA

History combination JA

- Paper 1 Section A Option B Germany 1890–1945: Democracy and dictatorship
- Paper 1 Section B Option D Conflict and tension in Asia, 1950–1975
- Paper 2 Section A Option A Britain: Health and the people: c1000 to the present day
- Paper 2 Section B Option A Norman England, c1066–c1100

Students will have 5 x 1 hour lessons over the two week timetable

Term	Year 9	Year 10	Year 11
Autumn term	Section A: Britain Health and the People	Norman England c.1066-c.1100.	Germany 1890-1945: Paper 1: Conflict in Asia
Spring term	Section A: Britain Health and the People	Norman England c.1066-c.1100. Paper 1: Germany 1890-1945:	: Conflict in Asia Revision Scheme of Learning
Summer term	Norman England c.1066-c.1100.	Germany 1890-1945:	External Exams

THE IMPACT OF THE HISTORY CURRICULUM:

Student's progress will be assessed formally with an external exam, there is no coursework. Students are internally assessed throughout the course through practice questions and presentations. Student develop a deep understand of how our nation has changed through the ages and the events that have shaped our modern world.

WAYS IN WHICH PARENTS CAN HELP:

Students must regularly review their work, making flash cards and mind-maps as they progress through the course helps them to consolidate knowledge and retain information. The department has the use of a Googledrive with multiple resources that enable students to recap and review their learning. Watching documentaries on Vietnam and Germany (or the film 'Rise of Evil') help students access a different country's history and contextualise events they study.

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INDIVIDUAL EXCELLENCE
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HAYDON SCHOOL

FACULTY: HUMANITIES

LATIN

THE INTENT OF THE LATIN CURRICULUM

Latin aims to provide a foundation in linguistic and cultural competence, enabling learners to gain knowledge and understanding of the Roman world through reading and responding to its language and literature.

We follow the CAMBRIDGE Latin Course.

THE IMPLEMENTATION OF THE LATIN CURRICULUM

Syllabus WJEC Eduqas GCSE

Students will have 5 x 1 hour lessons over the two week timetable

Term	Year 9	Year 10	Year 11
Autumn term	Cambridge Latin Course Book 1	Cambridge Latin Course Book 3	Roman Civilisation (Continue) Latin Literature
Spring term	Cambridge Latin Course Book 2	Cambridge Latin Course Book 4 Higher Tier Past Papers	Latin Literature (Continue)
Summer term	Foundation Level Past Papers Cambridge Latin Course Book 3	Roman Civilisation Summer exams	External Exams

THE IMPACT OF THE LATIN CURRICULUM:

Latin is one of the best languages to improve a plethora of skills, it makes you better at learning other languages and it improves your problem solving skills. Latin is structured very well so it improves your comprehension. Latin is so useful that it is compulsory in all high-level schools, such as Eton college.

What skills will I develop in Latin?

1. Students of Latin see immediate benefits to their spoken and written English. More than 65% of English words come from Latin (and more than 90% of those over two syllables).
2. Latin students gain an expanded vocabulary and an understanding of word formation that can help even with unfamiliar words. These skills are particularly useful for students planning to enter fields with large technical vocabularies. Those of medicine and law, for example, are primarily based on Latin.
3. The study of Latin also provides training in logical thinking, boosting cognitive processes essential for math, science, and engineering.
4. The study of an inflected language with a very different sentence structure than English is an excellent introduction to how languages work. Latin students have a huge advantage in learning other inflected languages, such as Russian or German.
5. Latin can be the deciding factor that will get you into your dream school. According to William Fitzsimmons, Harvard University's dean studying Latin really makes you stand out as a candidate for admission into any college — even the most competitive Ivy League and state universities (USA).

WAYS IN WHICH PARENTS CAN HELP:

Find out how your child is doing. Ask the teacher how well your child is doing in class compared to other students. Make sure that your child gets homework done. Check Show My Homework regularly. Set Limits and Be Consistent With Your Discipline.Demonstrate a positive attitude about education to your children. Monitor your child's television, video game, and Internet use.

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HAYDON SCHOOL

FACULTY: HUMANITIES

RELIGIOUS STUDIES

THE INTENT OF THE RELIGIOUS STUDIES CURRICULUM

CSE Religious Studies aims to enable students to explore diverse belief systems and theories as well as delving into the analysis of scholarly input, enabling them to gain a deeper understanding of our plural society. Students will study a total of eight topics over three years as outlined below. The course is split into two units with four topics in each one. The first topic is the 'Study of Religion' and includes an exploration of the beliefs and practices of both Islam and Christianity. The second unit is 'Thematic Studies' and this focuses on the exploration of contemporary issues from both religious and non-religious perspectives.

UNIT 1 – STUDY OF RELIGION

1. Christian beliefs (Nature of God, Creation, Importance of Jesus, Life after death)
2. Christian practices (Worship, Prayer, Sacraments, Pilgrimage, Festivals and the Role of the Church in local and worldwide community)
3. Islamic beliefs (Key beliefs in Sunni & Shi'a Islam, Oneness of God, Nature of God, Angels, Life after death, Prophethood, Qur'an)
4. Islamic practices (Five Pillars, 10 obligatory acts, Jihad, Shahadah, Salah, Sawm, Hajj, Festivals)

UNIT 2 – THEMATIC STUDIES

1. Religion and Life (Origins of the universe and life, environment, animal rights, Euthanasia, abortion)
2. Religion, Peace and Conflict (Protest, terrorism, Nuclear weapons, just war, Holy war, pacifism)
3. Religion, Crime and Punishment (Reasons for crime, punishment. Attitudes to suffering, treatment of criminals, forgiveness, death penalty)
4. Religion, human rights and social justice (human rights, Prejudice and discrimination, religious freedom, wealth, poverty, charity)

The intent of the foundation year is to introduce students to the key Christian beliefs, practices and responses to the 'Religion, Human Rights and Social Justice' theme and to familiarise students with the structure and requirements of the examination.

The intent of the second year of the course is to build on the foundation knowledge developed by students and to introduce key Islamic beliefs, practices and varying religious responses to the 'Religion and Life' and 'Religion, Peace and Conflict' themes. In addition to this, students will also complete their first set of mock examinations at the end of this academic year.

The intent of the third year of the course is to deliver the final topic in the 'Thematic Studies' unit 'Religion, Crime and Punishment' and to facilitate the process of recall and revision in class in order to best prepare students for their upcoming external examinations.

THE IMPLEMENTATION OF THE RELIGIOUS STUDIES CURRICULUM

Syllabus - AQA Religious Studies
Specification code - 8062

Term	Y9 (1 x 1 hour lesson per week)	Y10 (3 x 1 hour lesson per fortnight)	Y11 (1 x 1 hour lesson per week)
Autumn term	Christian Beliefs	Religion and Life Islamic Beliefs	Religion, Crime and Punishment
Spring term	Religion, Human Rights and Social Justice	Peace and Conflict Islamic Practices	Revision
Summer term	Christian Practices	Revision Summer Exams	External Exams

THE IMPACT OF THE RELIGIOUS STUDIES CURRICULUM:

Students' progress and learning in the subject will be assessed formally with an external exam, there is no coursework. Students will be internally assessed throughout the course through essays, practice papers, presentations and discussions. Students will also develop their wider understanding of the world which will also help them to think critically and enter the world of work with greater skills.

WAYS IN WHICH PARENTS CAN HELP:

Parents can support students with their work in Religious Studies by discussing key issues that have been raised in lessons at home and encouraging them to develop viewpoints which they can justify. The course is designed with a view that encourages students to be aware of current issues in the media, therefore parents are asked to support students in staying up to date with current affairs. In addition to this, parents also have the option of purchasing the following revision guide:

Revise AQA GCSE (9-1) Religious Studies A Christianity and Islam Revision Guide: includes online edition (REVISE AQA GCSE RS 2016).

