Curriculum Information 2023 – 2024

Table of Contents

Art and GCSE/A level fine art

Sequencing: KS3: Our KS3 Art curriculum has been designed to ensure that students master the foundation skills in their initial project (Term 1 and 2) to equip them with the tools to tackle the varied concepts, artists, techniques and processes throughout the rest of the year. Each KS3 year group will explore the same set of media and techniques at the same time, increasing in complexity and challenge as the students make progress. Each of the 3 projects within the year will cover the four GCSE assessment objectives to ensure progression towards the GCSE qualifications.

KS4 and 5: The initial projects focus on revisiting foundation skills learnt at KS3 to build on and improve. The projects are sequenced in a way that introduces fine art processes and techniques gradually over the course for both KS4 and 5. This builds confidence and independence for the students who are then capable of tackling the requirements of their externally set assignment at the end of the course.

Progression: Students build a cumulative understanding within art and design through the knowledge they acquire and the techniques they practise. Therefore, our curriculum is designed so that students increasingly develop their creative confidence, through being taught different ways in which they can design and develop a range of creative outcomes and personal ideas. The projects ensure that students learn how to make individual choices, improve their creative and technical skills and gain mastery of specific techniques as they increase proficiency in their execution.

Threshold/core concepts have been identified for our KS3 Art curriculum, which are central to the mastery of art to enable the students to make progress through the curriculum. These concepts have been built into each KS3 project to ensure progress through each year. Each of the 3 projects within the year will cover the four GCSE assessment objectives to ensure progression towards the GCSE qualifications. Building on the knowledge and skills developed at KS3, both KS4 and KS5 students are provided with projects which allow them to express themselves in a confident and individual way. There is more emphasis on independent projects. These projects provide 60% of students' final grades and offer a large range of choices and directions in which to take them.

Challenge: All of the threshold concepts will be covered by a student at the end of KS3. These concepts are ordered in a progressively challenging thematic approach. This ensures increasing difficulty of skill and knowledge through each term and each year. To ensure academic rigour within the subject, we have designed the KS3 Art projects to have more opportunities to practise analytical and critical thinking skills. Students will research and analyse artists' work and work collaboratively with their peers to present their findings to the class. Students are taught how to broaden their critical and technical language and their understanding of significant artists, architects, craft makers and designers, expressing reasoned judgments that they can use to inform specific developments/improvements in their own work. The KS3 Art curriculum follows assessment objectives in line with AQA GCSE to ensure the students are being appropriately challenged and therefore prepared to succeed at KS4.

Photography

Sequencing: The projects are sequenced in a way that introduces photography processes and techniques gradually over the course for both KS4 and 5. This builds confidence and independence for the students who are then capable of tackling the requirements of their externally set assignment at the end of the course.

Progression: The projects are sequenced to enable opportunities to revisit prior learning to review and refine skills and deepen knowledge/understanding. Each project guides the students through assessment objectives that builds on the skills and knowledge from previous projects. The KS3 Art curriculum has been designed to ensure that KS4 students can begin to work independently using a range of processes and effectively study photographers to inform their work.

Challenge: As the photography students become increasingly independent learners, they will be expected to lead their own project ideas and manage the work required to achieve it. The projects become increasingly less teacher directed and therefore require more autonomy from the students to direct the development of their work

Subject Curriculum Overview: Art KS3

Subject: Art	**Year**: 7

Topic 1: Portraiture	**Topic 2**: Cultural architecture	**Topic 3**: Insects
Duration: Term 1 and 2	**Duration**: Term 3 and 4	**Duration**: Term 5 and 6
Content: Students will learn how to produce two accurate portrait studies using pencil shading and paint with Steve McCurry reference photographs. Students will produce their own self-portrait using mark-making techniques with oil pastels.	**Content**: Students will learn how to produce a mixed media study in the style of Lucy Jones. Students will learn about the process of collagraph printmaking and finally design their own building inspired by Antoni Gaudi. This will be a low relief or 3D.	**Content**: Students will learn skills to produce a mixed media study of insects. The students will learn about mark-making techniques with biro and oil pastel to show sgraffito. Finally, the students will design and make a clay relief tile inspired by the insect studies.
8 Key concepts students need to understand (Core Knowledge): Impressionism, p*roportion, tone, monochrome, mark-making, shape, form and photography.*	**8 Key concepts students need to understand (Core Knowledge)**: *Art Nouveau, architecture, collage, construction, design, printmaking and collagraph.*	**8 Key concepts students need to understand (Core Knowledge)**: *Relief work, sgraffito, mark-making, pattern and colour, collage and clay techniques.*

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
Contextual research about Impressionist artists and photographer Steve McCurry to inform development of ideas. Steve McCurry's work focuses on conflict, vanishing cultures and traditions. There are opportunities to explore cultural and moral issues through comparisons between the subjects' photographed and the students' own British values. Researching contemporary and traditional British artists/designers to inform the development of ideas.	*(Insert any trips/extra curricular/clubs)*	*Please see DT and Art Assessment Rationale*

Subject Curriculum Overview: Art KS3

Subject: Art	**Year**: 8

Topic 1: Tropical landscapes	**Topic 2**: Expressive portraits	**Topic 3**: Where we live
Duration: Term 1 and 2	**Duration**: *Term 3 and 4*	**Duration**: *Term 5 and 6*
Content: The students will learn skills to produce a tropical landscape painting inspired by artist Henri Rousseau. The students will make use of composition and layering while using paper cutting to develop the foreground.	**Content**: The students will learn how to produce a series of expressive portraits inspired by contextual sources like Maria RIvens, Frida Kahlo and aspects of Mexican Folk Art and Fauvism. Students will learn how to mono-print and incorporate layering techniques and decorative qualities to convey a portrait study.	**Content**: The students will produce a mark-making biro study of a building, which will inform techniques required to create a mixed media study inspired by John Piper. The students will learn how to design and create their own clay gargoyle.
8 Key concepts students need to understand (Core Knowledge): Surrealism, composition, layering, proportion, tone, colour mixing and form/shape.	**8 Key concepts students need to understand (Core Knowledge)**: Mexican Folk Art, Fauvism, collage, depth, composition, monoprint and expressive art.	**8 Key concepts students need to understand (Core Knowledge)**: Gothic architecture, continuous line drawing, mark-making, mixed media, tone, layering and clay skills.

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
Students learn about the architecture of churches, religion with a focus on Christianity alongside the context of John Piper, an official war artist in WW2 who depicted bomb damaged buildings in Britain. Students make choices about their artists/cultural references to guide the development of their artwork.	*(Insert any trips/extra curricular/clubs)*	*Please see DT and Art Assessment Rationale*

Subject Curriculum Overview: Art KS3

Subject: Art	**Year**: 9

Topic 1: Toys	**Topic 2**: Machine heads	**Topic 3**: Architectural openings
Duration: Term 1 and 2	**Duration**: Term 3 and 4	**Duration**: Term 5 and 6
Content: Students will learn skills to produce two accurate still life studies of toys using pencil shading and oil pastels. Students will then produce their own final outcome using layers and paper cutting.	**Content**: Students will learn how and why artists have represented mechanical objects in their art, with a particular emphasis on the Steampunk movement. Students will learn artist techniques to create studies of mechanisms and develop an outcome inspired by the artists.	**Content**: Students will learn how to use research and experimental work to develop an idea and make an outcome. The outcome will explore cut outs using two layers of paper. This project is designed as a condensed version of a GCSE Art project in preparation for Year 10.
8 Key concepts students need to understand (Core Knowledge): Photorealism, Pop Art, still-life, tone, shape/form, and photography.	**8 Key concepts students need to understand (Core Knowledge)**: Still-life, classification, Steampunk movement, tonal qualities, montage, relief, and shape/form.	**8 Key concepts students need to understand (Core Knowledge)**: *Composition, interior architecture, foreground, middle ground and background, photography, and artist research.*

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
Students are introduced to a variety of traditional and contemporary artists/photographers/designers and learn about respect for their peers' feelings and ideas of their artwork. Students are expected to communicate their ideas, meanings and feelings when investigating qualities of their peers' work.	*(Insert any trips/extra curricular/clubs)*	*Please see DT and Art Assessment Rationale*

Subject Curriculum Overview: Art GCSE

Subject: GCSE Fine Art	**Year**: 10

Component 1: *Portfolio*					
Duration: *(insert duration e.g. number of lessons/term)*	**Duration**: *(insert duration e.g. number of lessons/term)*	**Duration**: *(insert duration e.g. number of lessons/term)*	**Duration**: *(insert duration e.g. number of lessons/term)*	**Duration**: *(insert duration e.g. number of lessons/term))*	**Duration**: *(insert duration e.g. number of lessons/term)*
Content: *(include a brief overview of what the topic is about)*	**Content**: *(include a brief overview of what the topic is about)*	**Content**: *(include a brief overview of what the topic is about)*	**Content**: *(include a brief overview of what the topic is about)*	**Content**: *(include a brief overview of what the topic is about)*	**Content**: *(include a brief overview of what the topic is about)*
8 Key concepts students need to understand (Core Knowledge): *(insert key words from this unit)*	**8 Key concepts students need to understand (Core Knowledge)**: *(insert key words from this unit)*	**8 Key concepts students need to understand (Core Knowledge)**: *(insert key words from this unit)*	**8 Key concepts students need to understand (Core Knowledge)**: *(insert key words from this unit)*	**8 Key concepts students need to understand (Core Knowledge)**: *(insert key words from this unit)*	**8 Key concepts students need to understand (Core Knowledge)**: *(insert key words from this unit)*

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
(insert examples of spiritual, moral, social and cultural opportunities – including British Values of Democracy/Mutual Respect/Individual Liberty/Rule of Law/Tolerance of others)	*Support sessions after-school* *Barcelona trip*	*All the students' work contributes to their final mark, so there is on-going formative assessment within their sketchbooks. This progress is evidenced on the progress sheets.* *Summative assessment at the end of Year 10 PPE.*

Subject Curriculum Overview: Art GCSE

Subject: GCSE Fine Art	**Year**: 11

Component 1: *Portfolio*	**Component 2:** *Externally set assignment*
Duration: *Term 1 and 2*	**Duration**: *Term 3, 4 and 5*
Content: *Students finalise their portfolio of work in response to a variety of artists and explore media and techniques like acrylic painting, lino printing, biro shading. The portfolio will demonstrate explicit coverage of the four assessment objectives. Students will complete a minimum of two final outcomes.*	**Content**: *Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.* *The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time.*
8 Key concepts students need to understand (Core Knowledge): *Figurative representation, abstraction, stylisation, simplification, expression, exaggeration, imaginative interpretation, and visual/tactile elements (e.g., colour, line, form, tone, texture, shape, composition, and rhythm).*	

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
Students will be given opportunities to research sources that relate to individual, social, historical, environmental, cultural, ethical, or issues-based contexts. *Students will have opportunities to use ideas, themes, forms, feelings, and concerns to inspire personally determined responses that are conceptual.*	*Support sessions after-school* *Barcelona trip*	*All the students' work contributes to their final mark, so there is on-going formative assessment within their sketchbooks. This progress is evidenced on the progress sheets.* *Students begin their ESA in Term 3.*

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Design & Technology

Sequencing

KS3: Design and Technology gives pupils the opportunity to develop skills, knowledge and understanding of design and making functional products. Throughout KS3, pupils build on foundation skills in the following subject areas: Food, Graphics, Resistant Materials and Textiles. A variety of techniques; Research, Design, Make and Evaluation are visited throughout the years and across the subjects. These techniques develop in complexity and challenge so that each pupil makes progress whilst building resilience and the ability to confidently make mistakes in a safe environment.

KS4: Build on their foundation skills and knowledge underpinned in KS3, into their chosen GCSE subject specialism. Pupils are taught a number of projects which build on these skills so that pupils gain confidence and make progression. This knowledge cumulates into an NEA, introduced at the end of Year 10 for GCSE Design and Technology, and at the start of Year 11 for GCSE Food and Nutrition.

Progression: Progression is based on the assessment criteria outlined in the GCSE specification. KS3 provides the building blocks enabling students to reach these criteria points. The KS3 curriculum builds on knowledge and skills to enable pupils to work on their NEA confidently and independently. Pupils progress within Research and Design in order for them to make a functional product which serves the needs of others. Design and Technology incorporates a User Centre Design approach, enabling creativity and innovation. GCSE Design and Technology progresses into A-Level Product Design.

Textiles

Sequencing: The projects are sequenced in a way that introduces textiles processes and techniques gradually over the course for both KS4 and 5. This builds confidence and independence for the students who are then capable of tackling the requirements of their externally set assignment at the end of the course.

Progression: The projects are sequenced to enable opportunities to revisit prior learning to review and refine skills and deepen knowledge/understanding. Each project guides the students through assessment objectives that builds on the skills and knowledge from previous projects. The KS3 Art curriculum has been designed to ensure that KS4 students can begin to work independently using a range of processes and effectively study photographers to inform their work.

Challenge: As the textiles students become increasingly independent learners, they will be expected to lead their own project ideas and manage the work required to achieve it. The projects become increasingly less teacher directed and therefore require more autonomy from the students to direct the development of their work. Whilst GCSE Food and Nutrition does not progress into a post-16 Food qualification at school, students who wish to pursue courses linked to the Food industry will find that the content of the FOOD PREPARATION AND NUTRITION course will equip them with theoretical and practical knowledge applicable to post 16 courses.

Challenge

The knowledge and skills required for successful KS4 and KS5, are taught and underpinned in KS3, allowing for appropriate challenge and high aspirations. Challenge is measured in pupil's ability to work independently and with accuracy across Research, Design, Make and Evaluation. Techniques become more difficult and complex, risks are assessed, pupils can approach a project with an understanding of project managing and support with analytical and critical thinking. Pupil's outcomes are of a high standard and a range a techniques, knowledge and skills are incorporated. Pupils are able to critically analyse and assess their work.

Subject Curriculum Overview: DT Yr7

Subject: Design and Technology	**Year**: 7

Due to the curriculum requirements, we cannot map out exactly what your child/ren will be learning each term. Instead pupils rotate across five subjects in Year 7. Starting points will differ between each pupil. Please see your child/ren's timetable (accessible via Classcharts) to check which rotation they are in.

Food: An introduction to skills and food safety and hygiene	**Textiles**: Resilient Friend	**Resistant Materials**: Bookends	**CAD/CAM**: Introduction to laser cutting and 3D printing	**Graphics**: Healthy Snack Bar Wrapper
Duration: 7 weeks	**Duration**: 7 weeks	**Duration**: 7 weeks	**Duration**: 7 weeks	**Duration**: 7 weeks
Content: Pupils will learn basic skills through a range of practical tasks supported with relevant theory work.	**Content**: Pupils will be introduced to textiles tools and equipment and will research, design and make a Resilient Friend.	**Content**: Pupils will be introduced to the workshop and will research, design and make a bookend.	**Content**: Pupils will be introduced to CAD/CAM and will learn how to programme designs in readiness for laser cutting and 3D printing.	**Content**: Pupils will be introduced to graphic skills to research, design and make a healthy snack bar wrapper.
8 Key concepts students need to understand (Core Knowledge): Safe and accurate use of kitchen tools and equipment. Hygiene and safety. Understanding of processes and function of ingredients. Creaming method. Rubbing in method. Melting method. Pastry making. Shaping.	**8 Key concepts students need to understand (Core Knowledge)**: Safe and accurate use of tools and equipment. Use of the sewing tools and equipment. Accurate measuring and marking. Working with a variety of textile fabrics. Surface decoration. Natural fibres and fabrics knowledge. Research. Design approach. Making for a client.	**8 Key concepts students need to understand (Core Knowledge)**: Safe and accurate use of tools and equipment. Accurate measuring and marking. Traditional wood joining. Timber knowledge. Research. Design approach. Use of CAD/CAM. Making for a client.	**8 Key concepts students need to understand (Core Knowledge)**: Understand how to design ideas using CAD, understand how to use tools in CAD, understand how use CAM (laser cutter and 3D printer), understanding the advantages and disadvantages of CAD/CAM, accurate transfer of measurement and marking, understand how CAD/CAM is used in industry, understand how enterprise plays a role in production, CAD/CAM theory.	**8 Key concepts students need to understand (Core Knowledge)**: Design fonts, logos and branding, learn about importance of packaging, learn how to manipulate paper and board, design skills, paper and board theory, learn about healthy food and food labels.

