

# Key Stage 4

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# *Curriculum Guide*



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Achieving individual excellence  
in a caring community



# Welcome to Key Stage 4

## Welcome

Entering Year 10 marks a major milestone as students are now able to make choices about the next stage of their educational journey. We believe our Key Stage 4 curriculum supports all students to develop the appropriate knowledge and skills to move forward to the next stage of their education, successfully entering the world of work or further education with progress and achievement measures above the National average. We want our students to be ready for the next steps in their lives, embodying the school's values of Excellence, Respect, Perseverance, Community and Kindness with pride to have been part of Haydon school.

## The implementation of our Curriculum

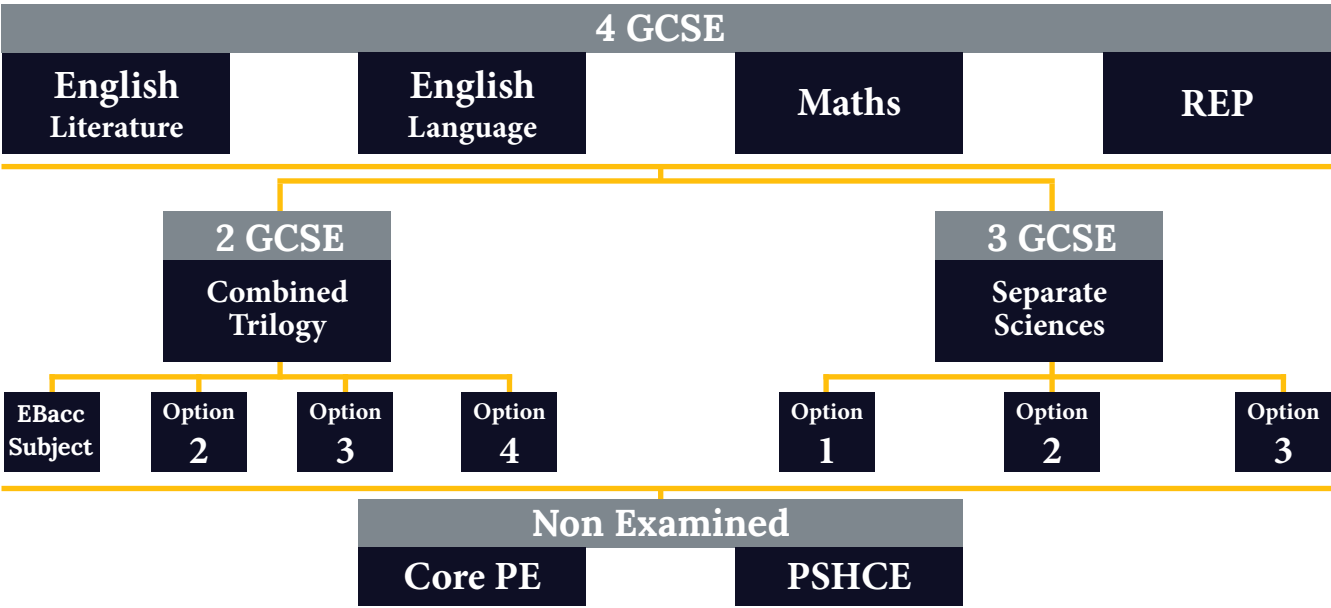
Core subjects account for 40% of taught lessons across a fortnight. Optional subjects (including science) account for 60% of taught lessons.

### Core Subjects

The compulsory core subjects are Mathematics, English Literature and English Language and Religious Education. Along with these core subjects students will continue to study Science either as a combined or a separate option. As part of the development of a healthy lifestyle students will continue to take part in a core PE and PSHCE offer although these will not lead to a qualification.

### Optional Subjects

Students will have the choice to select up to four subjects, depending on their science choice. Students who select to study Trilogy Combined Science must select an EBacc subject (History, Geography, Computer Science, Language) as one of their four options.



## Co-curriculum

Alongside the formal curriculum students have the opportunity to take part in a wide enrichment offer to support their whole development. This includes work experience for all in year 10; support in exam preparation, Sports Day and Futures provision. Students will also have the opportunity to engage in many activities to develop their wider knowledge and cultural experiences through engaging with speakers; debates and visits.

### 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 suit their individual needs. As a result, following the EBacc is not compulsory. However, it is worth noting, when making choices, that these subjects are the ones most regularly asked for by the best colleges and universities. While students don't need to have studied all of these to go to university, having their GCSE mix steered towards the EBacc will help keep their options open, and as such, we recommend following the EBacc route. To follow the EBacc route, students must select (alongside the core) History or Geography and a language.

## Advice on selecting options

All subjects are equally valid. Our advice is that students choose subjects where they can achieve the greatest success regarding their results and enjoyment. The best advice is to encourage students to select subjects they think they will enjoy that relate to their future career plans and that they believe they will be successful in, not the subjects their friends are doing or those that contain their favourite teacher.

Students need to take the options process very seriously. Please read this booklet carefully. Even if they think you know what subjects they want to do, talk to the appropriate staff during the options evening and students in Years 10 and 11 who are currently studying the subject.





# Ancient History

## The intent of the Ancient History Curriculum

OCR's GCSE (9–1) in Ancient History has been designed to help learners develop their understanding of the ancient world and the legacy of the ancient world in today's society. The course is designed this qualification with learners in mind, having consulted extensively across the United Kingdom to ensure that OCR's GCSE (9–1) in Ancient History engages learners, develops a desire within them to continue learning about ancient history and helps develop a lifelong enthusiasm for the ancient world.

## The implemenation of the Ancient History Curriculum

### Syllabus: OCR Ancient History J198

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

Term	Y10	Y11
Autumn term	<b>The Persian Empire, 559–465 BC</b> (This is a compulsory period study focusing on the Persian Empire under Cyrus the Great, Cambyses II, Darius I and Xerxes I.)	<b>The foundations of Rome: from kingship to republic, 753–440 BC (Continue)-</b> <b>Cleopatra: Rome and Egypt, 69–30 BC</b> (This depth study enables learners to understand the complexity of the relationship between Rome and Egypt between 69 and 30 BC, the the reign of Cleopatra and her relationships with key historical figures during this period of time).
Spring term	<b>Alexander the Great, 356–323 BC.</b> (This depth study enables learners to understand the complex factors that allowed Alexander the Great to become one of ancient history's most famous men.)	<b>Cleopatra: Rome and Egypt, 69–30 BC(continue)</b> <b>and Revision</b>
Summer term	<b>The foundations of Rome: from kingship to republic, 753–440 BC</b> (This is a compulsory longer period study focusing on the kings of Rome and the early Roman Republic, with an emphasis on the most exciting and interesting events and characters.) <b>Summer exams</b>	<b>External Exams</b>  <b>Paper 1: 2hrs Greece and Persia (100 marks + 5 SPAG - 50% of total grade)</b>  <b>Paper 2: 2hrs Rome and its neighbours (100 marks + 5 SPAG - 50% of total grade)</b>

## The Impact of the Ancient History Curriculum

Students will:

- Develop and extend their knowledge and understanding of the military, political, religious, social and cultural history of the ancient world, allowing students to be able to consider the events studied within the context of the history of the ancient world
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of ancient sources in their historical context
- Understand that ancient historians today rely on fewer sources than are available for modern history, meaning that our version of events often relies on very scarce evidence, and the resulting difficulties in reconstructing the history of the ancient world
- Demonstrate their knowledge and understanding of what we believe happened in ancient times and the ancient sources to justify our belief, and reach substantiated conclusions which take into account the reliability of the available ancient sources.