ACHIEVING
INDIVIDUAL EXCELLENCE
IN A CARING COMMUNITY

HAYDON SCHOOL

FACULTY: COMPUTING

CAMBRIDGE NATIONALS IN CREATIVE IMEDIA

THE INTENT OF THE CREATIVE IMEDIA CURRICULUM

Creative iMedia allows students to learn how to process and present information in appropriate formats, selecting suitable hardware and software while investigating the impact and implications of various forms of technology. This knowledge and skill will assist students in many areas of their wider life including other subjects where technology can be used effectively to prepare and present information for a specific audience and purpose.

THE IMPLEMENTATION OF THE CREATIVE IMEDIA CURRICULUM

SYLLABUS :
CAMBRIDGE NATIONALS CREATIVE IMEDIA. SPECIFICATION CODE; J817

Students will have 5 x 1 hour lessons over the two week timetable.

Term	Year 9	Year 10	Year 11
	E- safety	E-safety	E- safety
Autumn term	E- safety Duke of York Inspiring Digital Excellence Award. Introduction to website development	E-safety R081 – Creating Digital Graphics	E- safety R085 – Creating a Multipage Website
Spring term	Introduction to Pre-Production documents	R081 - Pre- Production Skills	R087 – Creating Interactive Multimedia Products.
Summer term	Introduction to digital graphics Project	Summer exams	External Exams

THE IMPACT OF THE COMPUTER SCIENCE CURRICULUM:

Students will undergo internal assessment at the end of each unit of work in Year 9 and will complete three major pieces of moderated coursework plus one external exam in Year 10 and Year 11.

WAYS IN WHICH PARENTS CAN HELP:

Parents can help by taking an interest in the set homework/projects and encouraging their child to keep abreast of technological advances by watching shows such as BBC Click or Sky Swipe and reading technology news websites such as https://theday.co.uk/categories/technology.

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HAYDON SCHOOL

FACULTY: COMPUTING

COMPUTER SCIENCE

THE INTENT OF THE COMPUTER SCIENCE CURRICULUM

Concepts learnt in Computer Science such as problem solving can be used in many areas of a student's wider life. The intent of the foundation year is to introduce students to key themes of Computer Science and to allow them to develop an understanding of the fundamentals of programming through theory and practice.

The intent of the second two years of the course is to deepen the knowledge and understanding developed by the students in Year 9 and further explore related topics and further develop programming expertise.

THE IMPLEMENTATION OF THE COMPUTER SCIENCE CURRICULUM

SYLLABUS :
OCR COMPUTER SCIENCE. SPECIFICATION CODE; J276 (J277 FROM 2020)

Students will have 5 x 1 hour lessons over the two week timetable.

Term	Year 9	Year 10	Year 11
Autumn term	E- safety Intro to Programing concepts and practical programming.	E-safety Systems Architecture, memory and storage. Network Security	E-Safety Algorithms. NEA Project
Spring term	Wired and wireless networks. Intro to Network security.	Systems software. Ethical, legal, cultural and environmental concerns. Developing Algorithms	Logic Defensive design Data representation
Summer term	Programming and Project	Programming concepts Summer exams	External Exams

THE IMPACT OF THE COMPUTER SCIENCE CURRICULUM:

The Computer Science course will provide learners with computational and problem solving skills that they will be able to use in their other subjects and in the wider world. Students will undergo internal assessment at the end of each unit of work and will complete an NEA project as well as two external exams.

WAYS IN WHICH PARENTS CAN HELP:

Parents can help by taking an interest in the set homework/project and encouraging their child to keep abreast of technological advances by watching shows such as BBC Click or Sky Swipe and reading technology news websites such as https://theday.co.uk/categories/technology.

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INDIVIDUAL EXCELLENCE
IN A CARING COMMUNITY

HAYDON SCHOOL

FACULTY: MATHEMATICS

MATHEMATICS

THE INTENT OF THE MATHEMATICS CURRICULUM

To prepare young people for the numerate expectations of the working world and give them the tools necessary to solve complex, logical and practical problems.

To help students create transferable problem solving skills by teaching them to recall and apply prior knowledge to varying situations.

THE IMPLEMENTATION OF THE MATHEMATICS CURRICULUM

Syllabus - 8300 AQA

Students will have 8 x 1 hour lessons over the two week timetable.

Term	Y9	Y10	Y11
Autumn Term	Basic Number Angles and scale diagrams Basic algebra Collecting and representing data	Number Shape and space Statistics	Shape and space Algebra
Spring Term	Algebra Space and shapes Ratio and proportion Basic probability	Shape and space Algebra	Proportion Shape and space Algebra
Summer Term	Algebra Representing data Shape and space	Algebra Shape and space probability Summer exams	Shape and space External Exams

THE IMPACT OF THE MATHEMATICS CURRICULUM:

To prepare students for external examinations and help them gain qualifications in Mathematics that they will need for success in the future.

To promote and encourage a love of Mathematical problem solving.

WAYS IN WHICH PARENTS CAN HELP:

Making sure students are working on Mathematics for at least ten minutes per day.

Checking they are completing any Hegarty tasks they have.

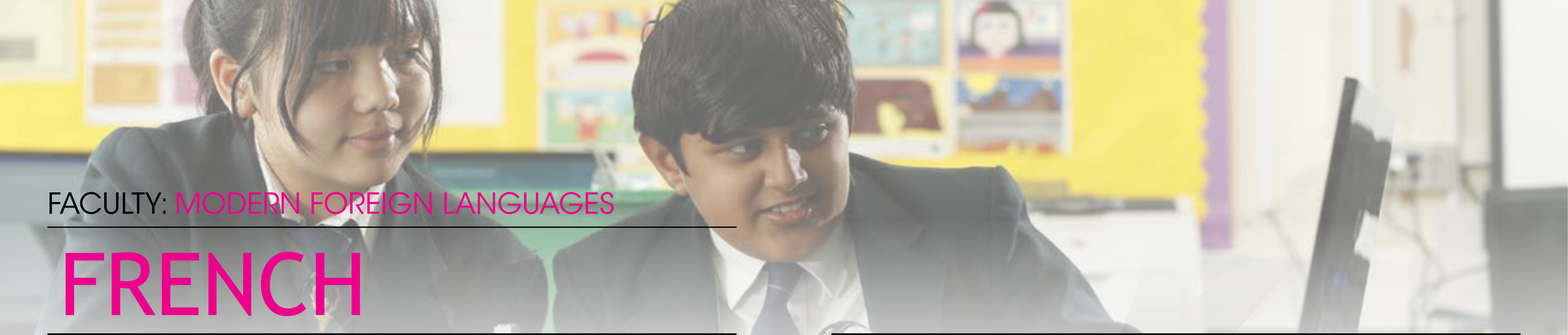
Making sure students are well equipped for every Mathematics lesson.

Checking that they are reacting to tests and working on topics they have struggled with first.

Encouraging them to make revision notes on topics as they learn them to be prepared for revision in year 11.

ACHIEVING
INDIVIDUAL EXCELLENCE
IN A CARING COMMUNITY

HAYDON SCHOOL



FACULTY: MODERN FOREIGN LANGUAGES

FRENCH

THE INTENT OF THE FRENCH CURRICULUM

The course develops listening, speaking, reading and writing skills, and includes a focus on skills such as translation, understanding authentic and literary texts, as well as spontaneous speaking.