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**

Introduction to equipment and tools across all discipline areas, including use of the workshop machines, sewing machines, knife skills, ovens and hobs. Pupils are introduced to a range of material areas. Different approaches to design enhance pupil's creativity in their learning. Textiles; pupils learn about resilience and what makes others resilient, how to build their resilience. RM; pupils learn how literacy levels impact adult life and learn how to solve the problem. Food; pupils learn about the importance of food provenance in today's world.	After school clubs / house challenges / raising awareness of external opportunities such as summer cookery school.	Within each rotation, pupils will be assessed on their research, design, make and evaluation skills (depending on the subject). Pupils share the same Curriculum Expectations assessment sheet, so they will understand if they have *not yet/met/exceeding* curriculum expectations throughout the year. Summative assessment will take place w/c 20th May 2024.

Subject Curriculum Overview: DT Yr8

Subject: DESIGN TECHNOLOGY	**Year**: 8

Due to the curriculum requirements, we cannot map out exactly what your child/ren will be learning each term. Instead pupils rotate across five subjects in Year 7. Starting points will differ between each pupil. Please see your child/ren's timetable (accessible via Classcharts) to check which rotation they are in.

Food: Healthy eating and nutrition	**Resistant Materials**: Automata Toy	**Textiles:** Islamic Wall hanging	**Graphics**: Pop-up book
Duration: approx. 11 weeks	**Duration**: approx. 11 weeks	**Duration**: approx. 11 weeks	**Duration**: approx. 11 weeks
Content: Pupils will learn about the importance of healthy eating and basic nutrition. The role of bread in the British diet.	**Content**: Pupils learn about mechanical devices to research, design and make an Automata Toy.	**Content**: Pupils learn about Islamic art and further textile techniques to research, design and make an Islamic Wall Hanging.	**Content**: Pupils learn graphical skills and how to manipulate paper to research, design and make a pop-up book.
8 Key concepts students need to understand (Core Knowledge): Healthy eating guidelines. Balanced meals. The role of sugar in the diet. The role of fat in the diet. Sensory analysis. Bread making. Shaping. Design task.	**8 Key concepts students need to understand (Core Knowledge)**: mechanical devices theory such as movement, pulley systems and cams, build on woodwork skills, build on design skills, understand how to incorporate CAD/CAM into designs, wood finishing, accurate measuring and	**8 Key concepts students need to understand (Core Knowledge)**: Build on textiles knowledge, tools and equipment; resist dye (tie-dye techniques), printing techniques, embellishment, hemming, learning about Islamic culture and art , impact of the textiles industry on the	**8 Key concepts students need to understand (Core Knowledge)**: learn how to measure, mark, score, cut paper, to manipulate paper into 3D, build on research, build on designing for others, paper theory, paper finishing techniques, such as hand finish and printing.

	marking, independence in the workshop.	environment theory lessons, building on design work.	

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
Pupils learn about the impact of food on health and well being and the importance of making informative decisions. Pupils learn how religion and cultures influence products and design ideas. Pupils learn empathy and compassion whilst making products for clients from a range of diverse backgrounds, cultures and beliefs.	After school clubs, house challenges, raising awareness of external opportunities such as summer cookery school.	Within each rotation, pupils will be assessed on their research, design, make and evaluation skills (depending on the subject). Pupils share the same Curriculum Expectations assessment sheet, so they will understand if they have *not yet/met/exceeding* curriculum expectations throughout the year. Summative assessment will take place w/c 3rd June 2024.

Subject Curriculum Overview: DT Yr9

Subject: Design and Technology	**Year**: 9

Due to the curriculum requirements, we cannot map out exactly what your child/ren will be learning each term. Instead pupils rotate across five subjects in Year 7. Starting points will differ between each pupil. Please see your child/ren's timetable (accessible via Classcharts) to check which rotation they are in.

Food: Nutrition and the Environment	**Textiles**: Stencil pencil case	**Resistant Materials**: Memphis inspired clock	**CAD/CAM**: Food Packaging	**Electronics:** Steady hand game
Duration: 7 weeks	**Duration**: 7 weeks	**Duration**: 7 weeks	**Duration**: 7 weeks	**Duration**: 7 weeks
Content: Pupils will study the role of the different nutrients in the diet, with reference to special diets. Practical work will support the theory work.	**Content**: Pupils will build on their textiles skills and techniques in order to research, design and make a stencil pencil case.	**Content**: Pupils will build on their workshop skills and gain knowledge working with polymers. They will research,	**Content**: Pupils will use CAD/CAM and learn about food packaging and nutritional needs in order to research, design and	**Content**: Students will be introduced to electronics in order to design and make an electronic steady hand game.

Students will also focus on food wastage and organic foods.		design and make a Memphis inspired clock.	make food packaging for a chosen client.	
8 Key concepts students need to understand (Core Knowledge): Function of Macro nutrients. Function of micro nutrients. Special diets. Adapting recipes. Meat preparation. Veg preparation. Pastry making. Food safety.	**8 Key concepts students need to understand (Core Knowledge)**: Safe and accurate use of tools and equipment. Use of the sewing machine. Accurate measuring and marking. Working with a variety of textile fabrics. Surface decoration. Natural fibres and fabrics knowledge. Research. Design approach. Making for a client. Inserting a zip.	**8 Key concepts students need to understand (Core Knowledge)**: Safe and accurate use of tools and equipment. Accurate measuring and marking. Polymer knowledge. Research into Memphis design movement. Marking, cutting and finishing polymers.	**8 Key concepts students need to understand (Core Knowledge)**: paper and card theory, paper and card manipulation; measure, mark, score, bend and cut, paper finishing; printing and hand finishing, importance of packaging, nutritional information, designing for other dietary needs.	**8 Key concepts students need to understand (Core Knowledge)**: Understanding theory of electronics; inputs, outputs and processes, learning how to solder, learning how to vacuum form and to understand that this is an additional polymer process, building on design skills and working safely in a workshop.

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
Pupils learn to appreciate the needs of individuals, respecting choices made. Understand and recognise the importance of healthy eating and nutrition in relation to health and well being. Pupils learn about the role technology has on our every day lives. Pupils learn empathy and compassion whilst making products for clients from a range of diverse backgrounds, cultures and beliefs.	After school clubs / house challenges / raising awareness of external opportunities such as summer cookery school	Within each rotation, pupils will be assessed on their research, design, make and evaluation skills (depending on the subject). Pupils share the same Curriculum Expectations assessment sheet, so they will understand if they have *not yet/met/exceeding* curriculum expectations throughout the year. Summative assessment will take place w/c 13th November 2023.

Business

Sequencing: Students acquire skills to meet requirements at the end of Year 11, a keen focus is placed on developing critical analysis and have the confidence to apply knowledge to real business context by weighing up the evidence or data. Business at Key Stage 5 is delivered enthusiastically to develop passion and creativity for the subject, the course overarches knowledge with skills to allow theories of the focal topics of business decision making and economic understanding to be secured. It consolidates the topics in a two-year course to provide an in depth understanding of the global business context.

Progression: students are introduced to core business concepts and develop a broad understanding of how businesses work before they consider the decision-making tools that help business people move towards a more scientific approach to management. This helps develop a holistic understanding of business – students investigate, analyse and evaluate business opportunities and issues. Building on this, and by using both qualitative and quantitative methods, they are encouraged to take a more strategic view of their decisions and recommendations.

Challenge: Our Business curriculum enables students to have the ability to think commercially and creatively to demonstrate business acumen. The business students will be aware of the impact of business in the real world through exploring a range of diverse case studies on local to global businesses, they will come to appreciate a wide view of how businesses operate in a multicultural society which will open their views to the evolving nature of businesses. The curriculum delivers a platform to business theory, scaffolded at each phase to develop their interest in the subject further.

Economics

Sequencing: The curriculum is designed to build knowledge from a baseline of fundamental principles. At each stage, knowledge builds on and enhances coverage of existing concepts so that prior knowledge is at all times relevant and applicable. Economic theories and models are introduced contextually so that in all cases there is a clear evaluation of theory and practice, typically with real-life examples to underpin this. Macroeconomic content covered in year 2 will typically also refer back to microeconomic content covered in year 1 to help ensure recall but also to underline how any individual factor impacts the wider picture.

Progression: Students build knowledge and understanding of core economic models and concepts in Themes given 1 and 2, and then build on this and apply their knowledge to more complex concepts and models in Themes 3 and 4. Students will need to apply their knowledge and understanding to both familiar and unfamiliar contexts in the assessments and demonstrate an awareness of current economic events and policies.

Challenge: The Economics curriculum is structured around a core textbook but goes well beyond this, incorporating additional video and online resources from a wide range of sources, including academics, financial and economic news and commentary, analysis from banks and investment houses and tutorials from leading commentators, as well as a wide range of statistical and data sources. The school has subscribed to ft.com, the online version of the Financial Times. It is a demanding subject, through highly benchmarked standards, encouraging deep learning and measuring higher-order skills.

Subject Curriculum Overview

Subject: Business	**Year**: Year 10

Topic 1: What is Entrepreneurship?	**Topic 2**: Why market research?	**Topic 3:** Human resource requirements	**Topic 4**: Operations management	**Topic 5**: What is B**usiness growth?**	**Topic 6:** Business and enterprise funding
Duration: *12 Lessons (Term 1 and start of term 2)*	**Duration**: *18 lessons (term 2 and start of term 3)*	**Duration**: *16 lessons (term 3 and start of term 4)*	**Duration**: 12 lessons (term 4 and start of term 5)	**Duration**: 8 lessons (term 5)	Duration: 20 lessons (term 6)
Content: An introduction to Business concepts so that students can understand entrepreneurial characteristics and business aims/ objectives	**Content**: Students learn the different types of Primary market research And Secondary market research that businesses could use. Also learn the Product life cycle and product life cycle extension strategies	**Content**: Students to lean the methods of recruitment and the Stages of recruitment Also, students will learn the types of employment contracts and the need for Staff development and monitoring	**Content**: Students learn the methods of lean production and their possible impact on enterprise. Methods of maintaining and improving quality, their possible impact on business.	**Content**: Linking back to the first unit students discover the efficiencies and costs of business and enterprise expansion. The importance of economies and diseconomies of scale and their potential impact on a business.	**Content:** Students learn short/long-term funding Also, learn the financial tools and documents including the financial ratios, their calculations and interpretation.
8 Key concepts students need to understand (Core Knowledge): Entrepreneurship, stakeholders, characteristics/skills business objectives, Legal structures	**8 Key concepts students need to understand (Core Knowledge)**: Market research, market types, orientation, marketing mix (product, price, place and promotion)	**8 Key concepts students need to understand (Core Knowledge)**: employment contracts, motivation theories, financial/non-financial motivation, piece rate, bonuses, commission, profit sharing	**8 Key concepts students need to understand (Core Knowledge)**: quality control/assurance: Job production, batch production, flow production, mass customisation, JIT,Kaizen,Cell production	**8 Key concepts students need to understand (Core Knowledge)**: Internal growth, external growth, Mergers, Takeovers, Joint ventures, Economies of scale, Diseconomies of scale	**8 Key concepts students need to understand (Core Knowledge):** sales revenue, gross profit, net profit, break-even, profit/loss, margin of safety, costs, liabilities, and assets, Ratio analysis

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
Discussion on laws and ethics to explain how the laws affect businesses, that the ability to vote affects business operations. What does it mean for a business to be ethical? Why is this important.	Talks from local business about why they set up their business Set up Student Investor Challenge **Trip to Wild Place Project**	Unit knowledge tests. End of unit Exam style questions opportunities. End of Year Exams.

Subject Curriculum Overview

Subject: Business	**Year**: Year 11

Topic 1: *What is t*he impact of the external environment on business?	**Topic 2**: Synoptic project MOCK - Business and enterprise planning	**Topic 3:** Synoptic project Controlled Assessment(11hrs)	**Topic 4**: Synoptic project Controlled Assessment(11hrs)	**Topic 5**: Revisiting of Year 10 contents, Revisiting of Year 11 content, External examination preparation	Topic 6 Topic 5: Revisiting of Year 10 contents, Revisiting of Year 11 content, External examination preparation
Duration: *Term 1*	**Duration**: *Term 2*	**Duration**: Term 3	**Duration**: Term 4	**Duration**: Term 5	**Duration**: Term 6
Content: An introduction to external influences and their impact on business and its stakeholders linking it to year 10 content.	**Content**: Students learn the purposes and benefits of business and enterprise planning considering all the sections of a business plan.	**Content**: Controlled Assessment	**Content**: Controlled Assessment		
8 Key concepts students need to understand (Core Knowledge): Income tax, corporation tax, GDP, interest rates, legislation, minimum wage, competitive environment	**8 Key concepts students need to understand (Core Knowledge)**: Executive summary, research, Market analysis, marketing, people and operations, Financial plan	**8 Key concepts students need to understand (Core Knowledge):** Executive summary, research, Market analysis, marketing, people and operations, Financial plan	**8 Key concepts students need to understand (Core Knowledge)**:		

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
Discussions on issues affecting businesses and understanding that businesses must respect the law and the consequences of not doing so e.g. Tax evasion There are a wide range of businesses in all cultures. Use examples from these cultures to avoid any bias.	Local businesses discuss the Business plans **Lunchtime revision club**	Knowledge tests. Exam style questions. Controlled Assessment. GCSE Exam.

Subject Curriculum Overview

Subject: Business	**Year**: Year 12

Topic 1: How are the Customer needs met?	**Topic 2**: Marketing mix and strategy	**Topic 3:** Entrepreneurs and leaders	**Topic 4:** Financial planning	**Topic 5**: Managing finance	**Topic 6:** Economic influences
Duration: *Term 1*	**Duration**: T*erm 2*	**Duration**: *Term 3*	**Duration**: Term 4	**Duration**: Term 5	Duration: Term 6
Content: Introduces students to marketing, following through concepts such as how businesses conduct market research, and how they position themselves within a market.	**Content:** This continues marketing, focusing on how a business designs their products, and promote them. This follows into other areas of the marketing mix, such as pricing and distribution.	**Content:** This looks at the different ways that businesses are structures and entrepreneurial motives. Focusing on entrepreneurs and forms of ownership.	**Content**: Students learn the fundamentals of finance, from the different sources of finance within a business, how businesses plan their finances; covering areas such as business plans, sales forecasting.	**Content:** Students develop this knowledge with understanding of how businesses manage their finances and resources, understanding core elements such as profitability, liquidity and productivity.	**Content:** Students focus their knowledge on the external environment, understanding how the external environment impacts businesses, from economic factors, to social influences, as well as other external impacts.
8 Key concepts students need to understand (Core Knowledge): Mass markets, niche markets, Dynamic markets, Market positioning, Market research, Demand, supply	**8 Key concepts students need to understand (Core Knowledge)**: Market research, market types, orientation, marketing mix (product, price, place and promotion), Boston matrix, product portfolio	**8 Key concepts students need to understand (Core Knowledge)**: Sole trader, partnership and private limited company, Franchising, social enterprise, lifestyle businesses, online businesses	**8 Key concepts students need to understand (Core Knowledge)**: internal/external finance, liability, business plan, Budgets, Sales forecast, Profit, liquidity, gross profit, operating profit	**8 Key concepts students need to understand (Core Knowledge** Production, productivity and efficiency, Capacity utilisation, stock control, Quality management, ratios analysis	**8 Key concepts students need to understand (Core Knowledge):** Consumer protection, employee protection, environmental protection, competition policy, health and safety

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
Students are encouraged to explore sexism, racism and discrimination in the workplace through the discussion and application of employment laws to businesses. Students are supported to scrutinize these concepts and challenge the behaviours that businesses should take.	Talks from local business about why they set up their business Set up Student Investor Challenge **Trips to design Museum and Museum of Brands**	Unit knowledge tests. End of unit Exam style questions opportunities. End of Year Exams. Y12 PPEs in spring of Y12 based on aspects of all paper 1&2.