## Ways In Which Parents Can Help

Please monitor students' work and revision. 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 Google Drive and/or Google Classroom with multiple resources that enable students to recap and review their learning. Students should also be practising exam style questions. Encourage them to attend extra interventions and revise for topic tests and mock exams.



# Biology

## The intent of the GCSE 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 implemenation of the GCSE Biology Curriculum

Syllabus: AQA GCSE Biology 8461

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

Term	Y10	Y11
Autumn term	Recap of Cell biology, Cell division and organisation.  Infection and Response	Inheritance, Variation and Evolution  <b>Preparation for Mock exams</b>
Spring term	Bioenergetics Homeostasis and Response	Ecology  <b>Preparation for Mock exams</b>
Summer term	<b>Preparation for Mock exams</b>  Hormonal Response	<b>Preparation for External exams</b>  External Exams

## The impact of the GCSE Biology Curriculum

Students' progress and learning in the subject will be assessed formally with two external exams at the end of year 11; 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](http://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.



# 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 Functional Skills Curriculum

Syllabus: AQA GCSE Chemistry. Specification Code: 8462

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

Term	Y10	Y11
Autumn term	Recap of Atomic structure, Periodic table and Chemical changes.  Structure and Bonding Quantitative Chemistry	Chemical Analysis. The Earth's atmosphere. The Earth's resources.  <b>Preparation for Mock exams</b>
Spring term	Electrolysis Energy Changes Rates of Reaction.	Using our Resources.  <b>Preparation for Mock exams</b>
Summer term	Hydrocarbons Organic Reactions Polymers.  <b>Preparation for Mock exams</b>	<b>Preparation for External exams</b>  <b>External Exams</b>

## The impact of the Chemistry Curriculum

Students' progress and learning in the subject will be assessed formally with two external exams at the end of Y11, 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](http://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.



# Citizenship

## The intent of the GCSE Citizenship Curriculum

The intent of the two-year GCSE Citizenship course is for pupils to engage in a curriculum that has the power to motivate and enable young people to become thoughtful, active citizens. Students gain a deeper knowledge of democracy, government and law, and develop skills to create sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society.

## The implemenation of the GCSE Citizenship Curriculum

Syllabus: GCSE Citizenship Studies AQA Specification (2016 onwards)

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

Term	Y10	Y11
Autumn term	<u>Life in modern Britain</u> <ul style="list-style-type: none"><li>Principles and <u>values</u> in British Society</li><li>Identity</li><li>The media and free press</li><li>Universal human rights</li><li>Bringing about changes in the legal system</li></ul>	<u>Active Citizenship Project</u> Continuation of taking citizenship action
Spring term	<u>Rights and responsibilities</u> <ul style="list-style-type: none"><li>Laws in contemporary society</li><li>Rights and <u>responsibilities</u> within the legal system</li><li>How laws protect the <u>citizen</u> and deal with criminals</li><li>Universal human rights</li><li>Bringing about changes in the legal system</li></ul>	<u>Politics and participation</u> <ul style="list-style-type: none"><li>Political power in the UK</li><li>Local and devolved governments</li><li>Where does political power reside?</li><li><u>How</u> <u>do</u> others govern themselves?</li><li>Bringing about political change</li></ul> <u>Revision</u> Comprehensive revision schedule for external exams

Summer term	Summer exams	External Exams
	<u>Active Citizenship Project</u> An investigation into a citizenship issue of a student's own choice <u>which</u> involves research, action and reflection	

## The impact of the GCSE Citizenship Curriculum

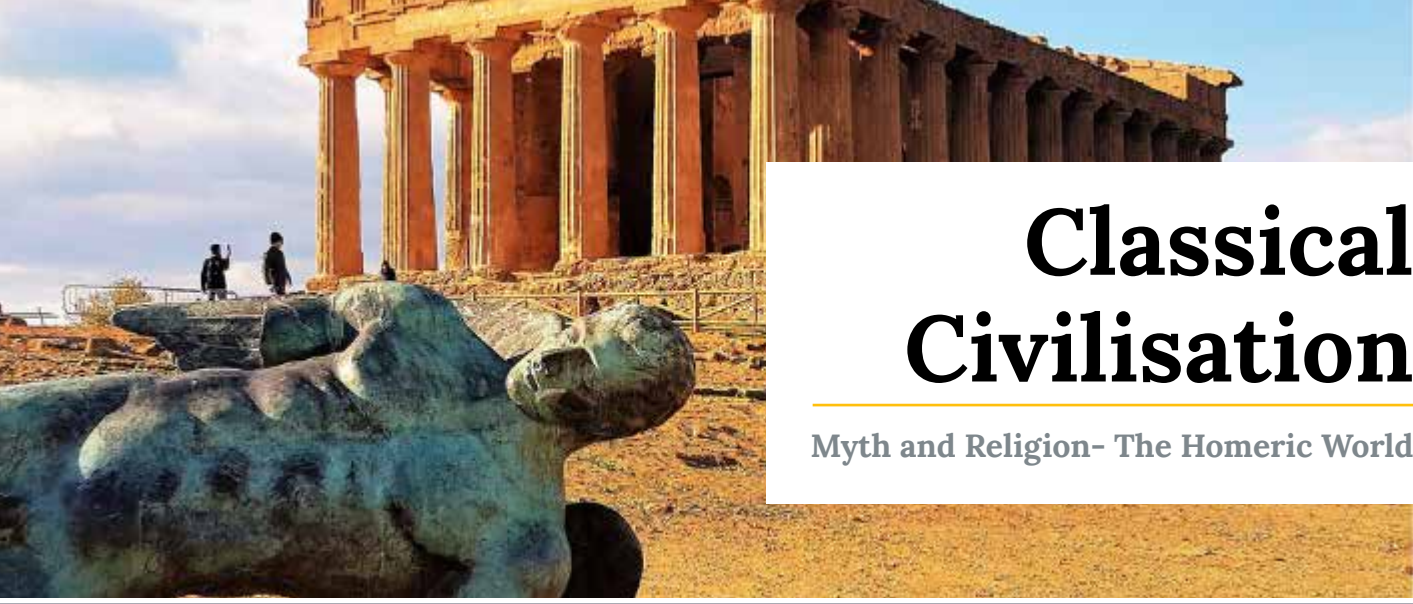
The aims and objectives of this qualification are to enable pupils to:

- Investigate how the citizen can play a full and active part in society and how citizens are empowered to effect change within society. Citizenship understanding develops through the knowledge of how a society operates and functions and its underlying values.
- The overarching theme of this specification is ‘How citizens can try to make a difference’. This aim is supported by three content themes: Life in modern Britain, Rights and responsibilities and Politics and participation. The skills, processes and methods underpin the specification.
- The first theme, Life in modern Britain, looks at the make-up and dynamics of contemporary society, what it means to be British, as well as the role of the media and the UK’s role on the world stage.
- The second theme, Rights and responsibilities, looks at the nature of laws, rights and responsibilities within the UK and has a global aspect due to the nature of international laws, treaties and agreements by which the UK abides.
- The third theme, Politics and participation, aims to give the student, through an understanding of the political process, the knowledge and skills necessary to understand how to resolve issues, bring about change, and how the empowered citizen is at the heart of our society.