The authentic situations and stimuli enable students to see language in context and learn about the culture of the target language country. Our assessments allow for spontaneity and test grammar, as well as providing plenty of opportunities for students to apply their knowledge independently, creatively, and in authentic situations.

THE IMPLEMENTATION OF THE FRENCH CURRICULUM

Syllabus

Exam Board: AQA

Students will have 5 x 1 hour lessons over the two week timetable. The topics are as followed:

Term	Y9	Y10	Y11
Autumn Term	Teenagers'interests Healthy lifestyle	Friends and family Leisure activities	Holiday and travel School life
Spring Term	Work life Holidays	Daily routine Festivals	Work life Environment
Summer Term	Society and environment	Living in town Summer exams	External Exams

THE IMPACT OF THE FRENCH CURRICULUM

The course will enable students to :

- Develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- Express and develop thoughts and ideas spontaneously and fluently
- Listen to and understand clearly articulated, standard speech at near normal speed
- Deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- Develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- Be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- Develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment
- Develop language strategies, including repair strategies.

In Year 10 & 11 students will be given two homework tasks per week, one learning vocabulary or revising grammar to prepare for a test and one involving reading and/or writing. Students may also have homework set online www.pearsonactivelearn.com

WAYS IN WHICH PARENTS CAN HELP:

Monitor the completion of tasks agreed weekly (Active Learn: pearsonactivelearn.com)
Remind student of intervention sessions after school
Liaise with teacher/ Head of French if needed (inorguet.312@lgflmail.org)
Check show my homework to encourage student to complete all homework set
Purchase a GCSE grammar & translation booklet for student to complete (1 task per week)
Use other websites to practise exam skills (seneca.com/ memrise.com/ languagesonline.org.uk/BBC bitesize)

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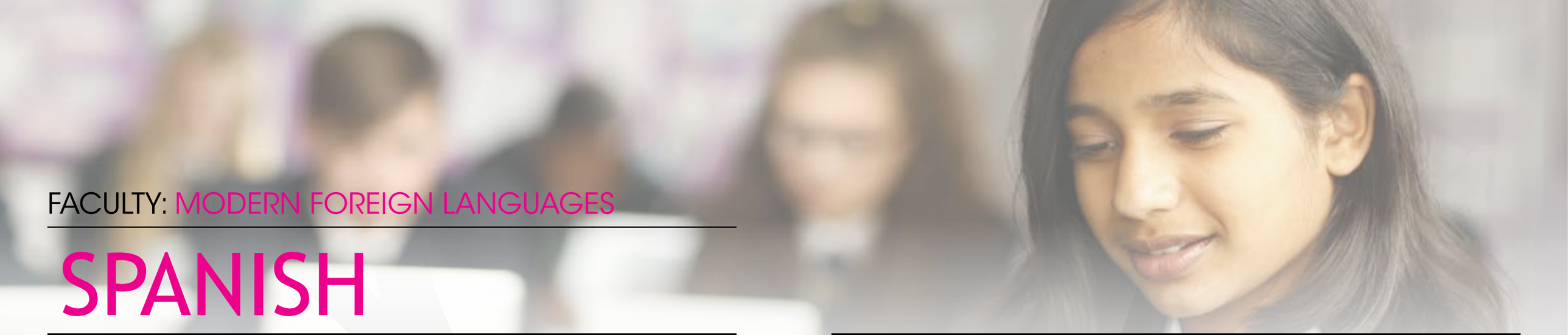

FACULTY: MODERN FOREIGN LANGUAGES

SPANISH

THE INTENT OF THE SPANISH CURRICULUM

The course develops listening, speaking, reading and writing skills, and includes a focus on skills such as translation, understanding authentic and literary texts, as well as spontaneous speaking.

The authentic situations and stimuli enable students to see language in context and learn about the culture of the target language country. Our assessments allow for spontaneity and test grammar, as well as providing plenty of opportunities for students to apply their knowledge independently, creatively, and in authentic situations.

THE IMPLEMENTATION OF THE SPANISH CURRICULUM

Syllabus
Exam Board: AQA

Students will have 5 x 1 hour lessons over the two week timetable.

Term	Y9	Y10	Y11
Autumn Term	Holiday and Travel	Leisure activities, Sports and Interests	Work life and Future plans
Spring Term	School Life	Living in town	Environment
Summer Term	Friends and family Teenagers'interests	Daily routine Festivals Summer exams	External Exams

THE IMPACT OF THE SPANISH CURRICULUM

Students will have developed the ability to communicate fluently and effectively in the target language. They will have developed language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment. Students will be assessed externally in four key skill areas; listening, reading, speaking and writing. Each component is worth 25%. Students are also internally assessed throughout the course across the four skills.

WAYS IN WHICH PARENTS CAN HELP:

- Monitor use of Active Learn
- Monitor the completion of tasks agreed weekly
- Remind student of intervention sessions after school
- Liaise with teacher or Head of Spanish
- Check show my homework to encourage student to complete all homework set
- Purchase a GCSE grammar & translation booklet for student to complete (1 task per week)
- Use other websites to practise exam skills (seneca.com/ memrise.com/ languagesonline.org.uk/BBC bitesize)

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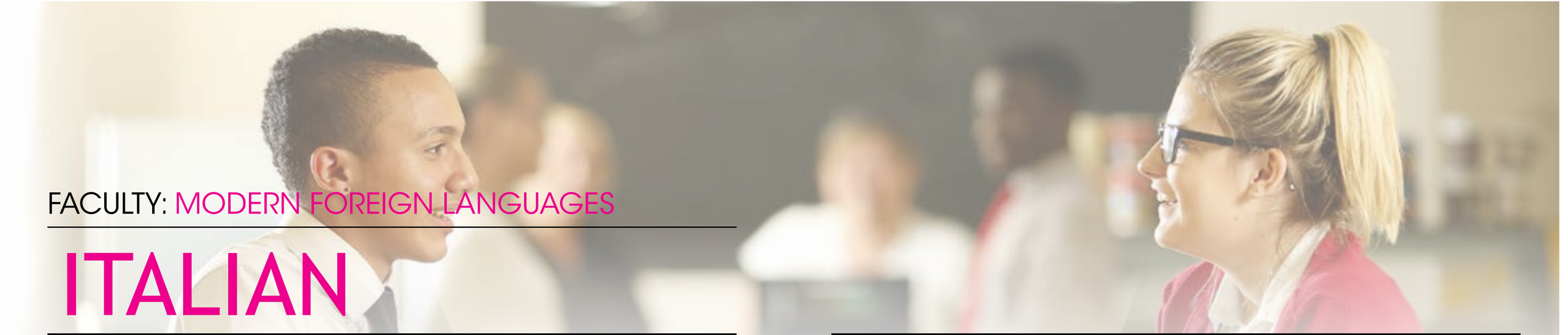

FACULTY: MODERN FOREIGN LANGUAGES

ITALIAN

THE INTENT OF THE ITALIAN CURRICULUM

The course develops listening, speaking, reading and writing skills, and includes a focus on skills such as translation, understanding authentic and literary texts, as well as spontaneous speaking.

The authentic situations and stimuli enable students to see language in context and learn about the culture of the target language country. Our assessments allow for spontaneity and test grammar, as well as providing plenty of opportunities for students to apply their knowledge independently, creatively, and in authentic situations.

THE IMPLEMENTATION OF THE ITALIAN CURRICULUM

Syllabus

Exam Board: AQA

Students will have 5 x 1 hour lessons over the two week timetable.