Subject Curriculum Overview

Subject: Business	**Year**: Year 13

Topic 1: Business objectives and strategy	**Topic 2**: Marketing mix and strategy	**Topic 3:** Why assess competitiveness	**Topic 4:** Global markets and business expansion	**Topic 5**: Revision	**Topic 6:**
Duration: Term 1	**Duration**: Term 2	**Duration**: Term 3	**Duration**: Term 4	**Duration**: Term 5	Duration: Term 6
Content: This covers the challenges a business faces as they grow, from understanding influences of the external environment and the need to adjust strategy, to the different ways that businesses can grow.	**Content: F**ocus on being able to break down finances into more complex decision-making techniques. Evaluate a company's financial performance using appropriate ratio analysis, and then making business decisions based on scientific approaches.	**Content**: Students take their previous knowledge and apply it to the impact that business decisions have on a business and the ways that businesses can overcome the adverse impacts of change, focusing on change management.	**Content**: Focus on globalisation; its benefits and challenges, the different trade opportunities and barriers that faces globalising businesses. How businesses would decide which markets to grow into to produce or sell products.	**Content:** Students focus primarily on exam technique and applying their knowledge to an external scenario (as assessed by the exam board) Research on topic given by exam board (paper 3).	
8 Key concepts students need to understand (Core Knowledge): Ansoff's / Porter's Strategic Matrix, SWOT analysis, Mergers, takeovers	**8 Key concepts students need to understand (Core Knowledge)**: Critical Path Analysis, Decision trees, Quantitative sales forecast, Investment appraisal, shareholders, stakeholders	**8 Key concepts students need to understand (Core Knowledge)**: Profit and loss acc., Balance sheet, gearing ratio, return on capital, labour productivity	**8 Key concepts students need to understand (Core Knowledge)**: GDP, FDI, HDI, trading blocs: EU, ASEAN, NAFTA, Cost competitiveness, differentiation	**8 Key concepts students need to understand (Core Knowledge**	**8 Key concepts students need to understand (Core Knowledge):**

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
Discussion on laws and ethics to explain how the laws affect businesses, that the ability to vote affects business operations. What does it mean for a business to be ethical? Why is this important?	Lunch time revision club(optional)	Unit knowledge tests. End of unit Exam style questions opportunities. PPE in Autumn of Y13 on aspects of all three papers Three final exams in the summer.

Subject Curriculum Overview: Economics

Subject: Economics	**Year**: Year 12

Topic 1: What is nature of economics?	**Topic 2**: What is market failure?	**Topic 3:** What is government intervention?	**Topic 4:** Measures of economic performance	**Topic 5**: Macroeconomic objectives and policies	**Topic 6: Business growth**
Duration: Term 1	**Duration**: Term 2	**Duration**: Term 3	**Duration**: Term 4	**Duration**: Term5	Duration: Term 6
Content: Focuses on the Nature of Economics and introduces students to the need to make assumptions and use ceteris paribus assumption in building models.	**Content: F**ocuses on market failures and why they might occur – students need to be aware of a range of examples and be able to explain and evaluate with the use of complex diagrammatic analyses	**Content** focuses on Government intervention in markets and uses a range of diagrams across a range of contexts. It also acknowledges how governments can fail in various markets	**Content**: Introduces the key measures of economic performance and the main instruments of economic policy primarily in a UK context. Also, focuses on Aggregate Demand (AD); the characteristics of each of its components in detail.	**Content:** Focuses on Economic growth which links back and ensures review of measures of economic performance. Focuses on macroeconomic objectives and policy is a welcome formalisation of topics familiar through current economic news throughout the course.	**Content: F**ocuses on the size and growth of firms through exploring organic growth, mergers and takeovers and why some firms tend to remain small. Looking at the rational assumption that firms are profit maximisers.
8 Key concepts students need to understand (Core Knowledge): Positive and normative economic statements free market, mixed and command economies	**8 Key concepts students need to understand (Core Knowledge)**: Externalities, under-provision of public goods, information gaps	**8 Key concepts students need to understand (Core Knowledge)**: Indirect taxation (ad valorem and specific), subsidies, maximum and minimum price, trade pollution permits, public goods	**8 Key concepts students need to understand (Core Knowledge)**:AD: Consumption, Investment, Government expenditure, Net Trade, GDP, GNI, real and nominal, total and per capital, value and volume	**8 Key concepts students need to understand (Core Knowledge: T**rade (business) cycle, boom, recession, Demand-side policies, supply side policies	**8 Key concepts students need to understand (Core Knowledge):** Profit maximisation, Revenue maximisation, Sales maximisation, Satisficing, diagrams and formulae

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
Discussion on the role and impact of the financial sector on individuals and businesses. An introduction to the nature of economics and how	Trips to Brands Museum and Design Museum Talks from local business and rationale that firms are profit maximisers. Set up Student Investor Challenge	Unit knowledge tests. End of unit Exam style questions opportunities. PPEs both paper 1 and 2.

markets work and fail, as well as the role of government and the UK economy.		

Subject Curriculum Overview

Subject: Economics	**Year**: Year 13

Topic 1: Revenues, costs and profits	**Topic 2**: Market structures	**Topic 3:** Labour market	**Topic 4:** International economics	**Topic 5**: Role of the state in the macroeconomy	**Topic 6:** Revision
Duration: *Term 1*	**Duration**: *Term 2*	**Duration**: *Term 3*	**Duration**: Term 4	**Duration**: Term 5	Duration: Term 6
Content: Focuses on exploring Revenues, costs and profits before linking these ideas to different market structures. Students analyse and evaluate the pricing and output decisions of a firms.	**Content:** Focuses on students now analysing and evaluating the pricing and output decisions of firms' in different contexts and understand the role of competition in business decision making in different market structures.	**Content: F**ocuses on applying supply and demand analysis to the labour market to see how wages are determined in competitive and non-competitive markets.	**Content**: Students need to learn the significance of globalisation as well as Specialisation and trade resulting into different Pattern of trade. Also focusing on terms of trade, trading blocs and the World Trade Organisation (WTO)	**Content:** Focuses on emerging and developing economies. Application, analysis and evaluation of economic models as an ability to assess policies that might be used to address national and global economic challenges.	**Content:** PLCs revisited - knowledge gaps filled Final reviews of all calculations Final reviews of all diagrams Exam preparation and All past papers questions revisited, One-to-one student interventions
8 Key concepts students need to understand (Core Knowledge): Revenue, Costs, EOS and diseconomies of scale, Normal profits, supernormal profits and losses	**8 Key concepts students need to understand (Core Knowledge)** Oligopoly, Monopoly, Monopsony o Contestability, diagrammatic analysis	**8 Key concepts students need to understand (Core Knowledge)**: Demand for labour Supply of labour, Wage determination … each with dynamic diagrammatic analysis	**8 Key concepts students need to understand (Core Knowledge)**: Tariffs, quotas, subsidies to domestic producers, non-tariff barriers	**8 Key concepts students need to understand (Core Knowledge:** Public expenditure Taxation, Public sector finances, Macroeconomic policies in a global context.	**8 Key concepts students need to understand (Core Knowledge):** Key terminologies in all Themes

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**

Students are encouraged to critically consider the value and limitations of economic theory in explaining real-world phenomena. Discussion on markets, competition and aims of business, and the arguments for and against government intervention.	Set up Student Investor Challenge Lunch time revision club	Unit knowledge tests. End of unit Exam style questions opportunities. PPEs 3 papers Final exams

Computing

Sequencing: Within KS3 the curriculum is sequenced such that all 3 strands (Computer Science, Information Technology, Digital Literacy) are covered at least once. The sequencing is also designed to keep students interested –we try not have the same strand twice in a row. This gives students who are stronger in one strand a chance to shine if they found the previous topic difficult.

In KS4 and 5 the sequencing prioritises programming skills at the beginning – the logical thinking skills learnt during the programming allow easier access to some of the theory work such as processor architecture and networking. It is also the area that some students will find very challenging so introducing it early gives them more time for intervention work if necessary.

Progression: Throughout the key stage's progression is built into each strand. For example, in Computer science, programming builds upon the basic techniques of Sequencing, Selection, Iteration. They are introduced in block-based examples in scratch and microbits in year 7. Then in year 8 they are revisited in Python with text-based examples. Students in year 9 then need to apply SSI to solve problems using the Python Turtle. Progression in the IT strand generally involves teaching more different kinds of software so that students have more tools available to them. It also includes developing the "softer skills" of audience and purpose in documents so that when students attempt the final project in year 9 they should approach it ready with an awareness of user needs.

Challenge: Increasing difficulty is built into the curriculum plan across years, units and lessons. Programming builds in difficulty over time – starting with simple sequencing, introducing selection and iteration, all the way to multiple selections within nested loops as extension tasks by the end of year 9. Most units have choices of difficulty within the tasks and all units have extension tasks. Within lessons, active modelling is often used to introduce a skill or concept, then a structured example with scaffolding, followed by the same skill attempted independently (often with a choice of difficulty level)

Subject Curriculum Overview: Computing Yr7

Subject: Computing	**Year**: Year 7

Topic 1: Keeping safe online. Staying organised on the computer	**Topic 2:** Movie Project	**Topic 3:** Block based programming
Duration: 7 lessons Term 1 and 2	**Duration**: 6 lessons Term 3 and 4	**Duration**: 6 lessons Term 5 and 6
Content: Students learn how to access their school emails, OneDrive, class charts, etc , at the Corsham School. We learn how to keep safe from online strangers and deal with cyber bullying	**Content**: Students choose a movie (with appropriate BBFC rating) and complete various tasks about it to develop their IT skills. We create trading cards based on the characters in the movie, an animation and a poster. Work created needs to have a consistent house-style including colour scheme, font, layout, etc	**Content**: Students learn to use Microbit computers and program them with a block editor. Students build on Scratch skills learnt at primary school and learn how to make a range of different games.
Key concepts and core knowledge: Effective folder structures, effective passwords, cyberbullying, phishing	**Key concepts and core knowledge:** Know the tools in Publisher and PowerPoint and how these can be used to format documents effectively What is house style and how to create consistent documents How to plan and time animations	**Key concepts and core knowledge:** Sequencing, selection, iteration Initialising and incrementing variables

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
Online safety, what to do about cyberbullying	BEBRAS problem solving competition is the curriculum challenge - November	End of unit multi choice quiz Peer assessment and feedback

Subject Curriculum Overview: Computing Yr8

Subject: Computing	**Year**: Year 8

Topic 1: Photoshop	**Topic 2:** Python Programming	**Topic 3:** Theme park project
Duration: 7 lessons Term 1 and 2	**Duration**: 6 lessons Term 3 and 4	**Duration**: 6 lessons Term 5 and 6
Content: Students learn how to combine and manipulate graphics to create effective images. They learn how to target their audience and consider the purpose of their images	**Content**: Students learn the basics of text based programming. We learn each skill separately and then try to combine them to create meaningful and useful programs. Students learn the logic as well as the syntax of Python programming.	**Content**: Students design their own theme park and create a variety of documents based on it. We complete a financial model for the park and aim to maximise profits. We revisit photoshop and presentation skills to create a park map and information leafet.
Key concepts and core knowledge: Know how to store and retrieve different elements of an image Know how to select parts of an image Know how to work with layers	**Key concepts and core knowledge:** Basic Python syntax Use of the shell for error checking Sequencing, selection, iteration Initialising and incrementing variables	**Key concepts and core knowledge:** Financial modelling and budgeting Effective presentation of documents Consistent house style

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
Ethics of editing images Budgeting and financial skills	BEBRAS problem solving competition is the curriculum challenge - November	End of unit multi choice quiz Peer assessment and feedback

Subject Curriculum Overview: Computing Yr9

Subject: Computing	**Year**: Year 9

Topic 1: Python Turtle Programming	**Topic 2:** Databases	**Topic 3:** Event project
Duration: 7 lessons Term 1 and 2	**Duration**: 6 lessons Term 3 and 4	**Duration**: 6 lessons Term 5 and 6
Content: Students expand on their Python skills from last year. The focus is on controlling a "turtle" with specific syntax to create patterns and shapes. Students revisit the basic programming constructs of sequencing, selection and iteration.	**Content**: Students create an Access database about famous people of their choice. They create a form to allow a user-friendly interface for data entry. They learn the logic of searching a database and how this relates to internet search engines and online shopping	**Content**: Students design and plan an event such as a prom, music festival, sporting event, etc. The aim is to improve their IT communication techniques. They learn more advanced office tools to help present their ideas effectively.
Key concepts and core knowledge: Python syntax Combining maths skills with programming Use of the shell for error checking Sequencing, selection, iteration	**Key concepts and core knowledge:** Data types Primary key Database queries (searches) Data entry forms	**Key concepts and core knowledge:** Audience, purpose, content Automated presentations House style

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
Rules about storing personal data	BEBRAS problem solving competition is the curriculum challenge - November	End of unit multi choice quiz Peer assessment and feedback

Subject Curriculum Overview: Computing Yr10

Subject: Computer Science	**Year**: Year 10

Term 1: Python Programming	**Term 2:** Data representation	**Term 3:** Logic & algorithms	**Term 4:** CPU	**Term 5:** Storage and memory	**Term 6:** Software
Content: Basic Python skills covered and built upon. Students need to understand the basic programming constructs and the logic to solve written problems with programming code	**Content:** Students learn binary and hexadecimal conversions. We learn how computers represent a range of data including images, sound and text.	**Content**: Students learn Boolean logic diagrams and statements. Sorting and searching algorithms are studied so students can explain them and carry them out on given data. Students learn how to read and draw flowcharts.	**Content:** We learn how the CPU completes the Fetch Decode Execute cycle. Students learn about special registers in the CPU and their purpose. We study the Little Man computer which is not required for the exam but brings this topic to life.	**Content**: Students learn about primary memory and secondary storage – different types and purposes. We learn about factors affecting the choice of secondary storage. The difference between RAM, ROM, and storage are covered	**Content:** Students learn the purpose and function of operating systems. We learn about different kinds of user interface. Utility software is studied
Key concepts and core knowledge: Sequencing, selection, iteration Variables, data types Basic Boolean logic for conditions	**Key concepts and core knowledge:** Binary, denary, hex Text – Unicode, ASCII Images, sound	**Key concepts and core knowledge:** Sorting and searching Boolean logic Flowchart symbols	**Key concepts and core knowledge:** Special registers in CPU Factors affecting CPU performance Embedded systems	**Key concepts and core knowledge:** RAM, ROM Secondary storage Volatile and non volatile memory	**Key concepts and core knowledge:** GUIs, and other types of interface Functions of an operating system Utility software

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities**
	BEBRAS problem solving competition is the curriculum challenge - November	Unit test after each topic Team quizzes Online quizzes PPE exam term 6

Subject Curriculum Overview: Computing Yr11

Subject: Computer Science	**Year**: Year 11

Term 1: Python Programming 2	**Term 2:** Networks	**Term 3:** Ethics and legal issues	**Term 4:** Robust programming	**Term 5:** Revision
Content: We recap all the skills learnt in year 10 and focus on the more advance techniques such as 2D arrays, functions and file handling	**Content:** Students learn about different types of network and the hardware to set them up. Standards and protocols are studied. Students learn about computer misuse, threats to computer systems and how to defeat them	**Content**: Students study laws relating to ethical, cultural and environmental issues. We learn about the legislation related to computer use. These topics are often assessed through extended answer questions in the exam so we learn the techniques to tackle these questions successfully.	**Content:** We learn how inputs to programs can be validated. Testing techniques and different types of test data are studied. We also cover development tools available in IDEs	**Content**: We aim to cover the most challenging topics again with a focus on past exam questions and best exam techniques
Key concepts and core knowledge: Referencing arrays Procedures, functions, parameters Syntax for file handling	**Key concepts and core knowledge:** Network hardware Topologies Wired and wireless tech Protocols Threats to networks	**Key concepts and core knowledge:** Data Protection Act Computer Misuse Act Copyright Designs and Patents Act Software licencing	**Key concepts and core knowledge:** Validation and verification Normal, boundary and erroneous test data IDE tools	**Key concepts and core knowledge:**

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities**
Computer misuse, data protection and legal issues	BEBRAS problem solving competition is the curriculum challenge - November	Unit test after each topic Team quizzes Online quizzes PPE exam term 6

Drama

Sequencing: The KS3 curriculum has been designed cyclically, so that students learn, develop and master all key skills and knowledge needed to be a successful dramatist by the end of year 9. It also ensures that students are prepared for their transition into KS4 and 5 drama studies.