## 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 citizenship knowledge





# Classical Civilisation

Myth and Religion- The Homeric World

## The intent of the Classical 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.

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.

## The implemenation of the Classical Civilisation Curriculum

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

Term	Y10	Y11
Autumn term	<ul style="list-style-type: none"> <li>➤ The Gods and their powers</li> <li>➤ Hercules and the 12 labours</li> <li>➤ Temples</li> </ul>	<ul style="list-style-type: none"> <li>➤ Odyssey, including Cyclops, gods and giants</li> </ul>

Spring term	<ul style="list-style-type: none"> <li>➤ Foundation Myths, including Theseus and his labours (such as the Minotaur) and the stories of Aeneas and Romulus</li> <li>➤ Festivals</li> <li>➤ Symbols of power, including the Amazons and the centaurs, Augustus and Cleopatra</li> </ul>	<ul style="list-style-type: none"> <li>➤ Mycenaeans and the Trojan War through artefacts and archaeological evidence</li> </ul>
Summer term	<ul style="list-style-type: none"> <li>➤ Death and Burial</li> <li>➤ The Underworld, including Hades and myths related to him</li> </ul> <p>Summer exams</p>	<p>Revision</p> <p>External Exams</p>

## The impact of the Classical 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.

The study of Classics (Classical Civilisation, Latin etc) provides training in logical thinking, boosting cognitive processes essential for math, science, and engineering. Classics has been said to cultivate such mental processes as alertness, attention to detail, memory, logic, and critical reasoning. Not surprisingly, the results in USA prove that Classical Civilisation and Latin boost SAT (Scholastic Assessment Test) and GRE (Graduate Record Examinations for students applying for postgraduate courses) scores (out of 270 fields, Classics and Classical Languages scored the highest mean Verbal GRE- please check the table found in Latin subject).

The study of Classics is so useful that it is compulsory to the majority of the public/private schools in the UK, such as Eton college and Harrow School.

## Ways In Which Parents Can Help

- Find out how your child is doing.
- Make sure that your child gets homework done.
- 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.





## The intent of the Combined Trilogy 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 implemenation of the Combined Trilogy 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	Y10	Y11
Autumn term	Recap Atomic Structure, Cells and Energy Transfer.  Bonding Chemical changes Quantitative Chemistry	Inheritance, Variation and Evolution. The Rate and Extent of Chemical change. Organic chemistry and Chemical Analysis. Waves. Ecology <b>Preparation for mock exams</b>
Spring term	Diseases Bioenergetics Homeostasis and response	Magnetism and electromagnetism. Chemistry of the Atmosphere. Earth's Resources. Ecology <b>Preparation for mock exams</b>

Summer term	Electricity and Particle model of matter. Forces Radiation Electrolysis Energy Changes  <b>Preparation for mock exams</b>	<b>Preparation for External exams</b>  <b>External exams</b>
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## The impact of the Combined Trilogy Curriculum

Students' progress and learning in the subject will be assessed formally with six external exams at the end of year11, 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](http://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.



# Community Languages

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

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

**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.

## How will my child be entered for a Community Language

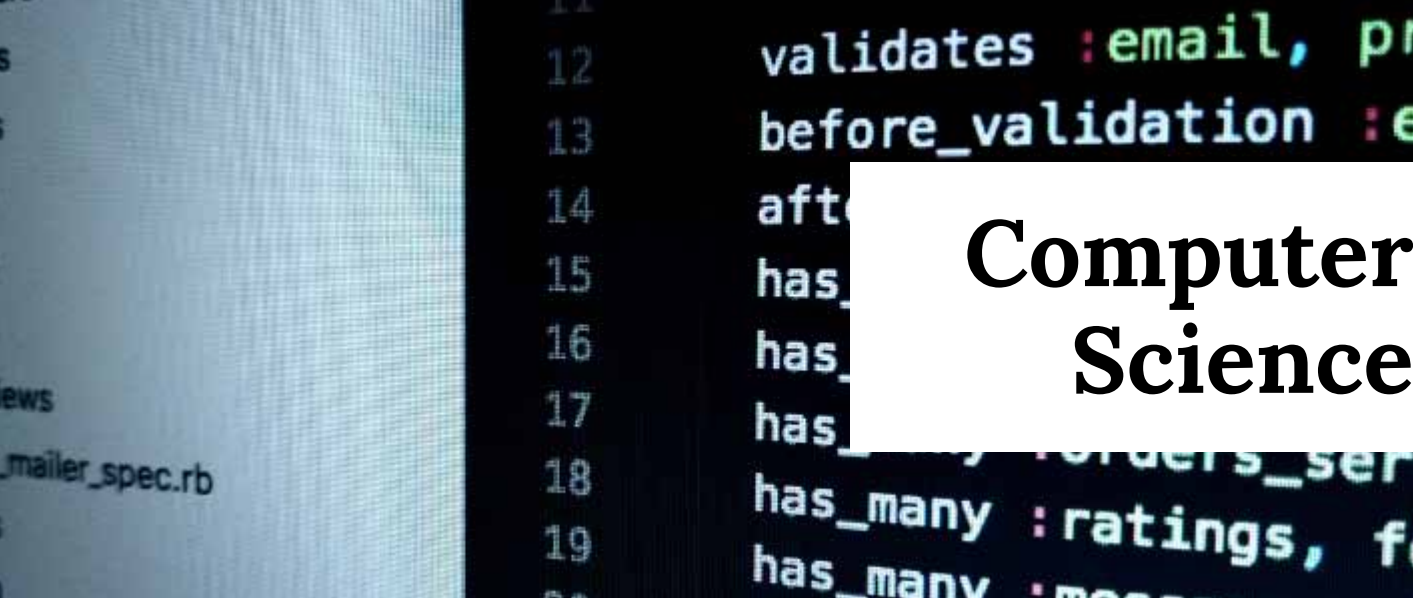
Students who have indicated to the school that they have English as an Additional Language will be asked to enter for a community language in either year 10 or 11.

If students do not fall into this group and wish to be entered for a community language they should discuss it with the Pastoral team or parents and carers can directly contact the school exams officer.

## Ways In Which Parents Can Help

Support students with practice papers and preparation for speaking exams





## 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 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 course consists of three sections; Component 01, Component 02 and Practical programming.

### Component 01 - Computer systems

This section introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with Computer Science.

### Component 02 - Computational thinking, algorithms and programming

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

### Practical programming

Students will be given the opportunity to undertake programming task(s) and a programming project during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language.