Term	Year 9	Year 10	Year 11
Autumn Term	Who Am I	School Future aspirations; study work, volunteering and training.	Extension of Environmental issues Exam skills Mock Exams
Spring Term	Daily and Cultural Life	Sports and music events, campaigning for good causes	Preparation for speaking and review of themes using Exam Skills.
Summer Term	Holidays, travel and tourist transactions. Towns, region and countries	The Environment Summer exams	External Exams

THE IMPACT OF THE ITALIAN CURRICULUM

Students will have developed the ability to communicate fluently and effectively in the target language. They will have developed language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment. Students will be assessed externally in four key skill areas; listening, reading, speaking and writing. Each component is worth 25%. Students are also internally assessed throughout the course across the four skills.

WAYS IN WHICH PARENTS CAN HELP:

- Monitor use of Active Learn
- Monitor the completion of tasks agreed weekly
- Remind student of intervention sessions after school
- Liaise with teacher or Head of Spanish
- Check show my homework to encourage student to complete all homework set
- Purchase a GCSE grammar & translation booklet for student to complete (1 task per week)
- Use other websites to practise exam skills (seneca.com/ memrise.com/ languagesonline.org.uk/BBC bitesize)

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HAYDON SCHOOL

EMAIL ADDRESS:n

FACULTY: MODERN FOREIGN LANGUAGES

COMMUNITY LANGUAGES

Students are actively encouraged to -pursue a GCSE in any home languages that they understand, speak, read and write fluently. Students can be entered for exams in the following languages:

French	Polish	Gujarati	Bengali
Spanish	Persian	Hindi	Turkish
Italian	Arabic	Panjabi	Hebrew
German	Mandarin	Russian	Urdu
Portuguese	Japanese	Greek	

Students will not receive tuition in their home language however the MFL department can direct students to appropriate resources that cover the following topics:

1. Identity and culture
2. Local area, holiday, travel
3. School
4. Future aspirations, study and work
5. International and global dimension.

WAYS IN WHICH PARENTS CAN HELP:

Support students with practice papers and preparation for speaking exams.

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IN A CARING COMMUNITY

HAYDON SCHOOL

FACULTY: PERFORMING ARTS & MEDIA

DRAMA

THE INTENT OF THE DRAMA CURRICULUM

Our Drama curriculum inspires students to become independent theatre makers. Students learn to collaborate with others, think analytically, evaluate effectively and explore a range of drama styles. They gain the confidence to pursue their own ideas, reflect and refine their efforts.

THE IMPLEMENTATION OF THE DRAMA CURRICULUM

Exam Board - AQA (8261)

Students will have 5 x 1 hour lessons over the two week timetable.

Term	Y9	Y10	Y11
Autumn Term	An Introduction to Drama An Introduction to Technical Theatre	Component 1: Live Theatre Evaluation Component 1: Noughts and Crosses	Component 2: Devising Drama (assessed devised performance)
Spring Term	Devising Performance Project: Hillsborough	Component 1: Noughts and Crosses	Component 3: Text in Practice (assessed scripted performance
Summer Term	An Introduction to Live Theatre Evaluation An Introduction to Text in Practice	Component 2: Devising Drama Summer exams	External Exams

THE IMPACT OF THE DRAMA CURRICULUM:

Students will have developed the ability to evaluate and analytically discuss drama confidently using appropriate language, deepening their understanding of how to effectively create a range of challenging performances. The students will experience a range of performances and analyse the skills used. Students' progress and learning in the subject will be assessed formally with a written external exam (40%); a devised performance and written devising log (30%); the performance of two extracts from a play (30%). Students will be internally assessed throughout the course through practice papers, mini performances and coursework practice. The breakdown of the course is 70% written work and 30% practical.

WAYS IN WHICH PARENTS CAN HELP:

- Check Show My Homework regularly
- Encourage the students to take part in extracurricular activities e.g. school productions
- Visit a range of performances and arts based festivals
- Help the students to learn their lines when necessary

ACHIEVING
INDIVIDUAL EXCELLENCE
IN A CARING COMMUNITY

HAYDON SCHOOL

FACULTY: PERFORMING ARTS & MEDIA

MEDIA STUDIES

THE INTENT OF THE MEDIA STUDIES CURRICULUM

The media play a central role in contemporary society and culture. They help shape our perceptions of the world through the representations, viewpoints and messages they offer. The media have real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society.

Learners study a range of media forms in terms of a theoretical framework which consists of media language, representation, media industries and audiences. The following forms are studied in depth through applying areas of the framework: newspapers, television, music video and online, social and participatory media, advertising, marketing, film, video games, radio and magazines. In addition to this there is also a coursework component which is an individual media production for an intended audience in response to a choice of briefs set by WJEC, applying knowledge and understanding of media language and representation.

Media studies offers learners the opportunity to develop knowledge and understanding of these key issues and the ability to debate important questions about the media.

- Skills of enquiry, critical thinking, decision-making and analysis
- Develop knowledge and understanding of a range of important media issues
- Understand and apply specialist subject-specific terminology to analyse and compare media products
- Develop practical skills by providing opportunities for creative media production.

THE IMPLEMENTATION OF THE MEDIA STUDIES CURRICULUM

SYLLABUS- AQA (8261)EDQUAS GCSE MEDIA

Students will have 3 x 1 hour lessons over the two week timetable

Term	Year 9	Year 10	Year 11
Autumn term	Introduction to Media Studies: Key frameworks media language, representation, media industries and audiences	Case studies- Music video, Television Drama	Theory and media language/ exam skills
Spring term	Case study exploration-advertising/ Magazines/ Film	NEA: coursework 30%- subject to brief	Revision
Summer term	Case study exploration- Newspapers, radio, video games	NEA: coursework 30%- subject to brief	External Exams

THE IMPACT OF THE MEDIA STUDIES CURRICULUM:

Students' progress and learning in the subject will be assessed formally with two external exams and a coursework component. Students will be internally assessed throughout the course through essays, practice papers, presentations and discussions.

WAYS IN WHICH PARENTS CAN HELP:

All course materials can be accessed on the Edquas webpage- https://www.eduqas.co.uk/qualifications/media-studies/gcse/ additionally we subscribe to edusites- www.edusites.co.uk - Students will be given a user name and password to the site. Excellent for revision and independent study. We also have our own website for helpful tutorials and other course materials www.haydonmedia.co.uk. There is also a textbook and revision guide published by Edquas which are available for purchase.

ACHIEVING
INDIVIDUAL EXCELLENCE
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HAYDON SCHOOL

FACULTY: : PERFORMING ARTS & MEDIA

MUSIC

THE INTENT OF THE MUSIC CURRICULUM

GCSE Music offers students the chance to study a wide range of musical genres, with opportunities for practical learning bringing theory, listening and composition to life in new and engaging ways broadening students' minds and fostering a love of all music. Students will develop and apply musical knowledge, understanding and skills and will be encouraged to engage critically and creatively with a wide range of music and musical contexts, and reflect on how music is used in the expression of personal and collective identities.
The Subject content is divided into the three components:
• Understanding music
• Performing music
• Composing music

The intent of the first year is to explore each element of music in depth across a variety of genres. Through this students will develop their subject-specific vocabulary and their listening skills. Students will also be given more opportunities to develop their composition technique through short exercises. There will also be opportunities to develop ensemble skills through class workshops of pieces.
The intent of the second two years is to link the knowledge of the elements of music developed in the first year to the 4 Areas of Study and 2 Set Works in the exam specification as well as further work on composition and ensemble performance skills.