All skills and knowledge are revisited over the course of the three years via different schemes, covering a range of topics. All KS3 students will cover six different topics a year, including devised, scripted and individual work, all culminating in performance. Students have two drama lessons a fortnight and each lesson covers the three strands of drama. These are – Creation of performance. – Application of performance skills. -Evaluation of performance.

Progression: Students are introduced to the key threshold skills, techniques and knowledge throughout year 7. They revisit and develop these in year 8 and 9, via a broad range of different drama topics.

Each scheme of work and individual lesson allows opportunities for students to learn, apply and perform these threshold techniques. Students are formatively assessed each lesson so that teachers are aware of progress made and, any gaps that need addressing. There is a chance for students to share their knowledge and understanding at the end of each 6-week topic. They are summatively assessed via a practical performance and a written, evaluative assessment.

Challenge: All students are taught following top band Eduqas GCSE assessment criteria, ensuring that students are appropriately challenged and have the skills and understanding needed to succeed at KS4. Work in lessons is scaffolded and modelled to ensure that all students are able to access this level of challenge. All threshold concepts will be covered by a student at the end of KS3. These concepts are ordered in a progressively challenging cyclical approach ensuring increasing difficulty of skill and knowledge throughout each term and year. To ensure academic rigour within the subject, we have designed the KS3 Drama curriculum to have more opportunities to practise analytical and critical thinking skills and to have a broader range of cross curricular links, enabling students to apply their knowledge to different areas of their learning.

Subject Curriculum Overview: Drama Yr7

Subject: Drama	**Year**:7

Topic 1: Character	**Topic 2**:Staging	**Topic 3**:Melodrama	**Topic 4**:Police Enquiry	**Topic 5**:Physical Theatre	**Topic 6**:Drama Festival
Duration: *1 half term*	**Duration**: *1 half term*	**Duration**: *1 half term*	**Duration**: *1 half term*	**Duration**: *1 half term*	**Duration**: *1 half term*
Content: *How to create and perform a different character*	**Content**: *Different stage layouts and how to block a performance*	**Content**: *Style, performance and origins of melodrama,*	**Content**: *Exploring a murder investigation through drama*	**Content**: *Physical theatre techniques and methods*	**Content**: *Classes devise a whole group performance from a stimulus*
8 Key concepts students need to understand (Core Knowledge): *Facial expressions* *Body Language* *Tone* *Accent* *Pitch* *Volume* *Costume* *Gestures*	**6 Key concepts students need to understand (Core Knowledge)**: End on Thrust In the Round Traverse Blocking Devising	**8 Key concepts students need to understand (Core Knowledge)**: Exaggeration Melo – Music Drama- Performance Industrial revolution Moral performance Sound effects The Aside Cliff hanger	**4 Key concepts students need to understand (Core Knowledge)**: Narration Flashback Thoughts Aloud Hot Seating	**8 Key concepts students need to understand (Core Knowledge)**: Transitions Lifts Leans Unison Devising from a stimulus Collaboration Body Language Facial expressions	**6 Key concepts students need to understand (Core Knowledge)**: Responding to a stimulus Devising from a stimulus Group work Rehearsal Staging Blocking

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
A focus on empathy, a range of cultures, working with others, responding to feedback. adapting performance for a range of audiences.	*Year 7 drama club – Friday lunch time*	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of each topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance.

Subject Curriculum Overview: Drama Yr8

Subject: Drama	**Year**: 8

Topic 1: Commedia	**Topic 2: Slapstick**	**Topic 3**: Teechers	**Topic 4**: Status	**Topic 5**:Craig and Bentley	**Topic 6**: Drama Festival
Duration: 1 half term	**Duration**: *1 half term*	**Duration**: *1 half term*	**Duration**: 1 half term	**Duration**: *1 half term*	**Duration**: *1 half term*
Content: Students learn the origins of comedy, looking at the stock characters and key performance aspects of the genre.	**Content**: Students study key characters from the genre and learn techniques associated with it.	**Content**: Students learn how to interpret a script and translate it into a performance.	**Content**: Students practically explore how to show status in performance. They apply these skills to a script.	**Content**: Students practically explore the case of Craig and Bentley, representing their opinions and fact through performance.	**Content**: Classes devise a whole group performance from a stimulus
6 Key concepts students need to understand (Core Knowledge): *Exaggeration* *Clocking the audience* *Stock characters* *Lazzi* *Comic timing* *Sound effects*	**4 Key concepts students need to understand (Core Knowledge)**: Mime Sound effect Comic timing Incidental music	**4 Key concepts students need to understand (Core Knowledge)**: Multirole Script analysis Placards Narration	**4 Key concepts students need to understand (Core Knowledge)**: Status Levels Script analysis Tension/ atmosphere	**5 Key concepts students need to understand (Core Knowledge)**: Narration Thoughts Aloud Montage Hot seating Use of stimulus	**6 Key concepts students need to understand (Core Knowledge)**: Responding to a stimulus Devising from a stimulus Group work Rehearsal Staging Blocking

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
A focus on empathy, a range of cultures, working with others, responding to feedback. adapting performance for a range of audiences.	**Whole school Show**	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of each topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance.

Subject Curriculum Overview: Drama Yr9

Subject: Drama	**Year**:9

Topic 1: Practitioners	**Topic 2**: Panto	**Topic 3**: Script writing	**Topic 4**: Improvisation	**Topic 5**:Performing scripts	**Topic 6**: Drama Festival
Duration: *1 half term*	**Duration**: *1 half term*	**Duration**: *1 half term*	**Duration**: *1 half term*	**Duration**: *1 half term*	**Duration**: *1 half term*
Content: Students will explore the work of Brecht, Stanislavski and Artaud	**Content**: Students will explore the acting and technical elements of the Pantomime genres.	**Content**: Students will be introduced to a range of creative script writing techniques in order to produce their own scripts for performance.	**Content**: Students will participate in numerous improvisation workshop, developing their skills before creating a whole class improvised piece.	**Content**: Students apply their knowledge and skills when performing a series of short scripted texts.	**Content**: Classes devise a whole group performance from a stimulus
3 Key concepts students need to understand (Core Knowledge): Alienation – Brecht Character creation and script analysis – Stan Theatre of Cruelty - Artaud	**7 Key concepts students need to understand (Core Knowledge)**: *Stock characters* *Moral stories* *Costume* *Lighting* *Set design* *Sound* *Directing*	**4 Key concepts students need to understand (Core Knowledge)**: Script components Given circumstances Intra and extra dialogic information Script analysis	**4 Key concepts students need to understand (Core Knowledge)**: Accepting and building Spontaneity Constraints Responding	**5 Key concepts students need to understand (Core Knowledge)**: Given circumstances Vocal techniques Physical techniques Rehearsal techniques Blocking	**6 Key concepts students need to understand (Core Knowledge)**: Responding to a stimulus Devising from a stimulus Group work Rehearsal Staging Blocking

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
A focus on empathy, a range of cultures, working with others, responding to feedback. adapting performance for a range of audiences.	Whole school show	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of each topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance.

English

Sequencing: In English we want our students to enjoy and to be confident when reading and writing a variety of different texts. We start Years 7, 8, 9 and 10 with poetry, as it enables students to engage with whole texts and ideas from lesson one. We mix a creative and analytical approach to traditional and modern poetry from around the world. With a number of areas of study within English Language and Literature, we do not need to structure the curriculum sequentially term by term, but there are skills that we return to and build on throughout the year and each Key Stage. Years 10 and 11 are shaped by the GCSE specifications for Language and Literature. We 'interleave' our lessons and units, so we will recap and revise one exam unit (studied in a previous term) for a starter, homework or even a lesson whilst studying the main unit for the term.

Progression: Students are taught in mixed ability groups from Year 7 up to Year 11. All students follow the same curriculum and schemes of work. Lesson resources are differentiated to engage and challenge all students. Skills are developed from Key Stage 2, with key vocabulary revised and added to. For example, in Year 7 we introduce Shakespeare through looking extracts and contextual information. In each subsequent year we add to the depth of our study. This approach in used in all aspects of Language and Literature study. By the time students reach Year 13, they will be confident using a number of skills such as: evaluating the opinions of others and debating a writer's intentions.

Challenge: All students are challenged in English through the use of differentiated tasks, extension tasks and the setting of wider reading. Students experience a variety of examples of how the power of language can be used for different purposes and in various genres. In English we are in a unique position to be able to choose both the Language and Literature texts that we use to stimulate ideas, discussion and sophisticated written responses. Our focus on the context behind a text will lead to discussion of historical and contemporary issues that inform the readers' response to a text. Evaluation is a key skill at GCSE. We encourage debate and argument in the way students respond to the texts we study and to evaluate the opinion of others. By the time students reach Year 13 in English Literature, we expect them to be able to apply critical theory to their reading of a text.

Film Studies

In Film Studies, we start our exploration of cinematic meaning with a focus on the key elements of film form: cinematography, mise-en-scène, editing, sound and performance. Our students explore how filmmakers use a range of elements in constructing narrative meaning and generating response, developing an understanding of film as a significant cultural innovation and a major art form.

With a secure knowledge of the key elements, our students move on to explore a wide variety of films in order to broaden their knowledge and understanding of film. We offer opportunities to study independent and mainstream films from American past and the present, contemporary British films, and examples of global cinema. The historical range of film represented in those films is extended by the study of silent film and significant film movements so that learners can gain a sense of the development of film from its early years to its still emerging digital future. Studies in documentary, experimental and short films add to the breadth of the learning experience.

Practical production work is a crucial part of this specification and is integral to learners' study of film. Studying a diverse range of films from several different contexts is designed to give learners the opportunity to apply their knowledge and understanding of how films are constructed to their own filmmaking and screenwriting. This is intended to enable learners to create high quality film and screenplay work as well as provide an informed filmmaker's perspective on their own study of film.

Progression: Although all our students follow the same curriculum, we are very aware that they are starting from different levels of experience in studying film and media. We help our students build upon the skills developed during their GCSEs, adding critical analysis skills and use of complex theories that will allow them to thrive at KS5 and beyond. We embed research and evaluation skills into their learning experience. Lesson resources are differentiated to engage and challenge all students as they aim to reach or exceed their target grades.

Challenge: Guided learning resources are supplied to help students extend their knowledge, providing ample challenge to stretch our learners' intellects. Lively discussion is encouraged through focused questioning during lessons, and all students receive individual feedback throughout the course. We provide resources that will supply our students with the academic challenge that they will experience in further education.

Media

Sequencing: In Media we want our students be confident in terms of understanding how the Media can shape the way we think and act. There are four Key Concepts that underpin our teaching of every topic covered: Representation, Audience, Industry and Language. We choose an analytical approach by deconstructing media texts, that are set by the exam board, focusing on which techniques have been used to create a product, be it an advertisement or a video game. Our students then have opportunity to create their own media text using the techniques that they've understood from the analytical tasks.

Progression: Students are taught in mixed ability groups in Years 10 and 11. After each unit, there is a mini assessment, followed by individual feedback with time to reflect, improve and organise their responses to reflect their understanding. Years 10 and 11 are shaped by the GCSE specification for Media Studies. The NEA (non-exam assessment) makes up 30% of the GCSE course and by creating mini media products after each unit throughout Year 10, our students gain the skills required to fulfil the requirements of their chosen Brief, which are set by the exam board.

Challenge: All students are challenged in Media Studies through the use of differentiated tasks, extension tasks and the setting of wider reading. We also focus on the context behind a media text will lead to discussion of historical and contemporary issues that inform audience response to a media text. We also encourage the study of progressive media (Double Down News for example) and we subscribe to Media Magazine which means that our students have access to a vast amount of academic wider reading and we can also guide them specifically to their areas of interest.

Subject Curriculum Overview: English Yr7

Subject: English	**Year**:7

Topic 1: Poetry	**Topic 2**: Myths	**Topic 3**: An Introduction to Shakespeare	**Topic 4**: Novel: The Silver Sword	**Topic 5**: Study of a individual poet: Grace Nichols	**Topic 6**: Media Studies focus: Robots.
Duration: *15 lessons*	**Duration**: 13 lessons	**Duration**: *11 lessons*	**Duration**: 23 lessons	**Duration**: 6 lessons	**Duration**: 6 lessons
Content: An introduction to poetry exploring a key techniques through a range of poetry. Identifying key words and zooming in for analysis.	**Content**: An exploration of Mythology, exploring key characters and stories. Then using this as the basis of student's own descriptive writing.	**Content**: An introduction to Shakespeare and the idea of plays, exploring key themes, characters and techniques. Students are also introduce to core English Language Paper 2 (GCSE) themes writing to argue and persuade through groupwork.	**Content**: A in depth study into an adventure novel. Students spend time reading the novel and exploring: character; theme; setting and the context of Europe immediately post World War Two. Students will also delve into creative writing though the forms of writing to describe and inform.	**Content**: An in depth focus into the poetry of Grace Nichols. Focussing on annotation skills and understanding key points of analysis.	**Content**: An introduction to both Media Studies and the Sci-Fi genre. This unit uses some reading extracts but the main focus is the analysis of the film Wall-e through a media perspective.
8 Key concepts students need to understand (Core Knowledge): metaphor, simile, personification, onomatopoeia, character, sibilance, zooming in, technique.	**8 Key concepts students need to understand (Core Knowledge):** structure, description, sentence upgrade, story mountain, tension, figurative language, showing and telling.	**8 Key concepts students need to understand (Core Knowledge)**: plays, protagonist, Shakespearian England, theatre, audience, argue, persuade, soliloquy, tragedy, patriarchal.	**8 Key concepts students need to understand (Core Knowledge)**: character, context, plot, setting, structure, showing and telling, tension, travel project.	**8 Key concepts students need to understand (Core Knowledge)**: poet, metaphor, personification, zooming in, quotation, annotation, techniques, themes, structure.	**8 Key concepts students need to understand (Core Knowledge):** denotation and connotation, codes and conventions, narrative, genre, Sci-Fi, intertextuality, representation, audience.