## The implementation of the Computer Science Curriculum

Syllabus: OCR Computer Science. Specification code: J277

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

Term	Y10	Y11
Autumn term	Systems Architecture. Memory and storage. Wired and wireless networks. Network Security. Practical programming.	Computational thinking. Algorithms. Programming fundamentals. Producing robust programs. Programming project.
Spring term	Systems software. Ethical, legal, cultural and environmental concerns. Practical programming.	Boolean logic. Defensive design. Programming languages and Integrated Development Environments.
Summer term	Programming concepts Practical programming. Revision and exam techniques  Summer exams	Revision and exam techniques  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 a programming project as well as two external exams in Year 11.

## 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>.

# Construction and the Built Environment

## 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 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 3 units essential for pupils to pass the course.

## The implemenation of the Built Environment Curriculum

**Exam Board: Edexcel**

**Pearson BTEC Tech Award 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	Y10	Y11
Autumn term	Carpentry & Joinery Construction Technology Sustainability	Construction & Design Construction in Practice
Spring term	Carpentry & Joinery Construction Technology Introduction to Plumbing	Construction & Design Construction Technology Exam
Summer term	Introduction to Electrics Construction Technology Exam	Construction & Design Maths & Science in Construction

## The Impact of the Construction and the Built Environment 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 tasks in-class practice papers.

## Ways In Which Parents Can Help

It would be very helpful if parents can support their childrens' progress by ensuring all homework is completed on time and to a high standard, as homework that is set links into 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 construction tasks like cutting different types of wooden joints or showing how to construct orthographic and perspective drawings.





# 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 implemenation of the Drama Curriculum

Syllabus: AQA (8261)

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

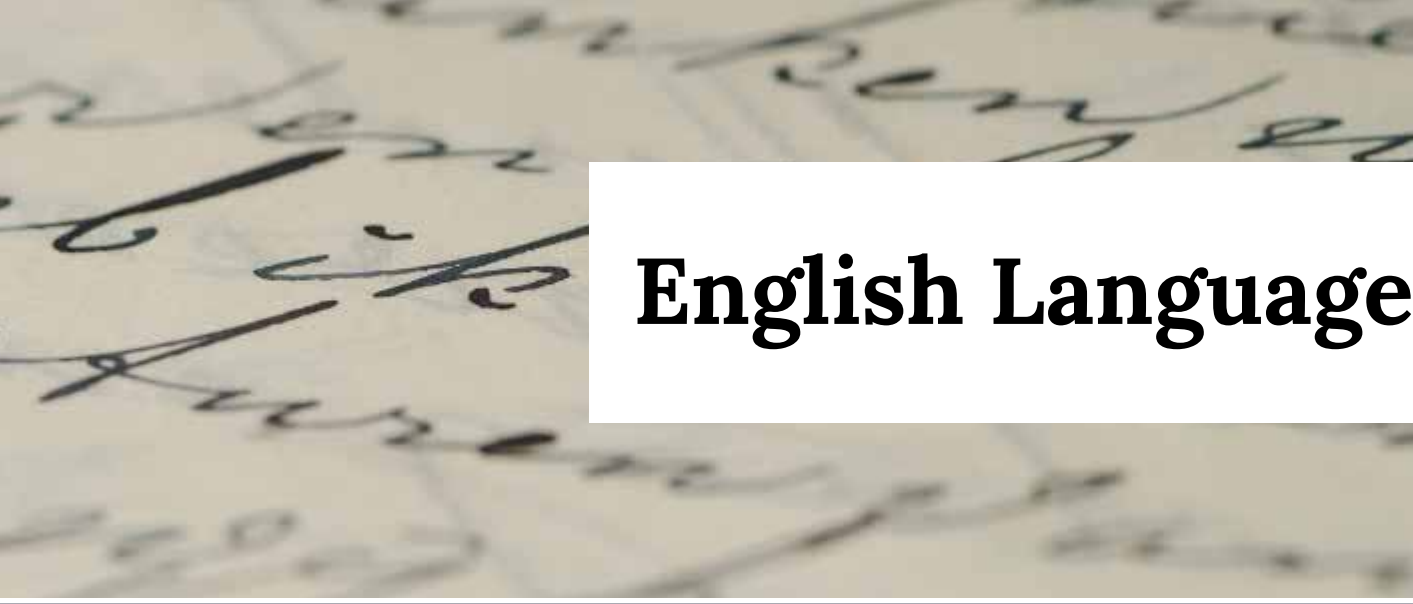
Term	Y10	Y11
Autumn term	Component 1: Live Theatre Evaluation Component 1: Noughts and Crosses	Component 2: Devising Drama (assessed devised performance)
Spring term	Component 1: Noughts and Crosses	Component 3: Text in Practice (assessed scripted performance)
Summer term	Component 2: Devising Drama  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, performances and coursework practice. The breakdown of the course is 70% written work and 30% practical.

## Ways In Which Parents Can Help

- Check Satchel:One 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



# 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 implemenation of the English Language Curriculum

**Syllabus:** All students follow a 2 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

## Paper 1: Explorations in Creative Reading and Writing

**What's assessed:** Section A Reading (one literature non-fiction text) and Section B (Descriptive or narrative writing)

## Paper 2: Writers' ViewPoints and Perspectives

**What's assessed:** Section A Reading (one non-fiction text and one literary non-fiction text. Section B is writing to present a viewpoint). Assessed - • Both written examinations • 1 hour 45 minutes • 80 marks each and (160 marks in total) • 50% of GCSE for each paper. **Non-exam assessment** - Spoken Language. Students will be asked to present on a subject. They will be assessed on their ability to present and answer questions using Standard English. The presentations will be marked by their teacher and will be recorded as either a Pass, Merit or Distinction on their final GCSE English Language certificate.

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

Term	Y10	Y11
Autumn term	Study Fiction Extracts from English Language Paper 1. Creative writing.	English Language Paper 1 (Creative Reading and Writing). Preparation for Mock exam.  <b>December Mock Exams</b>
Spring term	Fiction and non-fiction Fiction texts and themes.	English Language Paper 2 (Literary Nonfiction/Different Perspectives)  <b>Spring Mock Exams</b>
Summer term	Writing to describe and narrate.  Spoken Language Preparation  <b>Summer exams</b>	<b>Final Revision and Preparation.</b>  <b>External Exams</b>