THE IMPLEMENTATION OF THE MUSIC CURRICULUM

SYLLABUS- AQA SPECIFICATION CODE 8271

Students will have 5 x 1 hour lessons over the two week timetable

Term	Year 9	Year 10	Year 11
Autumn term	Elements of Music - Rhythm, Metre & Tempo; Melody	Areas of Study 2 & 3; Set Work 2	Recap Set works 1&2 Solo Performance 2nd Composition Day
Spring term	Elements of Music - Harmony & Tonality; Sonority	Areas of Study 1; Set Work 1	Recap AoS 1-4 Ensemble Performance 3rd Composition Day
Summer term	Elements of Music - Texture; Structure	Area of Study 4 1st Composition Day Summer exams	External Exams

THE IMPACT OF THE MUSIC CURRICULUM:

Students will have developed the ability to evaluate and analytically discuss music confidently using appropriate language, deepening their understanding of their own performance and composition practice. Students' progress and learning in the subject will be assessed formally with an external exam (40%); a solo performance and an ensemble performance (30%); a free composition and a composition to a brief (30%). Students will be internally assessed throughout the course through listening tests, practice papers, short tasks and performances.

WAYS IN WHICH PARENTS CAN HELP:

Students wishing to take GCSE Music need to be having instrumental or vocal lessons with a teacher and be working towards or at Grade 3 level as a minimum. Students should be encouraged to listen to a wide range of music and attend live performances where possible.

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HAYDON SCHOOL

FACULTY: : PERFORMING ARTS & MEDIA

VCERT Level 2 Technical Award in MUSIC TECHNOLOGY

THE INTENT OF THE MUSIC TECHNOLOGY CURRICULUM

The VCERT in Music Technology enables learners to develop skills, knowledge and understanding of the music technology industry. It's suitable for learners who are motivated and challenged by learning through hands-on experiences and will allow learners to gain practical skills in creating music using technology. It provides an introduction to the music technology industry and enables learners to acquire, develop and apply the skills and knowledge required for further academic and/or vocational study.

The Subject content is divided into four units:
- Using a Digital Audio Workstation
- Creating Music
- Studio Recording
- Sound Creation

The intent of the first year is to build up students' skills, knowledge and understanding in using Logic Pro X as part of a DAW allowing them to create and record music. We will also cover the key knowledge required to understand how songs are created and how music and sound are used in media. Students will undertake mock coursework assignments in preparation for the assignments in Year 10.
Students will spend a significant amount of time during the second and third years completing coursework assignments. Prior to undertaking the assignments, the skills, knowledge and understanding gained in the first year will be revised and augmented in preparation for the assignments.

THE IMPLEMENTATION OF THE MUSIC TECHNOLOGY CURRICULUM

Syllabus- NCFE Level 2 Technical Award in Music Technology QAN 601/6774/9

Students will have 5 x 1 hour lessons over the two week timetable

Term	Year 9	Year 10	Year 11
Autumn term	Introduction to Logic Pro X Introduction to Elements of Music	Unit 1: Using a Digital Audio Workstation Unit 2: Creating Music	Unit 3: Studio Recording Unit 4: Sound Creation
Spring term	Introduction to Creating Music to a brief Introduction to Stylistic Features	Unit 1: Using a Digital Audio Workstation Unit 2: Creating Music	Unit 3: Studio Recording Unit 4: Sound Creation External Exams 1
Summer term	Introduction to Recording Introduction to Sound Recording	Unit 3: Studio Recording Unit 4: Sound Creation Summer exams	Unit 3: Studio Recording Unit 4: Sound Creation External Exams 2

THE IMPACT OF THE MUSIC TECHNOLOGY CURRICULUM:

Students will have mastered the basic skills, theories and practices of audio recording, MIDI sequencing and producing to enable them to develop their specific skill set and interests through further study or employment. Students progress will be assessed through coursework for each unit (50%) and two external exams (50%). During the first year they will be assessed through mock scenario-based assignments.

WAYS IN WHICH PARENTS CAN HELP:

Students should be encouraged to listen critically to a wide range of music and watch YouTube tutorials on how to use Logic Pro X. Students should be encouraged to experiment with free software such as GarageBand, FL Studio (unlimited trial) or Cubase LE.

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HAYDON SCHOOL

FACULTY: PHYSICAL EDUCATION

SPORTS SCIENCE

THE INTENT OF THE PHYSICAL EDUCATION CURRICULUM

Sports Science will give students the opportunity to develop their skills in a wide range of sports and activities as well as improving their own performance. They will learn about exercise and how the body works as well as the reasons that affect a person's participation and performance in sport. For students who have a keen interest in sport and physical activity, this will be a very enjoyable course. The course is both practically (40%) and examination (60%) assessed, therefore students who chose this option should be confident in their scientific knowledge as well as represent Haydon in school sport as well as take part in a sport or physical activity outside of school time.

By studying Sports Science, students will develop transferable skills including how to:

- Being able to interpret data and evaluate physical performance.
- Develop scientific knowledge of anatomy and physiology
- Analyse and understand physical literacy in order to lead an active and healthy lifestyle.

Develop effective Communication and enhance team building

The intent of the first year is to introduce students to Anatomy and physiology and types of training (paper one). Students will learn the key terms and be able to experience this outside the classroom through practical through theory lessons. The practical element of this course requires pupils to be moderated in three sports. This first year pupils will explore sporting options and gain a great understanding of the moderation process.

The intent of the second year of the course is to introduce paper two topics including socio-cultural influences, sports psychology and health fitness and well-being. During this time, we focus on exam techniques, Building on their extended writing skills. Pupils will continue to focus on the practical element.

The intent of the final year is to build on the foundation knowledge developed by students and focus on the six mark question which assesses pupils' quality of written communication. The practical moderation process will be experienced at several points during the year so pupils understand the process. During this final year pupils will completed a controlled coursework module, final practical moderation and exam preparation.

THE IMPLEMENTATION OF THE PHYSICAL EDUCATION CURRICULUM

Exam Board: OCR
Syllabus: GCSE 9-1 Specification

Students will have 5 x 1 hour lessons over the two week timetable.
4 theory lessons and 1 practical through theory

Term	Year 9	Year 10	Year 11
Autumn term	Anatomy and physiology	Socio-cultural influences	Knowledge planners/ coursework
Spring term	Types of training	Sports psychology	Performance in physical education
Summer term	Practical moderation	Health, fitness and well-being Summer exam	External Exams

THE IMPACT OF THE PHYSICAL EDUCATION CURRICULUM:

Students progress and learning in the subject will be assessed formally with an external exam, and coursework which equates to 10% of the pupils overall grade. Students will be internally assessed throughout the course through essays, practice papers and practical moderations. Students will also develop their wider understanding of the sport, fitness and health. This deeper understanding will help them enter the world of work with greater skills.

WAYS IN WHICH PARENTS CAN HELP:

Parents can help by encouraging pupils to take part in physical activity (particularly their chosen sports) both inside and outside of school. Homework will be set once a week and will mainly be online via our chosen educational website called 'the everlearner'. Here students can watch videos to help them gain a deeper understanding of topics as well answer questions on the chosen topic. Parents will be sent pupil log in details to ensure pupils are consistently using this platform.

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HAYDON SCHOOL

FACULTY: PHYSICAL EDUCATION

SPORTS SCIENCE

(NON-PRACTICAL ROUTE) - CAMBRIDGE NATIONAL

THE INTENT OF THE SPORTS SCIENCE (NON-PRACTICAL ROUTE) CURRICULUM

Sports Science (non-practical route) will give students the opportunity to learn about exercise and how the body works as well as the reasons that affect a person's participation and performance in sport. For students who have a keen interest in sport and physical activity, this will be a very enjoyable course. The course is assessed through coursework (internally assessed) and one examination. Therefore students who chose this option should be confident in their writing and scientific knowledge as well as having an interest in sport.

By studying Sports Science, students will develop transferable skills including how to:

- Being able to interpret data and evaluate physical performance.
- Develop scientific knowledge of anatomy and physiology
- Analyse and understand physical literacy in order to lead an active and healthy lifestyle.