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**

Discussion on migration/ immigration and the aftermath of wartime Europe. Looking at what is means to be of no nationality.	*(Insert any trips/extra curricular/clubs)* **KS3 Creative Writing club**	Mid unit low stakes knowledge tests. End of unit extended writing opportunities.

Subject Curriculum Overview: English Yr8

Subject: English	**Year**: 8

Topic 1: Poetry	**Topic 2**: Gothic Literature	**Topic 3**: Much Ado About Nothing	**Topic 4** Animal Farm	**Topic 5**: Study of an individual poet: Imtiaz Dharker	**Topic 6:** Transactional Writing
Duration: 13 lessons	**Duration**: *14 lessons*	**Duration**: 13 lessons	**Duration**: 20 lessons	**Duration**: 6 lessons	**Duration**: 10 lessons
Content: A more focussed study into poetry. Students are introduced to the idea of 'unseen poetry' and specifically taught how to annotate and analyse.	**Content**: An exploration into the gothic genre. Students read a selection of extracts and focus on identifying key techniques specific to the genre. Students are also given creative writing opportunities to demonstrate their understanding of the gothic conventions.	**Content**: Students are given their first opportunity to explore a singular whole Shakespeare play in detail. Lessons are taught through a mixture of mediums: original text of the play and extracts of play/ film adaptations. There is a specific focus on key characters and theme.	**Content**: Students study the political novel in detail and explore some aspects of context. Students will read the novel as well as listen to audio clips and are given the opportunity to watch an adaptation. There is a specific focus on character and key themes.	**Content**: An in depth focus into the poetry of Imtiaz Dharker. Focussing on annotation skills and understanding key points of analysis.	**Content**: Creative Writing in a range of transactional forms in preparation for GCSE English Language Paper 2. Students will spend two lessons on each form of writing.
8 Key concepts students need to understand (Core Knowledge): WILSON, unseen poetry, annotation, analysis, structure, language techniques, WHAT HOW WHY, zooming in.	**8 Key concepts students need to understand (Core Knowledge)**: gothic, genre, conventions, narrative, character, setting, plot, upgrade sentences,	**8 Key concepts students need to understand (Core Knowledge)**: iambic pentameter, play, adaptation, theme, character, resolution, character relationships, context.	**8 Key concepts students need to understand (Core Knowledge)**: HOW WHAT WHY, PETAL, character, context, theme, comparison, speeches, quotation, zooming in.	**8 Key concepts students need to understand (Core Knowledge)**: WHAT HOW WHY, poet, metaphor, personification, zooming in, quotation, annotation,	**8 Key concepts students need to understand (Core Knowledge)**: speech, magazine, letter, newspaper, leaflet, transactional, non-fiction, AFOREST.

	figurative language, structure.			techniques, themes, structure.	

SMSC Opportunities (including evidence of British Values)	Out of classroom opportunities	Assessment opportunities (Please see Assessment Calendar on Website)
Discussion on migration/ immigration and the political nature of post wartime Europe. Looking at what is means to be of no nationality.	**KS3 Creative Writing club**	Mid unit low stakes knowledge tests. End of unit extended writing opportunities.

Subject Curriculum Overview: English Yr9

Subject: English	**Year**: 9

Topic 1: World War 1 Poetry and more	**Topic 2**: 'Noughts and Crosses' (play script)	**Topic 3**: 'Romeo and Juliet'	**Topic 4: 'Long Way down' (novel)**	**Topic 5**: Prose Study (The Birds)	**Topic 6:** Non Fiction / Rhetoric	**Topic 7: The Romantics (poetry)**
Duration: 13 lessons	**Duration**: *14 lessons*	**Duration**: 13 lessons	**Duration**: 15 lessons	**Duration**: 9 lessons	**Duration**: 9 lessons	**Duration**: 6 lessons
Content: students will look at WW1 propaganda, accounts from the trenches as well as a variety of war poetry (mostly from WW1). Assessment: students will compare two poems.	**Content**: students will read the play in class. Students will consider genre, form, structure and language used as well as issues regarding race and gender. Students will also look at non-fiction texts to assist in the understanding of context.	**Content**: Students study their second full Shakespeare play. Lessons are taught through a mixture of mediums: original text of the play and extracts of play/ film adaptations. There is a specific focus on key characters and theme.	**Content**: Students study this modern (2017) verse novel and focus on the form and structure of the novel as well as the issues raised. Non-fiction texts on related themes are studied.	**Content**: A study of a the famous (long) short story from the mid 20th century writer from the literary canon. Exposure to the literary text and how we work with one.	**Content**: Focus on non-fiction texts and the art of rhetoric. Students will work on examples of rhetoric and write an deliver their own speeches.	**Content:** students will study poems by Blake, Wordsworth and Shelley to act as a bridging unit with KS4

8 Key concepts students need to understand (Core Knowledge): WILSON, unseen poetry, annotation, analysis, structure, language techniques, WHAT HOW WHY, zooming in.	**8 Key concepts students need to understand (Core Knowledge)**: tragedy, genre, conventions, narrative, character, setting, plot, upgrade sentences, figurative language, structure.	**8 Key concepts students need to understand (Core Knowledge)**: iambic pentameter, play, adaptation, theme, character, resolution, character relationships, context.	**8 Key concepts students need to understand (Core Knowledge)**: HOW WHAT WHY, PETAL, character, context, theme, comparison, speeches, quotation, zooming in. Working with non-fiction texts	**8 Key concepts students need to understand (Core Knowledge)**: WHAT HOW WHY, poet, metaphor, personification, zooming in, quotation, annotation, techniques, themes, structure.	**8 Key concepts students need to understand (Core Knowledge)**: speech, magazine, letter, newspaper, leaflet, transactional, non-fiction, AFOREST PIE / rhetorical devices.	**8 Key concepts students need to understand (Core Knowledge)**: WILSON, unseen poetry, annotation, analysis, structure, language techniques, WHAT HOW WHY, zooming in.

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**	
Discussion on race, gender, poverty and gun crime.	**KS3 Creative Writing club, Debate Club, KS3 Book Club and Lit Soc**	Mid unit low stakes knowledge tests. End of unit extended writing opportunities.	

Subject Curriculum Overview: English Yr10

Subject: English	**Year**: 10

Topic 1: Power and Conflict poetry	**Topic 2: '**An Inspector Calls' (Play)/ Language Paper 2	**Topic 3**: What makes a good story?	**Topic 4**: 'Macbeth'	**Topic 5**: Revision of English Language Paper 2 / An Inspector Calls	**Topic 6**: Unseen Poetry and more Power and Conflict poetry	**Topic 7: Spoken Language (talk, presentation)**
Duration: *18 lessons*	**Duration**: *24 lessons*	**Duration**: *8 lessons*	**Duration**: *24 lessons*	**Duration**: *12 lessons*	**Duration**: *12 lessons*	**Duration**: 6 *lessons*
Content: *Starts with a look at modern unseen poems then poems from the*	**Content**: *Study of a 'modern' drama text overlapped with Language paper 2.*	**Content**: *A reminder of why everyone loves a story. (Book, film, TV, video game, friends / gossip)*	**Content**: *Study of the whole play*	**Content**: *(include a brief overview of what the topic is about)*	**Content**: *Return to unseen poetry practice and anthology poems*	**Content:** *How to present and revision of rhetorical devices from topic 2.*

'Power and Conflict' anthology						
8 Key concepts students need to understand (Core Knowledge): AO1: Read, understand and respond to texts / use quotations to support. AO2: Analyse the language, form and structure used by a writer / use subject terminology AO3: Relationships between texts and contexts. / context linked to text. AO4: SPAG. Using the what, how and why structure.	**8 Key concepts students need to understand (Core Knowledge)**: Presentation of character, context, moral / author's intentions, study of whole novel, Skills needed for Lang P2: language, structure, evaluation, creative writing and all four Literature assessment objectives.	**8 Key concepts students need to understand (Core Knowledge)**: Looking at the conventions of storytelling and examples from a range of texts and genres, use of structure, use language, SPAG, point of view, narrative voice, genre and medium. The unit feeds in the creative writing of Language paper 1 and the stories studied for Literature.	**8 Key concepts students need to understand (Core Knowledge)**: AO1: Read, understand and respond to texts / use quotations to support. AO2: Analyse the language, form and structure used by a writer / use subject terminology AO3: Relationships between texts and contexts. / context linked to text. AO4: SPAG. Using the what, how and why structure.	**8 Key concepts students need to understand (Core Knowledge)**: Presentation of character, context, moral / author's intentions, study of whole poem, Skills needed for Lang P2: language, structure, evaluation, creative writing and all four Literature assessment objectives.	**8 Key concepts students need to understand (Core Knowledge)**: AO1: Read, understand and respond to texts / use quotations to support. AO2: Analyse the language, form and structure used by a writer / use subject terminology AO3: Relationships between texts and contexts. / context linked to text. AO4: SPAG. Using the what, how and why structure.	**8 Key concepts students need to understand (Core Knowledge)**: Planning, AO7: Demonstrate presentation skills in a formal setting. AO8: Listen and respond appropriately to spoken language, including questions and feedback to presentations. AO9: use spoken Standard English effectively in speeches, use of language, rhetorical devices, structure a talk effectively

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**	
Themes from the poetry and longer texts include equality (gender, social class and race), thinking of others, war, the environment,	*Literary Society, debate club*	*Each unit will contain an exam style question which will be practised in class. There will be knowledge quizzes used earlier in units.*	

Subject Curriculum Overview: English Yr11

Subject: English	**Year**: 11

Topic 1: A Christmas Carol / Lang Paper 1	**Topic 2**: Revision for PPEs	**Topic 3**: Power and Conflict poetry (and again in terms 3 and 4)	**Topic 4**: English Language Paper 2	**Topic 5**: Revision for Lit / Lang exams	**Topic 6:** Revision for Lit / Lang exams
Duration: *6 weeks / 24 lessons*	**Duration**: *12 lessons*	**Duration**: *8 lessons*	**Duration**: *12 lessons*	**Duration**: *6 weeks / 24 lessons*	**Duration**: *6 weeks / 24 lessons*
Content: *Study of a 19th C novel overlapped with Lang paper 1.*	**Content**: *Revision for Language Paper 1 and Literature exam units*	**Content**: *Return to look at more poems from the 'Power and Conflict' anthology*	**Content**: *Study of the skills needed with Paper 2. (Same AOs apart form AOs3)*	**Content**: *Return to look at all Literature units and Language*	**Content**: *Return to look at all Literature units and Language*
8 Key concepts students need to understand (Core Knowledge): Presentation of character, context, moral / author's intentions, study of whole novel, Skills needed for Lang P1: language, structure, evaluation, creative writing	**8 Key concepts students need to understand (Core Knowledge)**: Language Paper 1 – AOS, AO1 – identify, AO2 analyse / language and structure, AO3 – compare, AO4 – evaluate, AO5 – communicate clearly / organise, AO6 – SPAG. Literature. Using the what, how and why structure.	**8 Key concepts students need to understand (Core Knowledge)**: AO1: Read, understand and respond to texts / use quotations to support. AO2: Analyse the language, form and structure used by a writer / use subject terminology AO3: Relationships between texts and contexts. / context linked to text. AO4: SPAG. Using the what, how and why structure.	**8 Key concepts students need to understand (Core Knowledge)**: Language Paper 1 – AOS, AO1 – identify, AO2 analyse / language and structure, AO3 – compare, AO4 – evaluate, AO5 – communicate clearly / organise, AO6 – SPAG. Literature. Using the what, how and why structure.	**8 Key concepts students need to understand (Core Knowledge)**: See Lit and Lang Assessment Objectives.	**8 Key concepts students need to understand (Core Knowledge)**: See Lit and Lang Assessment Objectives.

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
History of the treatment of the poor, human spirit, we are not alone, charity,	*After school Y11 club, theatre trips, Lit Soc*	**Assessed using knowledge quizzes, MCQ and exam style questions**

Subject Curriculum Overview: Media KS4

Subject: Media Studies	**Year**: 10

Topic 1: Media Key Concepts	**Topic 2**: Advertising	**Topic 3**: Magazines + Newspapers	**Topic 4**: Film + Radio	**Topic 5**: Video Games	**Topic 6**: PPE Revision+ NEA (non-exam assessment)
Duration: 15 lessons **Extended Response 09/10 How Can Media Affect our Choices?**	**Duration**: 15 lessons **Annotated Product 11/12 Print Advertisement**	**Duration**: 15 lessons **Annotated Product 05/02 Magazine Front Cover**	**Duration:** 15 lessons **Annotated Product (Poster) 04/03 + Exam Style Response 25/03**	**Duration**: 15 lessons **Exam Style Response 29/04**	**Duration**: 15 lessons Es Practice Essays for PPE + **Product + 15/07**
Content: To gain a clear understanding of how and why media products are created with a focus on: Media Industries Media Language Representation within Media Media Audiences Ideology	**Content**: The history of the advertising industry since 1950s – context. Analysis of set text print adverts and then students create their own print-based advertisement.	**Content**: 1. Magazine analysis and comparison of set texts with an unseen. Students create their own front magazine page. 2. The history of newspapers and how digital convergence has affected news consumption.	**Content**: Analysis of generic website conventions and then detailed analysis of the Bond Franchise 007 website. Analysis of set texts and then students create their own film poster + the historical context of the Radio Industry and close analysis of set text.	**Content**: The history of the video game industry and the impact of digital convergence. Analysis of set text and opportunity for students to create their own marketing campaign.	**Content**: The Non-Exam Assessment allows students to create a media product from a choice of briefs set by the exam board (Eduqas) and is worth 30% of their GCSE. They produce a statement of Aims and Intentions and then follow the requirements of the brief to create a media product.
8 Key concepts students need to understand (Core Knowledge): Conglomerate/Digital Convergence/Denotation/Connotation/Generic Conventions/Diversity/Constructed Representations Demographic+ Psychometrics	**8 Key concepts** Conform/Subvert/Typography/Text/Layout/Signifier/ Signified/Patriarchy/Image analysis/Barthes/Signifier/Signified/Colour Symbolism	**8 Key concepts** Masthead/Strapline/Direct address/Hyperbole/ Cover-line/Anchorage Katz + Blumler Uses + Gratifications Theory Feminist Theories – hooks/Mulvey	**8 Key concepts** Box Office Figures Globalisation website conventions soap opera omnibus agriculture Star Theory Propp + Todorov	**8 Key concepts** Regulation Synergetic Partnership Merchandise Endorsement Interactive Marketing/Collaboration In App Purchases Audience Reception Theory - Hall	**8 Key concepts students**: Generic codes and conventions Pitch Proposal House Style Special Interest Convey Enigma Codes Barthes Semiotics

SMSC Opportunities (including evidence of British Values) Democracy/British Government + The Media/Challenging Stereotypes/Media + Power/Progressive Media/Morality in the Media/Cultural Diversity in the Media/British Media Values+ Ideology/Representation of Gender + Ethnicity/NGOs/Charities/ Philanthropy	**Out of classroom opportunities:** **Media Club – Creating Media** **Film at The Pound?**	**Assessment opportunities: Exam style question at the end of every topic, feedback and TRIO.**

Geography

Sequencing: Within all three key stages, topics have been placed in a sequence which maximises learning with constant opportunity to retrieve and embed core knowledge. Topics in Year 9 use the geography learnt in years 7 and 8 as a building block to expand the knowledge. KS4 students are prepared for GCSE due to the sequencing progression of the curriculum. The 5 core concepts that underpin our KS3 curriculum help students to think synoptically “like a geographer”. Ultimately all lesson content is designed and thought out so students understand how the world works and why it looks like it does.