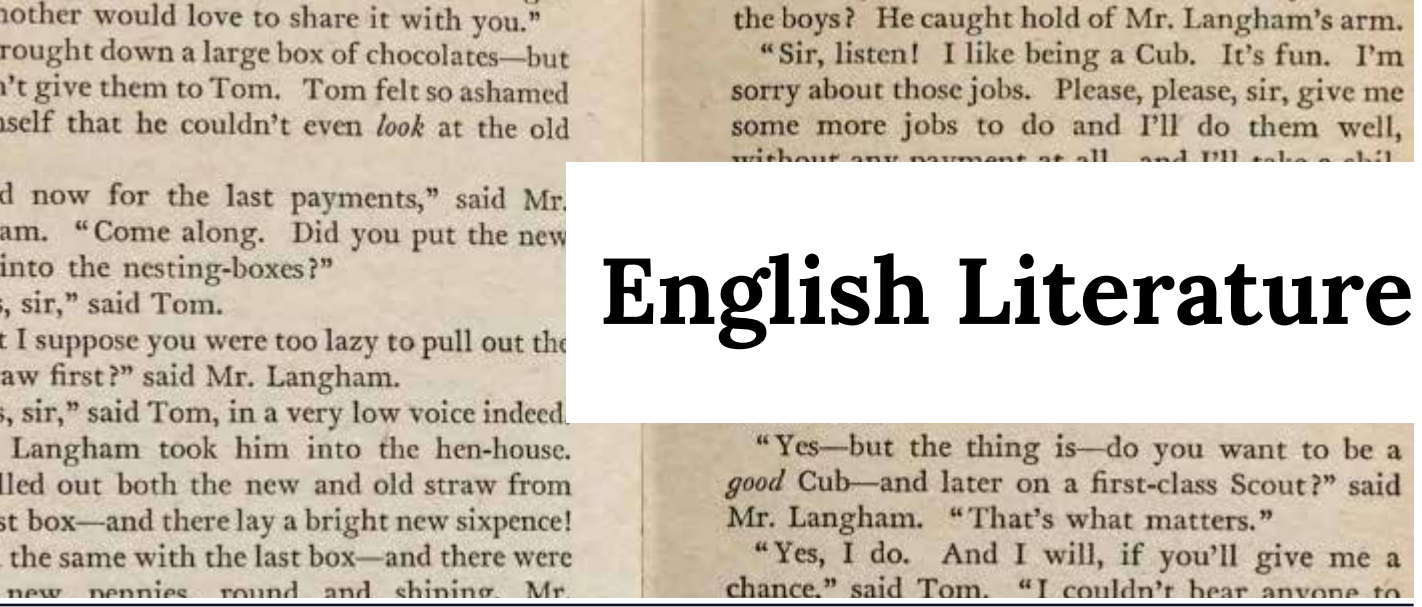
## The impact of the English Language Curriculum

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.





# 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 implemenation of the English Literature Curriculum

Syllabus: All students follow a 2 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.

Tier Structure and Grades: 9-1

## Paper 1

**What’s assessed:** Written exam: 1 hour and 45 minutes • 2 Questions (Macbeth and A Christmas Carol) • 64 marks • 40% of GCSE. **Questions:** Section A Shakespeare: Students will answer one question on Macbeth by responding to an extract before writing about the play as a whole. **Questions:** 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:

**What’s assessed:** 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	Y10 x 8 lessons	Y11 x 8 lessons
Autumn term	<u>A Christmas Carol</u>  (Interleave: Language p 1 and 2 Section A skills)	<u>Macbeth (A full text study)</u>  English Language Paper 1 (Creative Reading and Writing)  <u>A Christmas Carol</u> <u>Revision</u>  December Mock Exams
Spring term	<u>Conflict and Power Poetry</u>  English Language Paper 1 (Creative Reading and Writing)	<u>Revise Power &amp; Conflict, Unseen Poetry and An Inspector Calls</u>  English Language Paper 2 (Literary nonfiction - Different Perspectives)
Summer term	'Natives' by Akala Language paper 2 skills 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 derive 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.



# 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 learn to 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 of 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 implemenation 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. 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 in lessons to experiment whilst being guided by their teacher.

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

Term	Y10	Y11
Autumn term	Structures project	Growth Mindset project continued
Spring term	Structures project continued	Externally set assignment
Summer term	Growth Mindset sculpture project Summer mock 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.
- Learning skills in using a range of media as well as thinking hard, decision making and taking risks.
- Students can express their ideas and understand that some art work may not be what they perceive to be 'good' and to be able to thoughtfully discuss and 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, visiting exhibitions and galleries, encourage your child to practise drawing from observation.





# Food Preparation and Nutrition

## The intent of the Food Preparation and Nutrition 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 implemenation of the Food Preparation and Nutrition Curriculum

Syllabus : WJEC/ Eduqas

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

Term	Y10	Y11
Autumn term	<p><b>Half Term 1 - Fruit And Veg</b> 4 weeks of commodity based theory and practical</p> <ul style="list-style-type: none"> <li>• 1 week of NEA Assessment 1 focus and practise</li> <li>• 1 week of general nutrition and diet theory and a linked practical (with associated written work in preparation for NEA Assessment 2).</li> </ul> <p><b>Half Term 2 - Dairy</b> 4 weeks of commodity based theory and practical</p> <ul style="list-style-type: none"> <li>• 1 week of NEA Assessment 1 focus and practise</li> <li>• 1 week of general nutrition and diet theory and a linked practical (with associated written work in preparation for NEA Assessment 2).</li> </ul>	<p>Assessment 1 (Sept-Oct Half term): 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.</p> <p>Assessment 2 (Nov onwards): 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.</p>
Spring term	<p><b>Half Term 3- Cereals</b> 4 weeks of commodity based theory and practical</p> <ul style="list-style-type: none"> <li>• 1 week of NEA Assessment 1 focus and practise</li> <li>• 1 week of general nutrition and diet theory and a linked practical (with associated written work in preparation for NEA Assessment 2).</li> </ul> <p><b>Half Term 4 - Proteins</b> 4 weeks of commodity based theory and practical</p> <ul style="list-style-type: none"> <li>• 1 week of NEA Assessment 1 focus and practise</li> <li>• 1 week of general nutrition and diet theory and a linked practical (with associated written work in preparation for NEA Assessment 2).</li> </ul>	<p>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.</p>
Summer term	<p><b>Half Term 5 – Fats And Sugars</b> 4 weeks of commodity based theory and practical</p> <ul style="list-style-type: none"> <li>• 1 week of NEA Assessment 1 focus and practise</li> <li>• 1 week of general nutrition and diet theory and a linked practical (with associated written work in preparation for NEA Assessment 2).</li> </ul> <p><b>Half Term 6 - Soya, Tofu, Beans, Nuts And Seeds</b> 4 weeks of commodity based theory and practical</p> <ul style="list-style-type: none"> <li>• 1 week of NEA Assessment 1 focus and practise</li> <li>• 1 week of general nutrition and diet theory and a linked practical (with associated written work in preparation for NEA Assessment 2).</li> </ul> <p>Summer Mocks</p>	<p>Revision and External Exams</p>

## The impact of the Food Preparation and Nutrition 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. Attend food fairs/ exhibitions(BBC good food show) and catering summer courses (Westminster Kingsway and University of West London) EDUQAS for the specification and past papers:

[https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition-gcse/#tab\\_keydocuments](https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition-gcse/#tab_keydocuments)



## The intent of the Geography Curriculum

The intent of the two 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 implemenation 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

Term	Y10	Y11
Autumn term	Topic 1A: Changing landscape of the UK - Coasts Topic 1B: Changing landscape of the UK - Rivers	Topic 4: Changing Cities Topic 5: Global Development
Spring term	Topic 2: Weather, Climate and Hazards	Topic 6: Resource management Topic 6B: Water resource management
Summer term	Topic 3: Ecosystems, Biodiversity and Management  Summer Mock Exams  Topic 7: Fieldwork	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  
Google classroom is used to share lesson slides and extra revision material.