Develop effective Communication and enhance team building

The intent of the first year is to introduce students to Anatomy and physiology and reducing the risk of sports injuries. Students will learn the key terms and be able to experience this outside the classroom through practical through theory lessons.

The intent of the second year of the course is to introduce the principles of training and focus on exam techniques, Building on their extended writing skills for the eight mark question and coursework. Pupils will take their examination at the end of the year (Reducing the risks of injury).

The intent of the final year is to build on the foundation knowledge developed by students and focus on written communication. During this final year pupils will complete two controlled coursework modules.

THE IMPLEMENTATION OF THE SPORTS SCIENCE (NON-PRACTICAL ROUTE) CURRICULUM

Exam Board: OCR
Syllabus: Distinction*, Distinction, Merit, Pass.

Students will have 5 x 1 hour lessons over the two week timetable.
4 theory lessons and 1 practical through theory

Term	Year 9	Year 10	Year 11
Autumn term	Anatomy and physiology	Principles of training	Sports psychology
Spring term	Reducing the risk of injuries	Revision techniques/ coursework	Knowledge planners
Summer term	Coursework preparation/theory through practical	External exams	Coursework

THE IMPACT OF THE PHYSICAL EDUCATION CURRICULUM:

Students progress and learning in the subject will be assessed formally with an external exam, and coursework which equates to 10% of the pupils overall grade. Students will be internally assessed throughout the course through essays, practice papers and practical moderations. Students will also develop their wider understanding of the sport, fitness and health. This deeper understanding will help them enter the world of work with greater skills.

WAYS IN WHICH PARENTS CAN HELP:

Parents can help by encouraging pupils to take part in physical activity (particularly their chosen sports) both inside and outside of school. Homework will be set once a week and will mainly be online via our chosen educational website called 'the everlearner'. Here students can watch videos to help them gain a deeper understanding of topics as well answer questions on the chosen topic. Parents will be sent pupil log in details to ensure pupils are consistently using this platform.

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HAYDON SCHOOL

FACULTY: SCIENCE

COMBINED SCIENCE (TRILOGY)

THE INTENT OF THE COMBINED SCIENCE CURRICULUM

GCSE Science helps students develop scientific thinking using a variety of concepts and models to develop explanations and understanding. Students will develop their critical thinking skills across all the sciences by having to conduct required practicals and analyse data. The intent of the course is to not only increase the scientific knowledge that the students will be exposed to but also develop their ability to communicate the scientific rationale for their investigations, which would include the method they used, their findings and subsequent reasoned conclusions.

THE IMPLEMENTATION OF THE COMBINED SCIENCE CURRICULUM

SYLLABUS – AQA COMBINED SCIENCE - TRILOGY. SPECIFICATION CODE: 8464

Students will have 10 x 1 hour lessons over the two week timetable split between 2 teachers.

Term	Year 9	Year 10	Year 11
Autumn term	Atomic structure and the periodic table. Infection and response. Energy resources.	Chemical changes. Bioenergetics. Forces. Atomic structure.	Inheritance, variation and evolution. The rate and extent of chemical change. Organic chemistry and chemical analysis. Waves.
Spring term	Bonding, structure and properties of matter. Organisation in plants and animals.	Energy changes. Homeostasis and response. Electricity and particle model of matter	Magnetism and electromagnetism. Chemistry of the atmosphere. Using resources.
Summer term	Energy. Cell Biology. Quantitative chemistry.	Ecology. Preparation for summer exams	External Exams

THE IMPACT OF THE COMBINED SCIENCE CURRICULUM:

Students' progress and learning in the subject will be assessed formally with six external exams at the end of the third year, there is no coursework. There will also be three internal mock exams that will take place to further prepare the students for their final external exams.

WAYS IN WHICH PARENTS CAN HELP:

To be successful on the course, students will need to know where to access some valuable revision resources. Links of useful websites are listed below:

AQA for the specification and past papers: https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464

Science google drive with links to revision material - link will be given by teachers.

BBC Bitesize for revision and videos: https://www.bbc.co.uk/bitesize/examspecs/z8r997h

Kerboodle website: www.kerboodle.com all students will be given a log in to use at home as well as in school so they can access resources and the digital textbooks.

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HAYDON SCHOOL

FACULTY: SCIENCE

BIOLOGY

THE INTENT OF THE BIOLOGY CURRICULUM

GCSE Biology helps students develop scientific thinking using a variety of concepts to develop explanations and understanding of the living world. Students will learn how Biology can be represented mathematically and visually through the use of models and practical work.

Students will develop their critical thinking skills in Biology by having to conduct required practicals. Students will complete 10 required practicals where they will analyse their data and draw conclusions. The intent of the course is to not only increase the scientific knowledge that the students will be exposed to but also develop their ability to communicate the scientific rationale for their investigations, which would include the method they used, their findings and subsequent reasoned conclusions.

THE IMPLEMENTATION OF THE BIOLOGY CURRICULUM

SYLLABUS – AQA GCSE BIOLOGY 8461

Students will have 5 hour lessons over the two week timetable.

Term	Year 9	Year 10	Year 11
Autumn term	Cell Biology; Organisation	Bioenergetics; Homeostasis and response	Inheritance, variation and evolution
Spring term	Infection and response	Homeostasis and response	Ecology
Summer term	Bioenergetics	Preparation for summer exams	External Exams

THE IMPACT OF THE BIOLOGY CURRICULUM:

Students' progress and learning in the subject will be assessed formally with two external exams at the end of the third year, there is no coursework. There will also be three internal mock exams that will take place to further prepare the students for their final external exams.

WAYS IN WHICH PARENTS CAN HELP:

To be successful on the course, students will need to know where to access some valuable revision resources. Links of useful websites are listed below:

- AQA for the specification and past papers: https://filestore.aqa.org.uk/resources/biology/specifications/AQA-8461-SP-2016.PDF
- Science google drive with links to revision material - link will be given by teachers.
- BBC Bitesize for revision and videos: https://www.bbc.co.uk/bitesize/examspecs/z8r997h
- Kerboodle website: www.kerboodle.com all students will be given a log in to use at home as well as in school so they can access resources and the digital textbooks.

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HAYDON SCHOOL

FACULTY: SCIENCE

CHEMISTRY

THE INTENT OF THE CHEMISTRY CURRICULUM

GCSE Chemistry helps students develop scientific thinking using a variety of concepts and models to develop explanations and understanding. Students will develop their critical thinking skills across Chemistry by having to conduct required practicals and analyse data. The intent of the course is to not only increase the scientific knowledge that the students will be exposed to but also develop their ability to communicate the scientific rationale for their investigations, which would include the method they used, their findings and subsequent reasoned conclusions.

THE IMPLEMENTATION OF THE CHEMISTRY CURRICULUM

SYLLABUS – AQA GCSE CHEMISTRY. SPECIFICATION CODE: 8462

Students will have 5 hour lessons over the two week timetable.

Term	Year 9	Year 10	Year 11
Autumn term	Introduction project for practical skills. Atomic Structure. Periodic Table.	Energy Changes. Rates of Reaction.	Chemical Analysis. The Earth's atmosphere.
Spring term	Structure and bonding. Quantitative Chemistry.	Hydrocarbons. Organic Reactions.	The Earth's resources. Using our resources.
Summer term	Chemical Changes. Electrolysis.	Polymers. Preparation for summer exams	External Exams

THE IMPACT OF THE BIOLOGY CURRICULUM:

Students' progress and learning in the subject will be assessed formally with two external exams at the end of the third year, there is no coursework. There will also be three internal mock exams that will take place to further prepare the students for their final external exams.