Progression: Concepts first taught in year 7 are then used in future topics/years but applied to different situations. This synoptic thinking helps students understand the links between the units but also shows the challenge of memory recall and re-application. For example, geomorphic processes are learnt in rivers in year 7 but then applied to different situations in glaciers and then coasts in future years. Concepts of how to live sustainably are initially taught in year 7 but then re-applied to new situations in year 8 (resources and climate change) and year 9 (urbanisation and development). By the end of KS3 students have the skills and knowledge to attack the GCSE syllabus as well as understanding why the world is as it is and why the world looks as it does. The depth of this increases to more specific examples at the end of KS4 and then an in-depth analysis of how the world works and what we can do about it at the end of KS5.

Challenge: Geography is unique in that it is constantly being shaped. Every day, new research into changes to our world, for example climate change, emerges and we can use this to make our curriculum more rigorous whilst not detracting from the core content we want our students to know. Rigour is also shown through our subject scholarship, particularly at A Level with the Changing Places unit where the work of scholars is used to understand the complexities of perception of place. There is also scope for other literary works to be used within the curriculum such as the texts by Hans Rosling which guides the development unit of Yr9. Teaching up - date and relevant geography is so important for students to understand how the world works. Finally, teaching beyond the NC at KS3 and beyond the specification for KS4/5 increases cultural capital and unlocks additional knowledge which will be useful in their lives beyond SGS.

History

Sequencing: The curriculum is delivered in both a chronological and thematic approach as we recognise that History is a cumulative discipline but this needs to be underpinned by a strong chronological understanding. Therefore, at KS3 students will encounter a wide range of histories from across the world which follows a broad plan of beginning in the Medieval period in Y7 and reaching the 21st century by the end of Year 9. Within this, students will look at a series of themes in each year, with units on Conflict, Equality, Power, Crime and Punishment and Life where they investigate a theme within the wider chronology which enables the building of historical knowledge as well as change and continuity across time. This will prepare students for the wide range of chronological units encountered at GCSE and A Level, where they will be expected to understand themes across a broad period of time in the KS4 Migration unit, as well as in-depth units like The Wars of the Roses in Y12 of Elizabeth I at GCSE**.**

Progression: Within our curriculum, we recognise that students need to develop both essential historical skills which will allow them to understand how the past has informed the creation of History as well as the vital historical knowledge which these skills are then used to interpret, organise and evaluate on their five key themes. As such, students develop their skills in a graduated approach over each year. By the end of Y9, students will be expected to have mastered skills like making a judgement for why an event happened or judging how useful a source is for a historian. By the end of Y9 they will also be expected to have a wider understanding of the development over time of the five key themes studied in different locations around the world and the ability to demonstrate this understanding through their literacy skills. When students reach GCSE, their KS3 foundation will then enable them to deepen their knowledge and develop their skills to a higher degree of complexity. By the end of GCSEs students will be expected to have made further progress with their historical skills such as the ability to build an argument on causation of events and make informed use of provenance to assess how useful a source is. They will have studied topics in depth and across breadth to a far more immersive level of detail and will be expected to understand units as wide ranging as the Elizabethan world to the key turning points of the Cold War. Finally, by the end of A Level teaching in Y13, the skills that students will have been expected to develop include understanding how historians have arrived at a view whilst also having the ability to confidently critique a historian's interpretation. A further expected skill will be the ability to use a wide range of sources to come to a judgement on how far they support a certain view. Students will have studied history from a wide range of perspectives, countries and time periods and will have developed their understanding both in breadth and in-depth. They will also have produced their own piece of historical research through the coursework element which will showcase the academic rigour expected of an A Level historian.

Challenge: We recognise within our curriculum the fact that History as a discipline is challenging and requires an approach which is underpinned by academic rigour. As such each unit is supported by key concepts that students must be able to both understand and apply throughout their work, they also need a thorough understanding of the nature of historiography. Students are taught to gain an awareness of the complex way in which history is created by humans and this is accessed through a range of academic historians and their interpretations which are used to inform, challenge and also understand the process of being a historian and creating history. Academic texts by historians such as Simon Schama, Ian Kershaw, John Guy, David Olusoga and Mary Beard are studied so students are familiar with scholarly approaches and how these are formed as well as the relationship of these to the core sources used within history. Our team, is constantly engaged in their own academic research which is partially formed through our interaction with the Historical Association. We recognise that history is a human construct and has been arrived at via a combination of complex thought processes which is underpinned by a thorough understanding of core historical knowledge. Our students are expected to approach history on both a micro and macro level and this is something that students need to develop to understand both their own identity and their place within the wider world. We recognise that a rigorous grounding in History and the knowledge and skills vital to its understanding are part of the wider toolkit that students will need to access and interpret this wider world.

Politics

Sequencing: The A Level curriculum is delivered in a thematic approach with both UK and US Government and Politics being taught simultaneously in Year 12 to enable effective comparisons between the two to be made. This builds students both for the comparative questions in Paper 3 as well as the separate units across the other two papers. In Year 12 we also start with the units on government in the curriculum so that students have a firm grounding in the processes involved before they look at the wider impact on democracy and the politics of the UK and the USA. In Year 13, students study each of the key political ideologies in a chronological sequence, starting with the earliest ideology, although there is naturally some overlap between these. These ideologies also require synoptic links to be made to the topics covered in Year 12 and this then allows for stronger reinforcement across the course in preparation for the final exams.

Progression: Within our curriculum, we recognise that students need to develop both essential skills which will allow them to understand how the government and politics of the UK and the USA have formed and developed as well as the vital knowledge of how this applies to both countries. By the end of A Level teaching in Y13, the skills that students will have been expected to develop include the ability to apply synthesis across time and country in terms of political events as well as key skills in debate, analysis and evaluation. A further expected skill will be the ability to use a wide range of sources to come to a judgement on how far the argument presented is convincing about an area of debate and applying political knowledge to understand different sources of information. Students will have studied politically related topics in their KS3 and KS4 History units (including the GCSE unit on the USA in the 19502-1970s and the UK migration unit) which will provide a foundation of key political terms and context that students can then apply in their Politics A Level course.

Challenge: We recognise within our curriculum that Politics provides a vital world view for students and as such a high degree of challenge is built in to ensure students develop the skills to interpret current politics, trends over time and the significance of our systems and individuals. As such each unit is supported by key concepts that students must be able to understand and apply throughout their work; they also need a thorough understanding of the nature of politics and how political theorists have arrived at their judgements concerning key questions such as the nature of the Constitution in both the UK and the USA and how these impact on everyday politics. In Year 13 we are also engaged in complex political philosophy, where students are required to gain an awareness of the complex way in which ideas form and the impact they have on humans. These theories are accessed through a wide range of philosophers who the students must understand both in their context and their impact on the core ideology and the wider world. Philosophers include figures such as John Locke, Thomas Hobbes, Karl Marx and Friedreich Engels as well as bell hooks and Mary Wollstonecraft. Alongside these key thinkers (of which there are twenty that students must be able to thoroughly understand) students are also encouraged to engage with wider thinkers such as Thomas Paine, Voltaire and Hegel and as such they are given wider reading to access these and build their complexity around political thought. Our team is constantly engaged in their own academic research to ensure that our teaching utilises our awareness of the new developments in political thinking as well as interpretations of current political events in the UK and the USA. Our students are expected to approach Politics with an open mind and this is something that students will develop to understand their place within global politics.

Subject Curriculum Overview: Year 7

Subject: History	**Year**: 7

Topic 1: **LIFE.** How similar was Medieval and Tudor life?	**Topic 2**: **POWER.** Who was the most significant monarch?	**Topic 3**: **CONFLICT.** Why are battles won?	**Topic 4**: **EQUALITY.** What was the impact of European expansion on the wider world?	**Topic 5**: **CRIME & PUNISHMENT.** How did crime and punishment change?	
Duration: 12 lessons in Term 1 and Term 2	**Duration**: 13 lessons in Term 2 and Term 3	**Duration**: 10 lessons in Term 3 and Term 4	**Duration**: 8 lessons in Term 5	**Duration**: 11 lessons in Term 6	
Content: Looking at key aspects of life in the Medieval and Tudor eras, including entertainment, beliefs and disease to judge the level of similarity and difference.	**Content**: Looking at what makes a monarch significant and using case studies to assess a range of monarchs from William I to Charles I.	**Content**: Looking at how battles are lost and won through a variety of technology, tactics and strategies, with case studies from Hastings to Waterloo.	**Content**: Looking at the causes of European exploration and the impact of this on the Americas in particular, with an extended case study on Virginia.	**Content**: Looking at a range of different crimes and punishments from the Anglo-Saxon period to the late 18th century, exploring the extent of change and continuity.	
8 Key concepts students need to understand (Core Knowledge): popular culture, heresy, revolt, feudal system, misogyny, plague, pandemic, hierarchy	**8 Key concepts students need to understand (Core Knowledge)**: Reformation, rebellion, power, monarchy, democracy, consolidation, patriarchy, regicide.	**8 Key concepts students need to understand (Core Knowledge)**: Strategy, tactics, infantry, cavalry, Armada, conquest, expansion, escalation	**8 Key concepts students need to understand (Core Knowledge)**: empire, colony, colonisation, exploration, migration, expansion, indigenous, circumnavigation	**8 Key concepts students need to understand (Core Knowledge)**: treason, heresy, capital punishment, lawful, equality, socio-economic, justice, authority	

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
Key British Values are addressed through all units, including Democracy (power unit), Mutual Respect and Tolerance of others (Equality unit), Individual Liberty and Rule of Law (Crime & punishment unit).	*KS3 History club* *Creative curriculum challenge*	A range of assessments (at least one per topic), including multiple choice questions to assess core knowledge and extended responses to assess core historical skills. Summative assessment in the summer of Y7

All units address questions of moral and cultural significance through examining these in the past and their impact on life today.		

Subject Curriculum Overview: Year 8

Subject: History	**Year**: 8

Topic 1: **LIFE.** What was the significance of the slave trade?	**Topic 2**: **EQUALITY.** Why do revolutions happen?	**Topic 3**: **CRIME & PUNISHMENT.** How was Victorian justice different to justice today?	**Topic 4**: **POWER.** How much has democracy changed?	**Topic 5**: **CONFLICT.** Why was WW1 called "The Great War?"	
Duration: 12 lessons in Term 1 and Term 2	**Duration**: 11 lessons in Term 2 and Term 3	**Duration**: 10 lessons in Term 3 and Term 4	**Duration**: 8 lessons in Term 4 and Term 5	**Duration**: 14 lessons in Term 5 and Term 6	
Content: Looking at key aspects of life as an enslaved person and the significance of the transatlantic trade for Britain, including a case study on Bristol.	**Content**: Looking at the key causes of revolutions from the English revolution up to the Russian revolution, with a focus on types of cause.	**Content**: Looking at a range of different crimes and punishments during the Victorian period, exploring how different this is to the present day.	**Content**: Looking at how democracy has developed in Britain during the 19th and 20th centuries with a case study on the extension of the franchise.	**Content**: Looking at WW1 and how it changed modern warfare with a case study on technology and the impact on those involved from around the world.	
8 Key concepts students need to understand (Core Knowledge): slave trade, empire, abolition, plantation, emancipation, transatlantic, middle passage, resistance	**8 Key concepts students need to understand (Core Knowledge)**: Revolution, treason, ideology, taxation, communism, liberty, equality, fraternity	**8 Key concepts students need to understand (Core Knowledge)**: industrialisation, justice, urbanisation, slum, death penalty, transportation, prejudice, exploitation	**8 Key concepts students need to understand (Core Knowledge)**: Franchise, suffragette, petition, terrorism, revolution, massacre, martyr, riot	**8 Key concepts students need to understand (Core Knowledge)**: tactics, strategy, trench system, assassination, empire, nationalism, stalemate, remembrance	

SMSC Opportunities (including evidence of British Values)	Out of classroom opportunities	Assessment opportunities (Please see Assessment Calendar on Website)
Key British Values are addressed through all units, including Democracy (power unit), Mutual Respect and Tolerance of others (Equality and Life units), Individual Liberty, Rule of Law (Crime & punishment). All units address questions of moral and cultural significance through examining these in the past and their impact on life today.	*KS3 History club* *Creative curriculum challenge* Trip to Normandy with MFL	A range of assessments, (at least one per topic), including multiple choice questions to assess core knowledge and extended responses to assess core historical skills. Summative assessment in the summer of Y8

Subject Curriculum Overview: Yr9

Subject: History	**Year**: 9

Topic 1: **CONFLICT.** Why did the Allies win WW2?	**Topic 2**: **EQUALITY.** How did the Holocaust happen?	**Topic 3**: **LIFE.** How far did life in Britain change after WW2?	**Topic 4**: **POWER.** How similar are 20th century assassinations?	**Topic 5**: **CRIME & PUNISHMENT.** How significant are acts of terror?	
Duration: 11 lessons in Term 1 and start of Term 2	**Duration**: 13 lessons in Term 2 and start of Term 3	**Duration**: 11 lessons in Term 3 and most of Term 4	**Duration**: 8 lessons in Term 5	**Duration**: 11 lessons in Terms 5 and 6	
Content: Looking at key reasons why the Allies won WW2, including case studies on the key events from Dunkirk to the Atomic bomb.	**Content**: Looking at what happened during the Holocaust; how this was allowed to happen and the importance of remembering.	**Content**: Looking at the extent of change after WW2 for different groups, including women, young people and migrants.	**Content**: Looking at the key assassinations in the 20th century, with a case study on JFK to understand similarities with other assassinations.	**Content**: Looking at the recent history of terrorism around the world, with case studies on the IRA, the PLO and al-Qaeda to understand their significance.	
8 Key concepts students need to understand (Core Knowledge):	**8 Key concepts students need to understand (Core Knowledge)**:	**8 Key concepts students need to understand (Core Knowledge)**:	**8 Key concepts students need to understand (Core Knowledge)**: Civil Rights,	**8 Key concepts students need to understand (Core Knowledge)**: Terrorism,	

Strategy, Propaganda, encirclement, Blitzkrieg, radar, ideology, code breaking, nuclear.	Genocide, resistance, antisemitism, xenophobia, migration, discrimination, persecution radicalisation	popular culture, migration, empire, protest, counter culture, progress, racism	assassination, ideology, containment, segregation, radicalisation, Cold War, extremist	extremist, zealotry, intolerance, radicalisation, nationalism, ideology, empire	

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
Key British Values are addressed through all units, including Democracy (power unit), Mutual Respect and Tolerance of others (Equality unit), Individual Liberty and Rule of Law (Crime & punishment unit). All units address questions of moral and cultural significance through examining these in the past and their impact on life today.	*KS3 History club* *Creative curriculum challenge*	A range of assessments, (at least one per topic), including multiple choice questions to assess core knowledge and extended responses to assess core historical skills. Summative assessment in November and June of Y9

Subject Curriculum Overview: Yr10

Subject: History	**Year**: 10

Topic 1: Paper 3: USA Civil Rights 1954-75	**Topic 2**: Paper 3: USA Vietnam War 1954-75	**Topic 3**: Paper 2: Causes of the Cold War 1941-58	**Topic 4**: Paper 2: Cold War crises; 1958-69	**Topic 5**: Paper 2: End of the Cold War 1970-91	**Topic 6**: Paper 2: Elizabeth I 1558-1588
Duration: 11 lessons in Term 1	**Duration**: 21 lessons in Term 2 and Term 3	**Duration**: 9 lessons in Term 3	**Duration**: 10 lessons in Term 4	**Duration**: 9 lessons in Term 5	**Duration**: 18 lessons in Terms 5 and 6
Content: Looking at key events and development of the civils rights movement with a focus on the actions of the movement, the reaction and overall success.	**Content**: Looking at the causes of US involvement in Vietnam, how the war was fought and why the USA withdrew, in the context of the Cold War and the US response.	**Content**: Looking at the early development of the Cold War from the Grand Alliance to the Hungarian Uprising – studying key events such as Potsdam and the Berlin Airlift.	**Content**: Looking at the development of the Cold War through case studies on three crises: Berlin, Cuba and Prague.	**Content**: Looking at the later development of the Cold War from Détente to the end of the USSR - studying key individuals such as Gorbachev and Reagan.	**Content**: Looking at the early reign of the Queen to assess her initial problems and the challenges she faced at home and abroad up to the Spanish Armada.