# 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. 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 implemenation 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	Y10	Y11
Autumn term	Paper 2 Section A: Britain Health and the People	Paper 1: Germany 1890-1945:
Spring term	Paper 2 Section A: Britain Health and the People  Paper 2: Norman England c.1066-c.1100.	Paper 1: Conflict in Asia  Revision Scheme of Learning
Summer term	Paper 2: Norman England c.1066-c.1100.	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. Students develop a deep understanding of how our nation has changed through the ages and the events that have shaped our modern world. We are currently in the process of getting quotes for a trip to Berlin in 2025 to contextualise the curriculum.

## 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 Google Drive 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.



# 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 implemenation of the Italian Curriculum

Syllabus : AQA GCSE Italian (8633)

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

Term	Y10	Y11
Autumn term	School Future aspirations; study work, volunteering and training.	Extension of Environmental issues Exam skills  <b>Mock Exams</b>
Spring term	Sports and music events, campaigning for good causes. Daily and Cultural Life.	Preparation for speaking and review of themes using Exam Skills.
Summer term	Holidays, travel and tourist transactions. Towns, regions and countries.	<b>External Exams</b>

## 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 the completion of tasks agreed weekly
- Remind student of intervention sessions after school
- Liaise with teacher or Head of Languages
- 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 ([memrise.com/](https://www.memrise.com/) [languagesonline.org.uk/](https://www.languagesonline.org.uk/) [BBC bitesize/Quizlet/Linguascope/AQA](https://www.bbc.com/bitesize))



# 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 implemenation of the Latin Curriculum

**Syllabus : WJEC Eduqas GCSE**

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

Term	Y10	Y11
Autumn term	Cambridge Latin Course Book 1-2	Roman Civilisation Past paper Practice
Spring term	Cambridge Latin Course Book 2-3 Foundation Tier Past Papers	Latin Literature Past paper Practice
Summer term	Cambridge Latin Course Book 3-4 Higher Tier Past Papers  <b>Summer exams</b>	<b>Revision</b>  <b>External Exams</b>

## 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

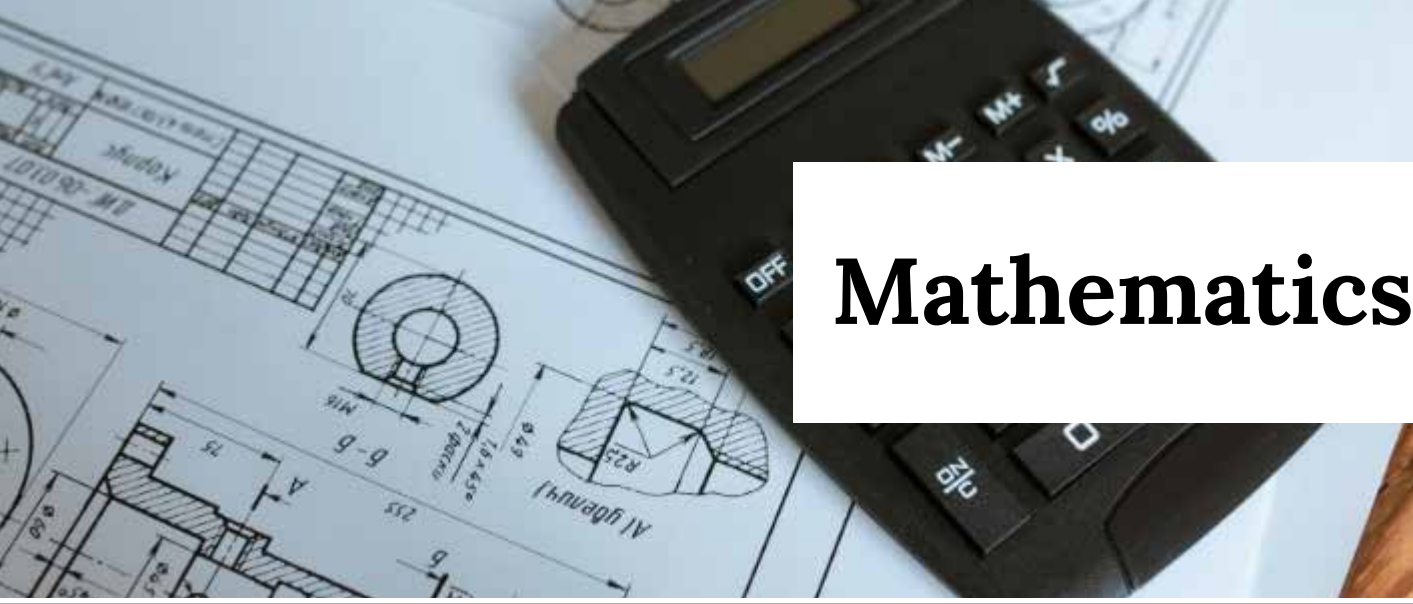
vocabularies. Those of medicine and law, for example, are primarily based on Latin. 3- The study of Latin also provides training in logical thinking, boosting cognitive processes essential for math, science, and engineering. Classics (Latin, Classical Civilisation etc) has been said to cultivate such mental processes as alertness, attention to detail, memory, logic, and critical reasoning. Not surprisingly, the results in USA prove that Latin boosts SAT (Scholastic Assessment Test) and GRE (Graduate Record Examinations for students applying for postgraduate courses) scores (out of 270 fields, Classical Languages and Classics scored the highest mean Verbal GREs- please check the table on the next page). 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. Conversely, speakers of Romance languages (Spanish, French, Italian, Portuguese, Rumanian) have an edge in studying Latin: Latin is the source of 75-80% of all words in these languages. 5 - Latin can be the deciding factor that will get you into your dream school. According to William Fitzsimmons, Harvard University's dean of undergraduate admissions and financial aid, in an interview with Bloomberg Business, 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). In large part, that's because studying Latin makes you unique. Few students take Latin seriously, so more than a year of Latin studies makes you more desirable to colleges everywhere. Plus, colleges know that Latin challenges students to think critically and work hard. This is evidence that you will excel in their programs, which is what all admissions officers are ultimately trying to decide. Choosing Latin also shows that you are willing to tackle unique learning opportunities and have more creativity than similar candidates who chose not to study Latin.

Students tested between 1 July 2005 and 30 June 2008				
INTENDED GRADUATE MAJOR	Verbal	Quantitative	combined	Analytical Writing
Classical Languages	619	633	1252	4.8
Classics	609	616	1225	4.7
History of Science	596	661	1257	4.9
All philosophical fields	591	630	1221	4.9
Comp. Language & Lit.	591	588	1179	4.8
Russian	584	611	1195	4.7
English Lang. & Lit	567	547	1114	4.7
Psycholinguist	566	636	1202	4.6
Linguistics	566	630	1196	4.6
Foreign Lit.	566	580	1146	4.5
American Language & Literature	566	552	1118	4.7
Religious Studies	558	545	1103	4.7

Verbal Reasoning	Quantitative Reasoning
<p>The Verbal Reasoning section measures your ability to:</p> <p>analyse and draw conclusions from discourse; reason from incomplete data; identify author's assumptions and/or perspective; understand multiple levels of meaning, such as literal, figurative and author's intent select important points; distinguish major from minor or irrelevant points; summarise text; understand the structure of a text understand the meanings of words, sentences and entire texts; understand relationships among words and among concepts</p>	<p>The Quantitative Reasoning section measures your ability to:</p> <p>understand, interpret and analyse quantitative information solve problems using mathematical models apply basic skills and elementary concepts of arithmetic, algebra, geometry and data analysis</p>

## Ways In Which Parents Can Help

For information please check the Classical Civilisation subject.