WAYS IN WHICH PARENTS CAN HELP:

To be successful on the course, students will need to know where to access some valuable revision resources. Links of useful websites are listed below:

AQA for the specification and past papers: https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462

Science google drive with links to revision material - link will be given by teachers.

BBC Bitesize for revision and videos: https://www.bbc.co.uk/bitesize/subjects/zs6hvcw

Kerboodle website: www.kerboodle.com all students will be given a log in to use at home as well as in school so they can access resources and the digital textbooks.

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HAYDON SCHOOL

FACULTY: SCIENCE

PHYSICS

THE INTENT OF THE PHYSICS CURRICULUM

GCSE Physics helps students apply the scientific method to real life situations through understanding how objects move due to resultant forces, how the universe developed and the importance of renewable and non-renewable energy resources.

Students will develop their critical thinking skills by having to conduct various experiments and analyse data. The intent of the foundation year is to introduce students to the key foundational aspects of the scientific method, experimental techniques and data analysis that will be further developed in the later years of the course. The intent of the second two years of the course is to not only increase the scientific knowledge that the students will be exposed to but also develop their ability to communicate the scientific rationale for their investigations, which would include the method they used, their findings and subsequent reasoned conclusions.

THE IMPLEMENTATION OF THE PHYSICS CURRICULUM

SYLLABUS – AQA SCIENCE. SPECIFICATION CODE: 8463 (PHYSICS)

Students will have 10 X 1 hour lessons over the two week timetable.

Term	Year 9	Year 10	Year 11
Autumn term	Foundation – How Science Works Introductory Project	Electricity and Forces	Waves and the Electromagnetic Spectrum
Spring term	Foundation - Energy	Particle model of matter	Magnetism and Electromagnetism
Summer term	Foundation – Energy Transfers	Atomic Structure and Radiation Preparation for summer exams	Space External exams

THE IMPACT OF THE PHYSICS CURRICULUM:

Students' progress and learning in the subject will be assessed formally with an external exam (2 papers per science) at the end of the third year. Students will be internally assessed throughout the course with end of topic tests throughout the year on top of some key core science practicals that all students will required to complete. There will also be two internal mock exams that will take place (one in year 2 and one in year 3) to further prepare the students for their final external exams.

Students will develop their ability to think critically and their transferable skills such as working in a team which will be a by-product of them completing their required practicals and data analysis.

WAYS IN WHICH PARENTS CAN HELP:

To be successful on the course, students will need to know where to access some valuable revision resources. Links of useful websites are listed below:

- AQA for the specification and past papers: https://www.aqa.org.uk/subjects/science/gcse/physics-8463
- Science google drive with links to revision material - link will be given by teachers.
- BBC Bitesize for revision and videos: https://www.bbc.co.uk/bitesize/examspecs/z8r997h

Kerboodle website: www.kerboodle.com all students will be given a log in to use at home as well as in school so they can access resources and the digital textbooks.

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HAYDON SCHOOL

FACULTY: SOCIAL SCIENCES

BUSINESS

THE INTENT OF THE BUSINESS CURRICULUM

The intent of the three year GCSE is to give students a broader more practical approach to Business enabling students to see Business as a real rather than theoretical study. This is intended to not only develop good exam practice but to also develop cultural capital.
Over the course of three years' students, explore the world of small businesses through the viewpoint of an entrepreneur. The course aims to teach students concepts such as how and why do business ideas come about and what makes a successful business? Students learn how to develop an idea, spot an opportunity and turn it into a successful business. Students will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved.
Students move on to investigating business growth. How does a business develop beyond the start-up phase? Students learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business. They learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and explore how the wider world impacts the business as it grows.
GCSE Physics helps students apply the scientific method to real life situations through understanding how objects move due to resultant forces, how the universe developed and the importance of renewable and non-renewable energy resources.

Students will develop their critical thinking skills by having to conduct various experiments and analyse data. The intent of the foundation year is to introduce students to the key foundational aspects of the scientific method, experimental techniques and data analysis that will be further developed in the later years of the course. The intent of the second two years of the course is to not only increase the scientific knowledge that the students will be exposed to but also develop their ability to communicate the scientific rationale for their investigations, which would include the method they used, their findings and subsequent reasoned conclusions.

THE IMPLEMENTATION OF THE BUSINESS CURRICULUM

SYLLABUS – EDEXCEL GCSE (9-1) BUSINESS (1BS0)

Students will have 5 X 1 hour lessons over the two week timetable.

Term	Year 9	Year 10	Year 11
Autumn term	Enterprise and entrepreneurship 1.2 Spotting a business opportunity	Understanding external influences on business 2.1 Growing the business	Taking financial decisions
Spring term	Putting a business idea into practice	Making marketing decisions	Making human resource decisions
Summer term	Making the business effective	Taking operational decisions Summer exams	External exams

THE IMPACT OF THE BUSINESS CURRICULUM:

The aims and objectives of this qualification are to enable students to:
Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, make informed business decisions and solve business problems. Develop as effective and independent students, and as critical and reflective thinkers. Investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments.

WAYS IN WHICH PARENTS CAN HELP:

Students do well when they watch relevant, topical business documentary programmes, read the Business sections of broadsheet newspapers in order to keep abreast of current Business thinking. Wider reading is always a requirement of the course and is integral to ensuring students develop into lifelong learners. Our reading lists are either from recommended websites, Haydon Business Departments own online resources or as directed by their classroom teacher. A focus on key vocabulary runs throughout every year.

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HAYDON SCHOOL

FACULTY: SOCIAL SCIENCES

CHILD DEVELOPMENT

THE INTENT OF THE CHILD DEVELOPMENT CURRICULUM

Child Development covers all aspects of child development and parental responsibility, from conception to five years. Students develop the essential theoretical knowledge and practical skills needed to create the best conditions for a child's development and well-being. This qualification helps develop applied knowledge and practical skills in child development. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology.

The intent of the foundation year is to develop essential knowledge and key vocabulary related to child development and children's needs. This will also give students the opportunity to reflect on their own major developmental milestones as a child. We also encourage students to participate in child care related work experience.
The intent of year 10 will be for students to develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety.

The intent of year 11 will be for students to gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. This topic will also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes. They will also gain an understanding of the development norms from birth to five years and the stages and benefits of play. Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five.

THE IMPLEMENTATION OF THE CHILD DEVELOPMENT CURRICULUM

SYLLABUS – OCR - CAMBRIDGE NATIONAL IN CHILD DEVELOPMENT LEVEL 1/2
CERTIFICATE - J818 - 601/7537/0

Students will have 5 x 1 hour lessons over the two week timetable

Term	Year 9	Year 10	Year 11
Autumn term	Foundation Understanding Children from 0-5	Health and well-being for child development	Equipment and nutritional needs of children from birth to five years
Spring term	Foundation Understanding Children from 0-5 . Work experience in a child care setting	Health and well-being for child development	Development of a child from birth to five years
Summer term	Foundation Understanding Children from 0-5	Equipment and nutritional needs of children from birth to five years Summer exams	Development of a child from birth to five years External Exams

THE IMPACT OF THE CHILD DEVELOPMENT CURRICULUM:

Students learning in the subject will be assessed formally with an external exam for Health and well-being for child development which is worth 50% of their qualification. The remaining 50% will be assessed via centre assessed coursework which is externally moderated. These will focus on Equipment and nutritional needs of children from birth to five years and Development of a child from birth to five years. Students will also have an opportunity to conduct work experience in a relevant child care placement.