8 Key concepts students need to understand (Core Knowledge): Migration, segregation, civil rights, persecution, media, discrimination, white supremacy, leadership	**8 Key concepts students need to understand (Core Knowledge)**: Escalation, guerrilla warfare, media, protest, containment, ideology, vietnamisation, imperialism	**8 Key concepts students need to understand (Core Knowledge)**: Cold War, expansion, blockade, uprising, MAD, arms race, containment, satellite states	**8 Key concepts students need to understand (Core Knowledge)**: Crisis, blockade, reform, brinkmanship, paranoia, refugee, communism, capitalism	**8 Key concepts students need to understand (Core Knowledge)**: Détente, propaganda, perestroika, glasnost, collapse, doctrine, landslide, invasion	**8 Key concepts students need to understand (Core Knowledge)**: Legitimacy, patriarchy, Catholic, Protestant, Puritan, succession, escalation, excommunication

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
Key British Values are addressed through all units, including Democracy (Cold War and Civil rights), Mutual Respect and Tolerance of others (Civil rights), Individual Liberty and Rule of Law (Elizabeth and Civil rights). All units address questions of moral and cultural significance through examining these in the past and their impact on life today.	*Lunchtime revision club* *GCSE Film Club*	A range of assessments, (at least one per topic), including multiple choice questions to assess core knowledge and extended exam responses to assess core historical skills. Summative assessment at the end of Y10.

Subject Curriculum Overview: Yr11

Subject: History	**Year**: 11

Topic 1: Paper 2: Elizabeth I society	**Topic 2**: Paper 1: Medieval and early modern migration 800-1700	**Topic 3**: Paper 1: Industrial and modern migration 1700-1900	**Topic 4**: Paper 1: Notting Hill case study 1945-70	**Topic 4:** Revision in class for all papers	
Duration: 10 lessons in Term 1	**Duration**: 11 lessons in Terms 1 and 2	**Duration**: 12 lessons in Terms 2 and 3	**Duration**: 9 lessons in Term 3	**Duration:** Terms 4 and 5	

Content: Looking at key aspects of life in the Elizabethan period, including entertainment, education, poverty and exploration.	**Content**: Looking at the causes of migration, the experiences of the migrants and their impact on England, with case studies on York and Kent.	**Content**: Looking at the causes of migration, the experiences of the migrants and their impact on Britain with case studies on London, Liverpool, Bristol and Leicester.	**Content**: Looking at a source investigation on Caribbean migrants to Notting Hill to explore the causes, experiences and impact of this community in London.	**Content:** Revision activities on all the topics for the three papers.	
8 Key concepts students need to understand (Core Knowledge): exploration, circumnavigation, colony, colonisation, empire, vagrant, popular culture, propaganda	**8 Key concepts students need to understand (Core Knowledge)**: Push/pull factors, xenophobia, antisemitism, conquest, assimilation, primary economy, secondary economy, colonisation	**8 Key concepts students need to understand (Core Knowledge)**: refugee, famine, persecution, nationality, exploitation, empire, independence, intolerance	**8 Key concepts students need to understand (Core Knowledge)**: carnival, popular culture, race riots, racism, white supremacy, identity, provenance, integration	**8 Key concepts students need to understand (Core Knowledge)**: N/A	

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
Key British Values are addressed through all units, including Democracy (Migration), Mutual Respect and Tolerance of others (Migration), Individual Liberty and Rule of Law (Elizabeth and Migration). All units address questions of moral and cultural significance through examining these in the past and their impact on life today.	*Lunchtime revision club* *GCSE Film Club*	A range of assessments, (at least one per topic), including multiple choice questions to assess core knowledge and extended exam responses to assess core historical skills. Three final exams in the summer of Y11.

Subject Curriculum Overview: Yr12

Subject: History	**Year**: 12

Topic 1: Paper 1: Wars of the Roses – Henry VI	**Topic 2**: Paper 1: Wars of the Roses: Edward IV, Richard III and Henry VII	**Topic 3**: Paper 2: American Westward Expansion - causes	**Topic 4**: Paper 2: American Westward Expansion – sectional tension	**Topic 5**: Paper 2: American Westward Expansion – civil war	**Topic 6**: Paper 3: Popular Culture and NEA
Duration: Term 1	**Duration**: Terms 2, 3 and 4	**Duration**: Terms 1 and 2	**Duration**: Terms 2 and 3	**Duration**: Terms 4 and 5	**Duration**: Term 6
Content: Looking at key aspects of the reign of Henry VI and the causes of the Wars of the Roses whilst developing source analysis and evaluation skills.	**Content**: Looking at the reigns of the Yorkists and Henry Tudor to assess the level of success and the factors that helped and hindered their consolidation of power.	**Content**: Looking at how America was developed through westward expansion with the key causes and the impact of this on the Native American peoples.	**Content**: Looking at the causes of sectional tension in America and the impact this had on the development of the country.	**Content**: Looking at the key events of the American Civil War and the reasons for the Union victory over the Confederates.	**Content**: Looking at the Reformation and its impact on European conflict whilst exploring the development of popular culture in Europe during the early modern period. Individual NEA topics chosen for research
8 Key concepts students need to understand (Core Knowledge): Usurpation, civil war, xenophobia, misogyny, heir presumptive, regicide, patriarchy, piety	**8 Key concepts students need to understand (Core Knowledge)**: dynasty, consolidation, foreign policy, restructuring, centralisation, fiscal policy, usurpation, legitimacy	**8 Key concepts students need to understand (Core Knowledge)**: genocide, expansion, indigenous, colonisation, migration, federal government, constitution, compromise	**8 Key concepts students need to understand (Core Knowledge)**: sectional tension, republicanism, secession, confederate, union, congress, elections, conspiracy theories	**8 Key concepts students need to understand (Core Knowledge)**: civil war, reconstruction, white supremacy, emancipation, leadership, tactics, strategy, abolition	**8 Key concepts students need to understand (Core Knowledge)**: Reformation, popular culture, elite, zealotry, iconoclasm, confessional conflict, Normative behaviours, festive license

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
Key British Values are addressed through all units, including Democracy, Mutual Respect and Tolerance of other) and Individual Liberty and Rule of Law. All units address questions of moral and cultural significance through examining these in the past and their impact on life today.	*Trip to London*	A range of assessments, (at least one per topic), including formative knowledge assessments and extended exam responses to assess core historical skills. Y12 PPEs in spring of Y12 based on both units.

Subject Curriculum Overview: Yr13

Subject: History	**Year**: 13

Topic 1: Paper 3: Witch craze – what/causes	**Topic 2**: Paper 3: Witch craze – victims/end	**Topic 3**: Paper 3: Witch craze – case studies	**Topic 4**: NEA	**Topic 5**: Revision in class for all three papers	
Duration: Term 1	**Duration**: Term 2	**Duration**: Term 3	**Duration**: Terms 1-4	**Duration**: Terms 4 and 5	
Content: Looking at the main reasons for the witch craze with a focus on preconditions, underlying causes and triggers with synthesis on key events across Europe.	**Content**: Looking at the main events of the witch craze with a focus on the similarities and differences across Europe and the reasons for these to develop synthesis.	**Content**: Looking at the three case studies of the witch craze: Germany, East Anglia and Salem with a focus on interpretations of these events.	**Content**: Looking at an individual topic of choice which will be researched and then written up as a 3,000-4,000 word essay including sources and interpretations.	**Content**: Revision activities on all the topics for the three papers.	
8 Key concepts students need to understand (Core Knowledge): secular, ecclesiastical, heresy, conversion, "The" Law, dissemination of belief, demonologies, Impetus from above/below	**8 Key concepts students need to understand (Core Knowledge)**: misogyny, patriarchy, deviance, norms, psychoanalysis, belief centralisation, inquisition, confessional conflict	**8 Key concepts students need to understand (Core Knowledge)**: *Theocracy,* misogyny, patriarchy, Impetus from above/below, deviance, norms, zealous, heresy	**8 Key concepts students need to understand (Core Knowledge)**:preconditions, underlying causes, trigger causes, turning points, interpretations, purpose, historiography, revisionist	**8 Key concepts students need to understand (Core Knowledge)**: *N/A*	

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
Key British Values are addressed through all units, including Democracy, Mutual Respect and Tolerance of other) and Individual Liberty and Rule of Law. All units address questions of moral and cultural significance through examining these in the past and their impact on life today.	Lunchtime revision classes A Level film club	A range of assessments, (at least one per topic), including formative knowledge assessments and extended exam responses to assess core historical skills. PPE in Autumn of Y13 on Papers 1 and 2. Three final exams in the summer of Y13. NEA due at the end of Term 4.

Languages

Sequencing: New structures, grammar points, key verbs and topic specific vocabulary are introduced in each unit. These build on prior learning. Pupils regularly revisit grammar points throughout the courses. Simpler topics are earlier on the course. Later topics build on language and grammar covered earlier on.

Progression: Simple words and sentences build towards using sentences and paragraphs. Single words/short sentences answers become conversations. Basic grammar points are built on to access more complex grammar and structures. Simple sentence comprehension develops to allow comprehension of texts of increasing length and complexity. Most topics feed into GCSE topics. Knowledge organisers and sentence builder grids support all abilities to ensure success and build confidence.

Challenge: Regular challenge tasks available in all lessons. Complex grammar, independent research of vocabulary outside of prescribed list. Deeper understanding through additional questioning. Justification/analysis of answers.

Maths

Sequencing: Mathematics by its nature is a sequential subject - you cannot start to learn new ideas unless students have a sound understanding of the building blocks required. The curriculum is designed to allow for this, with key skills regularly tested through formative assessments using a variety of ideas and techniques. If there are gaps in knowledge, resources are available to help for all age ranges and abilities. White Rose resources are used at KS3 and KS4 although the range of teaching ideas and resources is much wider than this and constantly expanding. e.g. For weaker students, resources have been added to help students with understanding and not move on too quickly - gradually increasingly the difficulty of questioning one step at a time.

Progression: Students are taught in mixed ability groups in year 7 and are then set from year 8. All students follow the same scheme for the first three years with more able students, naturally, learning higher level topics. Students will revisit topics throughout all years, building upon prior learning and expanding their knowledge. Starter (do now, retrieval) exercises will check on prior understanding to ensure a class is ready to move on. If this is not the case, the teacher will modify their plans accordingly.

Challenge: It is important that students are challenged no matter their mathematical ability. Extension tasks and additional challenge is a common theme within the White Rose resources and schemes in all year groups have extension resources built into them stretching and expanding a students understanding of the task covered in class rather than introduce new material. These extension tasks ranges from UKMT questions and rich tasks at KS3 to the Applications exercises in the OUP texts often using at KS4. It is crucial given the current GCSE specifications, that students can apply their knowledge and attempt deeper, problem solving questions as well as be fluent in mathematical skills. At KS5 students sign up to an online Dr Frost maths group on which homework and assessments can be set.

Subject Curriculum Overview: Maths Yr7

Subject: Mathematics	**Year**: 7 Term 1-2

Topic 1: Sequences	**Topic 2**: Understand and use algebraic notation	**Topic 3**: Equality and Equivalence	**Topic 4**: Place value and ordering integers and decimals	**Topic 5**: Fraction, decimal and percentage equivalence	
Duration: 2 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks	**Duration**: 3 weeks	**Duration**: 3 weeks	
Content: Students are exploring sequences in detail in this unit, using both diagrams and numbers. Students use graphs to appreciate the words 'linear and 'non-linear'. Students learn how to generate both arithmetic and geometric sequences.	**Content**: In this unit, students develop a deeper understanding of the basic algebraic forms using function machines, bar models and letter notation.	**Content**: In this section students are introduced to forming and solving one-step linear equations, building on knowledge from previous unit of inverse operations. The unit finishes with a consideration of equivalence through estimation and collecting like terms.	**Content**: Students explore ordering integers up to one billion and decimals to hundredths. Standard form, median and range which are linked to ordering numbers are also introduced.	**Content**: Students are able to convert fluently between FDP, focusing on multiples of one tenth and one quarter conversions. Students also look at pie charts.	
8 Key concepts students need to understand (Core Knowledge): Linear, Non-linear, Arithmetic Sequence, Geometric Sequence, graphs	**8 Key concepts students need to understand (Core Knowledge)**: Expressions, function machines, bar models, inverse operations, substitution, algebraic terms, linear graphs, nth term	**8 Key concepts students need to understand (Core Knowledge)**: Like terms, unlike terms, collecting like terms, fact families, equivalence, formulating mathematical relationships using algebra, estimation, solving linear equations	**8 Key concepts students need to understand (Core Knowledge)**: Place value, decimals, median, range, rounding integers, significant figures, intervals, number line	**8 Key concepts students need to understand (Core Knowledge)**: Fractions, decimals, percentages, equivalence, pie charts, representations using diagrams, number line, equivalent fractions	

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
All lessons are underpinned by mutual Respect of others and formal mathematical methods in books.	*Sparx Maths website; homework and independent work* *Sparx Support Club*	*End of unit knowledge checks.* *End of Year Exams.*