## The intent of the Mathematics Curriculum

Our mathematics curriculum will give students the opportunity to:

- Become fluent in the fundamentals of mathematics, through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
- Communicate, justify, argue and prove using mathematical vocabulary.
- Develop their character, including resilience, confidence and independence, so that they contribute positively to the life of the school, their local community and the wider environment.

## The implementation of the Mathematics Curriculum

### Syllabus : GCSE Mathematics Edexcel

*Students will have eight one hour lessons over the two week timetable*

Term	Y10	Y11
Autumn term	<ul style="list-style-type: none"><li>• Percentages</li><li>• Surface Area</li><li>• Simultaneous Equations</li><li>• Trigonometry</li></ul>	<ul style="list-style-type: none"><li>• Transformations</li><li>• Loci Constructions</li><li>• Growth and Decay</li><li>• Graphs</li><li>• Vectors</li><li>• Quadratics</li><li>• Collecting Data</li></ul>
Spring term	<ul style="list-style-type: none"><li>• Linear and Real-life graphs</li><li>• Set Notation</li><li>• Tree Diagrams</li><li>• Compound measures</li><li>• Ratio</li></ul>	<ul style="list-style-type: none"><li>• Congruence</li><li>• Circle theorems</li><li>• Numerical Methods</li><li>• Algebra</li><li>• Pre Calculus</li></ul>

Summer term	<ul style="list-style-type: none"><li>• Statistics</li><li>• Transformations</li><li>• Handling Data</li><li>• Sequences</li></ul> Summer Mock Exams	Revision  External Exams
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## The impact of the Mathematics Curriculum

The GCSE cohort is taught across 6 ability groups.

The course is linear, and students are assessed by 3 written examinations (one calculator paper and 2 calculator papers) in the summer of year 11.

Students are required to demonstrate their application of mathematics through practical and investigational problems within these assessments.

Entry is made in one of the overlapping tiers:

**Higher Tier: Grades 4-9**

**Foundation Tier: Grades 1-5**

Formal decisions on final tier entry are made in March of year 11 and are based on the band of grades most appropriate for each student.

## Ways In Which Parents Can Help

- Check students are completing online Sparks homework tasks to a high standard, they can refer to their learning journey to reference the scheme of work
- Ensure students are well equipped for each maths lesson.
- Look at your child's learning journey and encourage your child to use additional resources on google classroom.
- Encourage your child to be involved in everyday maths, shopping, bank statements, planning renovations
- Maintain a positive outlook on Maths and the opportunities it brings.





# 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 : Edquas GCSE Media

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

Term	Y10	Y11
Autumn term	Case study exploration-advertising/ Magazines/ Film	Theory and media language/ exam skills
Spring term	Case studies- Music video, Television Drama  NEA: coursework 30%- subject to brief	Revision
Summer term	Case study exploration- Newspapers, radio, video games	<b>External Exams</b>

## 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.edquas.co.uk/qualifications/media-studies/gcse/> additionally we subscribe to edusites- [www.edusites.co.uk](http://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](http://www.haydonmedia.co.uk). There is also a textbook and revision guide published by Edquas which are available for purchase.



# 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 and will be able to link this to the 4 Areas of Study and 2 Set Works in the exam specification. 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 year is to develop exam technique, applying the knowledge of the elements of music to the 4 Areas of Study and 2 Set Works in the exam specification. Students will also continue to work on composition and ensemble performance skills in preparation for the non-examination assessment (NEA).

## 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	Y10	Y11
Autumn term	Elements of Music - Harmony & Tonality, Structure; Melody, Rhythm, Metre & Tempo.	Recap Set works 1&2 <b>Solo Performance</b> <b>1st Composition Day</b>
Spring term	Elements of Music -Texture, Sonority, Dynamics Area of Study 1; Set Work 1 Area of Study 3; Set Work 2	Recap AoS 1-4 <b>Ensemble Performance</b> <b>2nd &amp; 3rd Composition Day</b>
Summer term	Areas of Study 3 and 4 <b>Summer exams</b> Ensemble performance preparation	<b>External Exams</b>

## 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.





# 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 five core areas of study:

- Introduction to Music Technology and the Music Business
- The Digital Audio Workstation (DAW)
- Musical Elements, Musical Styles and Music Technology
- Sound Creation
- Multi-track Recording

Students' will build and refine their skills, knowledge and understanding in using Logic Pro X, allowing them to create, record and mix music. We will also cover the key knowledge required to understand how songs are created and how music and sound are used in media. In Year 11 students will undertake a synoptic project, combining all of their accumulated knowledge from each area of study and demonstrating their ability to integrate and apply them.

The skills, knowledge and understanding gained in the first year will be revised and augmented in preparation for undertaking the assignment.

## The implementation of the Music Technology Curriculum

Syllabus : NCFE Level 1/2 Technical Award in Music Technology QN 603/7008/7

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

Term	Y10	Y11
Autumn term	Introduction to Music Technology and the Music Business	Sound Creation
Spring term	The Digital Audio Workstation (DAW)	Multi-Track Recording Synoptic Project
Summer term	Musical Elements, Musical Style and Music Technology	External Exams

## 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 their synoptic project (60%) and an external exam (40%).

## 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.

# 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 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 implemenation of the Physics Curriculum

**Syllabus : AQA Science. Specification Code: 8463 (Physics)**

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

Term	Y10	Y11
Autumn term	Energy and Energy Transfers Recap Electricity	Waves and the Electromagnetic Spectrum  Preparation for Mock exams
Spring term	Particle model of matter Atomic Structure and Radiation	Magnetism and Electromagnetism Space  Preparation for Mock exams
Summer term	Motion Forces and Pressure  Preparation for Mock exams	Preparation for External exams  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) at the end of Y11. Students will be internally assessed throughout the course with end of topic tests throughout the year on top of some key core science practicals. There will also be three internal mock exams that will take place 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](http://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.



# Product Design

Resistant Materials

## 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 resistant materials 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 polymers.

## The implemenation of the Product Design Curriculum

**Syllabus : AQA GCSE Design & Technology, Specification Code 8552**

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

Term	Y10	Y11
Autumn term	Theory lessons: Industry & Enterprise and Energy & New Materials  Developing drawing & design skills (including technical drawing).	Externally set NEA; (Non-Examined Assessment); students will be given a context at the end of Yr10 and will spend approximately 35 hours of lesson time completing their NEA throughout Yr11 which is 50% of their final grade.
Spring term	Theory lessons: Materials & Properties  Cam toy design & make project, supported by theory lessons covering energy generation, mechanical / electronic systems, modern, composite and smart materials.	Theory lessons will recap and revise all exam theory studied throughout Yr10.  <b>External Exams</b>
Summer term	Theory lessons for the rest of the year will look at timbers and polymers in more depth as part of the Resistant materials specialism.  <b>Summer exams</b>	

## 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 Yr11; Unit 2: NEA - Non-Examined Assessment (50%) - Design & make project completed during Yr11. 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.