WAYS IN WHICH PARENTS CAN HELP:

To be successful on the course students need an understanding of child development from 0-5 years. We encourage students to observe child interactions with other children and adults where appropriate. We also ask students to reflect on major developmental milestones in their own or a siblings/cousins/friends childhood and where possible ask adults about these. Students should also take a keen practical interest in interacting with young children in an appropriate setting.

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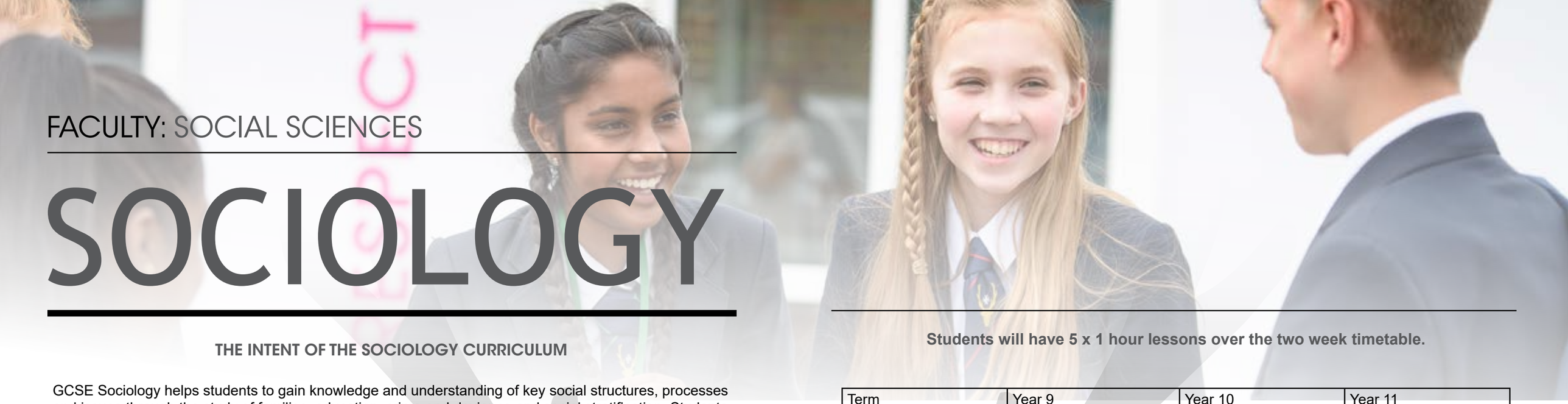

FACULTY: SOCIAL SCIENCES

SOCIOLOGY

THE INTENT OF THE SOCIOLOGY CURRICULUM

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification. Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions. By studying sociology, students will develop transferable skills including how to:

- Investigate facts and make deductions
- Develop opinions and new ideas on social issues
- Analyse and better understand the social world

The intent of the foundation year is to introduce students to the Key themes and also the substantive topics within sociology outside of the framework of the exam. This is intended to build a foundation for the Sociological Imagination to develop, and to also develop students cultural capital.

The intent of the second two years of the course is to build on the foundation knowledge developed by students through the more detailed focus on the substantive topics and also key studies. Building on their extended writing skills.

A focus on key vocabulary runs throughout every year.

THE IMPLEMENTATION OF THE SOCIOLOGY CURRICULUM

SYLLABUS - AQA SOCIOLOGY. SPECIFICATION CODE; 8192

Students will have 5 x 1 hour lessons over the two week timetable.

Term	Year 9	Year 10	Year 11
Autumn term	Foundation - issues and social process	The Sociology of the Family	The Sociology of Crime and Deviance
Spring term	Foundation - theory and methods	The Sociology of Education	The Sociology of Stratification
Summer term	Foundation - inequality and stratification	Theory and Methods Summer exams	External Exams

THE IMPACT OF THE SOCIOLOGY CURRICULUM

Students progress and learning in the subject will be assessed formally with an external exam, there is no coursework. Students will be internally assessed throughout the course through essays, practice papers, presentations and discussions. Students will also develop their wider understanding of the world which will also help them to think critically and enter the world of work with greater skills.

WAYS IN WHICH PARENTS CAN HELP

To be successful on the course students need an understanding of current events. We encourage students to watch topical documentaries and to read quality newspapers. e.g. following current affairs and reading articles on The Guardian/The Telegraph etc.

ACHIEVING
INDIVIDUAL EXCELLENCE
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HAYDON SCHOOL

FACULTY: SEND

STEM

Entry Level Certificate Science and Functional Skills Maths

THE INTENT OF THE STEM CURRICULUM

The intent of the STEM curriculum is to support and develop students' critical thinking skills, particularly in problem solving . The Entry Level Science curriculum will support and increase students' confidence, knowledge and understanding of the principles of science encountered in their daily lives as well as in their GCSE science option choice.
The Maths Functional Skills curriculum aims to develop students' skills in Maths to enable them to apply these to life, learning and work situations. This curriculum aims to improve students' ability to understand practical problems;identify and obtain necessary information from written scenarios to tackle mathematical problems; understand which maths principles are required to find solutions to practical problems and use maths to draw conclusions and provide explanations.

THE IMPLEMENTATION OF THE STEMCURRICULUM

SYLLABUS - ENTRY LEVEL CERTIFICATE SCIENCE SPECIFICATION CODE 5960
FUNCTIONAL SKILLS MATHS
LEVEL 1 & 2 SPECIFICATION CODES 8361 AND 8362

Students will have 5x 1 hour lessons over the two week timetable.

Term	Year 9	Year 10	Year 11
Autumn term	Whole numbers, fractions, decimals, percentages, ratio, introduction to simple formulae. Energy Transfers. Infectious diseases. Atoms, elements and compounds.	Revision of: number functions, application of ratio and formulae, measures and converting measures and Application of the previous skills to practical problems.. Infectious diseases and preventing/treating diseases, revision and practical investigation. Atoms, elements and compounds revision and practical investigation.	Scale - use ratio and proportion to solve practical problems, Use equivalences between fractions, decimals and percentages, Use of two step formulae and equations, find area, perimeter and volume of common shapes and use of 2D/3D objects. Animals cells, tissues, organs and system revision and practical investigation. Forms of carbon and practical investigation.
Spring term	Calculating common measures, converting units, perimeter and area, geometric diagrams, models and shapes, extraction and interpretation of information, collecting and recording data. Energy resources and changes in energy storage. Medicinal drugs, the human digestive system and respiration. States of matter.	Extract and interpret information, Collecting and recording data, Mean and range and Using data to find the likelihood of an outcome. The human digestive system and respiration revision and practical investigation. States of matter revision and practical investigation.	Revision, study skills support and exam technique preparation and practice.
Summer term	Mean and range, using data to predict outcomes, revision. Types of forces. Animal cells and tissues, organs and systems.	Summer exams	External Exams

THE IMPACT OF THE STEM CURRICULUM

Functional skills maths will be assessed by external examinations for Level 1 in year 10 and Level 2 in year 11. The examinations for both levels require two examinations to be completed one short non-calculator paper and one calculator paper. Students' progress in both maths and science lessons, within the STEM curriculum, will be informally monitored in class using verbal and written responses to mathematical problems as well as through past exam paper performance. Students will also be required to complete a number of formal practical investigations for the Entry Level Science qualification.

WAYS IN WHICH PARENTS CAN HELP

Encourage the use of Hegarty and Seneca Learning to support maths revision at home.
Encourage the use of Seneca Learning and Kerboodle to support science revision at home.
Involve students in domestic chores involving the use of mathematical principles e.g. cooking, home decor.
Support access, completion and self-assessment of past papers found on the AQA website for each specification.

ACHIEVING
INDIVIDUAL EXCELLENCE
IN A CARING COMMUNITY

HAYDON SCHOOL