## 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.



# Psychology

## The intent of the Psychology Curriculum

GCSE Psychology will introduce students to the fundamentals of Psychology. This will be through the introduction of two key areas; Cognition and behaviour and Social context and behaviour.

The topics covered included in Cognition and behaviour include: Memory, Perception, Development and Research methods.

The topics covered included in Social context and behaviour include: Social influence, Language, thought and communication, Brain and neuropsychology and Psychological problems

Students will learn to demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories, apply their knowledge in a range of contexts as well as analyse and evaluate theories/therapies/ research in relation to the topics covered. Students will also gain a knowledge and understanding of research methods, learn practical research skills and mathematical skills.

## The implementation of the Psychology Curriculum

**Syllabus : AQA Psychology. Specification code; 8182**

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

Term	Y10	Y11
Autumn term	Memory & Perception	Research methods & Language, thought and communication
Spring term	Development & Social Influence	Brain and neuropsychology & Psychological problems
Summer term	<b>Summer exams</b>  Research methods	<b>External Exams</b>

## The impact of the Psychology Curriculum

Students will be assessed formally at the end of the course through two, 1 hour and forty five minute examinations. Students will be regularly internally assessed through mid topic essays and more formal end of unit tests. By undertaking this course students will begin to understand the fundamentals of psychology, developing critical analysis, independent thinking and research skills. These abilities will assist them when undertaking any Science or Social Science related A level or when looking at careers that involve a level of management, dealing with personnel such as in the selection, organisation and motivation of staff or in designing products or workspaces that foster healthy, efficient human behaviours.

## Ways In Which Parents Can Help

To be successful on the course students need an understanding of human behaviour. We encourage students to watch topical documentaries, discuss research and its potential flaws and apply their understanding to everyday life situations.





# Religious Studies

## The intent of the Religious Studies Curriculum

GCSE 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 of 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.

A focus on key vocabulary runs throughout every year.

## The implementation of the Religious Studies Curriculum

Syllabus : AQA Religious Studies Specification code - 8062

Term	Y9 (3 x 1 hour lesson a fortnight )	Y10 (1 x 1 hour lesson per week)	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).**



# 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 course is to build on the foundation of 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 implemenation of the Sociology Curriculum

Syllabus : AQA Sociology. Specification code; 8192

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

Term	Y10	Y11
Autumn term	The Sociological Approach - Sociological theory and research methods	The Sociology of Crime and Deviance
Spring term	The Sociology of the Family	The Sociology of Stratification.
Summer term	The Sociology of Education Summer exams	External Exams

## The impact of the Sociology Curriculum

Students’ progress and learning in the subject will be assessed formally with 2 one hour and 45-minute exam papers that are sat at the end of year 11, there is no coursework. Students will be internally assessed throughout the course through essays, practice papers, presentations and discussions.

Sociology will help students to develop a wider understanding of the social world around them, in particular about processes, issues and structures in society. The course will encourage students to think deeper about a range of sociological phenomena which will also help them to think critically and enter the world of work with greater skills including independent thinking, analytical writing and debating.

Students can choose Sociology as a GCSE subject and can also continue their learning of Sociology at A-Level where it is a popular subject in our Sixth Form.

## Ways In Which Parents Can Help

To be successful on the course students should be interested in explaining and interpreting social behaviours and would need an understanding of current social issues and 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.





# 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 implemenation of the Spanish Curriculum

Syllabus : AQA GCSE Spanish, (8698)

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

Term	Y10	Y11
Autumn term	Friends and Family Healthy living Work-life and Future Plans	Revision and Reinforcement of Autumn and Spring Term topics
Spring term	Free time activities Festivals and Celebrity Culture Travel and Tourism	Revision and Reinforcement of Spring and Summer Term Topics
Summer term	Media and Technology The environment <b>Summer exams</b>	<b>External Exams</b>

## 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 the completion of tasks agreed weekly
- Remind student of intervention sessions after school
- Liaise with teacher, Head of KS4 Spanish or Head of Languages
- 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/](https://www.seneca.com/) [memrise.com/](https://www.memrise.com/) [languagesonline.org.uk/](https://www.languagesonline.org.uk/) [BBC bitesize/AQA/Linguascope](https://www.bbc.com/bitesize/aqa/linguscope))



# Sports Science

## The intent of the Sports Science 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 practical moderation process will be experienced at several points during both year 10 and 11 so pupils understand the process. During this final year pupils will complete a controlled coursework module, final practical moderation and exam preparation

## The implemenation of the Sports Science 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 theory through practical*

Term	Y10	Y11
Autumn term	Anatomy and physiology	Sports psychology
Spring term	Types of training	Health, fitness and well-being// Practical moderation
Summer term	Practical moderation/Socio-cultural influences <b>Summer mock exams</b>	Knowledge planners/coursework  <b>External Exams</b>

## The impact of the Sports Science Curriculum

Student 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 login details to ensure pupils are consistently using this platform.





# Sports Science

Non-practical route - Cambridge National

## The intent of the Sports Science 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 (non-practical route), 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 principles of training and focus on exam techniques will be introduced and students will build on their extended writing skills for their coursework which they will hand in during the summer term.

The intent of the final year is to build on the foundation of knowledge developed by students and focus on written communication. During this final year pupils will complete two controlled coursework modules and pupils will also take their examination at the end of the year (Reducing the risks of injury).

## The implemenation of the Sports Science Curriculum

**Exam Board:** OCR  
**Syllabus:** Distinction\*, Distinction, Merit, Pass.  
These grades when achieved at level 2 equate to grades 9-4 at GCSE.

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

Term	Y10	Y11
Autumn term	Anatomy and physiology//Coursework	Principles of training/Coursework
Spring term	Reducing the risk of injuries/Coursework	Coursework/Knowledge planners
Summer term	Summer mock exams/Coursework deadline	External exam/Coursework deadline

## The impact of the Sports Science 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 complete their homework which 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 login details to ensure pupils are consistently using this platform.



# Textiles

## The impact of the Textiles 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 Yr11; Unit 2: NEA - Non-Examined Assessment (50%) - Design & make project completed during Yr11. 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

## 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.

## 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. 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.

## The implemenation of the Textiles Curriculum

**Syllabus : AQA GCSE Design & Technology, Specification Code 8552**

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

Term	Y10	Y11
Autumn term	Theory lessons: Industry & Enterprise and Energy & New Materials  Developing drawing & design skills and exploring a design movement in a range of textile applications	Externally set NEA; (Non-Examined Assessment); students will be given a context at the end of Yr10 and will spend approximately 35 hours of lesson time completing their NEA throughout Yr11 which is 50% of their final grade.
Spring term	Theory lessons: Materials & Properties  Introduction to the NEA principles through a practise project including a fashion-focussed project Theory lessons covering energy generation, mechanical / electronic systems, modern, composite and smart materials.	Theory lessons will recap and revise all exam theory studied throughout Yr10.  <b>External Exams</b>
Summer term	Theory lessons for the rest of the year will look at textiles in more depth as part of the textiles specialism.	





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