Subject Curriculum Overview: Maths Yr7

Subject: Mathematics	**Year**: 7 Term 3-4

Topic 1: Solving problems with addition and subtraction	**Topic 2**: Solving problems with multiplication and division	**Topic 3**: Fractions and percentages of amounts	**Topic 4**: Operations and equations with directed number	**Topic 5**: Addition and subtraction of fractions	
Duration: 3 weeks	**Duration**: 3 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks	
Content: Students build on formal methods of addition and subtraction through exploring problems on perimeter, money, bar charts, tables and frequency trees.	**Content**: Students use skills involving multiplication and division such as: solving 2 step equations, metric conversions, multiples and factors, substitution, simplification, area of shapes, BIDMAS, and finding the mean.	**Content**: Students work out fractions and percentages of quantities and explore the link between the two.	**Content**: Students have limited experience of directed number from primary school so this unit extends and deepens the meaning behind operations with negative numbers.	**Content**: This unit builds on study of key FDP from Autumn term. Students explore equivalent fractions and addition and subtraction of fractions.	
8 Key concepts students need to understand (Core Knowledge): Addition, subtraction, perimeter, money, bar charts, tables, frequency trees, decimals	**8 Key concepts students need to understand (Core Knowledge)**: Multiplication, division, metric conversions, multiples, factors, area, BIDMAS, mean	**8 Key concepts students need to understand (Core Knowledge)**: Fraction, percentage, decimals, proper fractions, improper fractions, mental methods, reverse fractions, decimal multipliers	**8 Key concepts students need to understand (Core Knowledge)**: Four operations, inverse operations, powers, roots, using a calculator, substitution, negative numbers, simplifying algebra	**8 Key concepts students need to understand (Core Knowledge)**: Proper, improper, equivalent, simplifying fractions, common denominators, mixed numbers, terminating decimals, algebraic fractions	

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
All lessons are underpinned by mutual Respect of others and formal mathematical methods in books.	*Sparx Maths website; homework and independent work*	*End of unit knowledge checks.*

Subject Curriculum Overview: Maths Yr7

Subject: Mathematics	**Year**: 7 Term 5-6

Topic 1: Constructing, measuring and using geometric notation	**Topic 2**: Developing geometric reasoning	**Topic 3**: Developing number sense	**Topic 4**: Sets and probability	**Topic 5**: Prime numbers and proof	
Duration: 3 weeks	**Duration**: 3 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks	
Content: Students build on KS2 skills using rulers, protractors and compasses to construct and measure increasingly complex angles and diagrams.	**Content**: This unit covers geometric language, names of shapes and the basic angle rules. At Higher level, angles in polygons and parallel line angle rules are introduced.	**Content**: Students will review and extend their mental strategies using known facts to find other facts. Strategies for simplifying complex calculations will be explored.	**Content**: FDP equivalence will be revisited n the study of probability, where students will also learn about sets, set notation and Venn diagrams.	**Content**: Factors and multiples will be revisited to introduce the concept of prime numbers, and the Higher strand will find HCF and LCM using Venn Diagrams.	
8 Key concepts students need to understand (Core Knowledge): 2D shape notation, draw angles, measure angles, construct triangles, pie charts, parallel, perpendicular	**8 Key concepts students need to understand (Core Knowledge):** Angle rules covered: triangle, isosceles triangle, quadrilateral, straight line, around a point, vertically opposite angles, angles in polygons and parallel lines	**8 Key concepts students need to understand (Core Knowledge)**: Understanding of the number system, place value, decimals, fractions, powers, roots, algebra	**8 Key concepts students need to understand (Core Knowledge)**: Probability, sample spaces, set notation, Venn diagrams, probability scale, mutually exclusive outcomes, real and rational numbers	**8 Key concepts students need to understand (Core Knowledge):** Prime numbers, prime factorisation, factors, multiples, product notation, powers, roots	

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
All lessons are underpinned by mutual Respect of others and formal mathematical methods in books.	*Sparx Maths website; homework and independent work* *Bletchley Park Trip*	*End of unit knowledge checks.*

Subject Curriculum Overview: Maths Yr8

Subject: Mathematics	**Year**: 8 Term 1-2

Topic 1: Ratio and Scale	**Topic 2** Multiplicative Change	**Topic 3**: Multiplying and Dividing Fractions	**Topic 4**: Working in the Cartesian Plane	**Topic 5**: Representing Data	**Topic 6**: Tables and Probability
Duration: 2 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks	**Duration**: 1 week
Content: This unit focuses on the meaning of ratio, students will share in a ratio given the whole or one part, using bar models to solve problems. From here we look at simplifying ratios, using previous answers to deepen understanding of equivalent ratio. Students will also explore links between ratio fractions and Pi. Students following the higher strand of work will begin to look at gradient.	**Content**: Students now work with the link between ratio and scaling, including direct proportion, currency conversions and graphs, which provide rich problem solving. Students will look at conversion graphs. Link are map to maps and scales, using scale factors to find missing lengths in similar shapes.	**Content**: This unit develops experience of fractions from year 6, deepening understanding. Multiplication and division by both integers and fractions are covered, with an emphasis on understanding reciprocal. Links between fractions and decimals are revisited. Students following the higher strand will look at mixed numbers and improper fractions	**Content**: Building on KS2 coordinates to formally move onto algebraic rules for straight line graphs. Students will explore gradients and intercepts. Use of technology to illustrate graphs will be embedded. The similarities and differences between sequence, lists of coordinates and lines is also explored. Higher strand students will explore non-linear graphs and mid points.	**Content**: Students are introduced formally to bivariate data and the idea of linear correlation. They extend their knowledge of graphs and charts from KS2 to deal with both discrete and continuous data.	**Content**: Building on from the year 7 unit, this short block reminds students of the ideas of probability, in particular looking at sample spaces and the use of tables to represent these.
8 Key concepts students need to understand (Core Knowledge): Ratio, fraction, integer, simplify, notation, Pi, gradient, division	**8 Key concepts students need to understand (Core Knowledge)**: ratio, scaling, proportion, direct proportion, conversion, factors, scale factors,	**8 Key concepts students need to understand (Core Knowledge)**: Fraction, integer, product, multiply, divide, reciprocal, mixed number, improper fraction	**8 Key concepts students need to understand (Core Knowledge)**: Graph, coordinate, gradient, intercept, linear, quadrant, axes, parallel	**8 Key concepts students need to understand (Core Knowledge)**: scatter graphs, correlation, data, frequency tables, two-way tables, discrete, continuous	**8 Key concepts students need to understand (Core Knowledge)**: sample, sample space, probability, two-way tables, Venn diagrams, decimal, fraction

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
All lessons are underpinned by mutual Respect of others and formal mathematical methods in books.	*Sparx Maths website; homework and independent work Sparx Support Club*	*End of unit knowledge checks.*

Subject Curriculum Overview: Maths Yr8

Subject: Mathematics	**Year**: 8 Term 3-4

Topic 1: Brackets, equations & Inequalities	**Topic 2**: Sequences	**Topic 3**: Indices	**Topic 4**: Fractions and Percentages	**Topic 5**: Standard Form	**Topic 6**: Number Sense
Duration: 4 weeks	**Duration**: 2 weeks	**Duration**: 1 week	**Duration**: 3 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks
Content: Building on from equivalence in year7, students will explore expanding and factorising single brackets and revisit and extend their knowledge of solving equations. Formal inequalities will also be introduced. Emphasis is placed on forming and solving rather than just procedural methods.	**Content:** This short unit reinforces students learning from the start of year 7, extending this to look at sequences with more complex rules now that students are more familiar with a wider notation. Students working on the higher strand will look at finding the nth term for a linear sequence.	**Content**: Before exploring the ideas behind the addition and subtraction laws of indices, the groundwork is laid by making sure students are comfortable with expressions involving powers, simplifying e.g.$3x^2y \times 5xy^3$. Students working on the higher strand will also look at finding powers of powers.	**Content**: This unit focuses on relationships between fractions and percentages, and using them to calculate percentage increase and decrease. Students will also explore expressing a number as a fraction and percentage of another. Calculator and non-calculator methods will be developed. Higher strand students will look at percentage change.	**Content**: Looked at briefly in year 7, standard form is introduced to all students, building from the Indices work earlier in the term. The use of context is important to help students make sense of the need for the notation and its uses. Higher strand includes a basic introduction to negative and fractional indices	**Content**: This unit revisits lots of basic skills in a wide variety of contexts. Estimation is a key focus and mental strategies will be embedded throughout. Problems such as metric conversions, revisiting powers of 10, and time scenarios will be used. Higher strand will look at area and volume conversions. And error notation.
8 Key concepts students need to understand (Core Knowledge): algebra, expressions, expand, factorise, brackets, equations, inequalities, solve	**8 Key concepts students need to understand (Core Knowledge)**: Sequences, algebra, linear, nth term, linear, difference, increasing, decreasing	**8 Key concepts students need to understand (Core Knowledge)**: algebra, expressions, index, powers, simplifying, multiplying, dividing	**8 Key concepts students need to understand (Core Knowledge)**: fractions, decimals, percentages, increase, decrease, multiplier, percentage change, equivalence	**8 Key concepts students need to understand (Core Knowledge)**: powers, indices, integers, negative numbers, standard form, multiply, divide	**8 Key concepts students need to understand (Core Knowledge)**: Multiplying, dividing, powers, length, weight, capacity, area, volume.

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**

All lessons are underpinned by mutual Respect of others and formal mathematical methods in books.	*Sparx Maths website; homework and independent work UKMT Junior Maths Challenge*	*End of unit knowledge checks.*

Subject Curriculum Overview: Maths Yr8

Subject: Mathematics	**Year**: 8 Term 5-6

Topic 1: Angles in parallel lines & polygons	**Topic 2**: Area of Trapezia and Circles	**Topic 3**: Line symmetry and reflection	**Topic 4**: The Data Handling Cycle	**Topic 5**: Measures of Location	
Duration: 3 weeks	**Duration**: 2 weeks	**Duration**: 1 week	**Duration**: 4 weeks	**Duration**: 2 weeks	
Content: This block extends angle work from KS2 and year 7 into exploring angles in parallel lines, solving increasingly complex problems. Links are made to closely connected properties of polygons. Highers strand students will develop understanding of proof and explore constructions with rulers and pairs of compasses.	**Content**: Higher strand students have met the formulae for area of a trapezium in year 7, this is now extended to all students, along with the formula for area of a circle. A key aspect of the unit is choosing and using the correct formula for the shape, reinforcing recognising shape properties and names.	**Content**: Reflection is split from rotation and translation to ensure students attain a deeper understanding and avoid mixing the different concepts. Students will revisit and enhance their knowledge of special triangles and quadrilaterals and focus on key vocabulary such as object, image, congruence etc.	**Content**: This unit focuses on using the charts met earlier in key stage 3 to compare distributions. Students explore misleading graphs, an important real-life consideration. Data collection is also covered, including designing and criticising questionnaires.	**Content**: Mean and median were met earlier in KS3, mode is now introduced and students look at when and why each average should be used. Building from the previous unit, students compare distributions using averages and range. Outliers are also considered. Higher strand students will look at finding the mean from frequency tables.	
8 Key concepts students need to understand (Core Knowledge): Angles, parallel, transversal, alternate, corresponding, co-	**8 Key concepts students need to understand (Core Knowledge)**: triangle, rectangle, parallelogram, trapezium, circle, compound shapes, area, perimeter	**8 Key concepts students need to understand (Core Knowledge)**: line symmetry, reflection, vertical, horizontal, triangle, quadrilateral, object, image,	**8 Key concepts students need to understand (Core Knowledge)**: statistical enquiry, questionnaire, pictogram, bar chart, pie chart, line	**8 Key concepts students need to understand (Core Knowledge)**: average, mean, median, mode, range, distribution, outlier, frequency	

interior, exterior angle, interior angle			graph, quantitative, qualitative.		

SMSC Opportunities (including evidence of British Values)	Out of classroom opportunities	Assessment opportunities (Please see Assessment Calendar on Website)
All lessons are underpinned by mutual Respect of others and formal mathematical methods in books.	*Sparx Maths website; homework and independent work* *Racing to School Trip*	*End of unit knowledge checks.* *End of Year Exams.*

Subject Curriculum Overview: Maths Yr9

Subject: Mathematics	**Year**: 9 Term 1-2

Topic 1: Straight Line Graphs	**Topic 2**: Forming and Solving Equations	**Topic 3**: Testing Conjectures	**Topic 4**: Three Dimensional Shapes	**Topic 5**: Constructions and Congruency	
Duration: 2 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks	**Duration**: 3 weeks	**Duration**: 3 weeks	
Content: This unit builds on Y8 content where pupils studied simple lines. Now they study y=mx+c as the equation of a straight line and interpret m & c in abstract and real-life forms. Higher will also consider inverse relationships, parallel and perpendicular lines	**Content**: Pupils revisit and extend their knowledge of forming and solving linear equations and inequalities, including those related to other areas of the maths curriculum. They also explore rearranging formulae, seeing how this links to solving equations and reinforcing their understanding of the difference between equations, formulae, identities and expressions.	**Content**: This looks at developing reasoning skills. Pupils will revisit primes, factors and multiples and provides a wealth of opportunity to make and test simple conjectures. Students will develop their algebraic skills through developing chains of reasoning and learning how to expand a pair of binomials	**Content**: Studying 3D shapes for the first time formally at KS3, pupils will be looking at associated vocabulary. They will be exploring properties of shapes as well as surface area, volume and plans and elevations.	**Content**: This unit builds on Y7/Y8 skills to formally move onto the idea of locus and the standard constructions using a straight edge and a pair of compasses. It is a practical unit using the geometry tools found in the standard maths sets. Congruency is also explored and looking at the formal aspect of identifying congruent triangles	

8 Key concepts students need to understand (Core Knowledge): coordinates, gradient, y-intercept, steepness, parallel, perpendicular, x axis, y axis	**8 Key concepts students need to understand (Core Knowledge)**: equation, formulae, identity, expression, solve, rearrange, inequalities, linear	**8 Key concepts students need to understand (Core Knowledge)**: prove, show, prime, factor, multiple, reason, deduce, manipulate	**8 Key concepts students need to understand (Core Knowledge)**: Cube, cuboid, cone, pyramid, prism, surface area, volume, plan and elevation	**8 Key concepts students need to understand (Core Knowledge)**: geometry, construction, scale, bisectors, perpendicular, congruency, locus, polygons	

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
All lessons are underpinned by mutual Respect of others and formal mathematical methods in books.	*Sparx Maths website; homework and independent work Sparx Support Club*	*End of unit knowledge checks.*

Subject Curriculum Overview: Maths Yr9

Subject: Mathematics	**Year**: 9 Term 3-4

Topic 1: Numbers	**Topic 2**: Using percentages	**Topic 3**: Maths and money	**Topic 4**: Deduction	**Topic 5**: Rotation and translation	**Topic 6**: Pythagoras Theorem
Duration: 2 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks
Content: Students develop their knowledge of numbers to include rational & real numbers, & extending onto surds. Revisit and practice skills both with & without calculators. Standard form and HCF/LCM are also revisited.	**Content**: Building on revision of fractions from last unit, students relate these to decimals & percentages. All students will look at reverse percentage problems with higher attainers stretched by looking at repeated	**Content**: Students practice their number skills in various financial contexts. The language of financial maths is further developed. Ideas of tax & wages are introduced and percentages studies in the last block are applied in various contexts	**Content**: Revise and extend knowledge of angle rules & properties of shapes, applying them to increasingly complex problems. They will also build on the idea of Testing Conjectures by looking at deduction in a geometric	**Content**: Building on the Y8 study of line symmetry and reflection, students will now move onto rotational symmetry and rotation. They then move onto study translations in vector form. Comparing the different effects of the	**Content**: Students revise squares and square roots before moving on to investigate sides in a right-angled triangle. Students explore using the theorem in a variety of context, including the converse of the theorem, on coordinate

	percentage change. Both calculator and non-calculator methods are used.	including simple & compound interest.	rather than algebraic & numerical context. Students also revise constructions from Y8.	transformations studied so far, noticing that objects & images are congruent	axis and the higher attainers will look at Pythagoras in 3D shapes.
8 Key concepts students need to understand (Core Knowledge): fractions, decimals, primes, factors, multiples, HCF/LCM, rational numbers, real numbers	**8 Key concepts students need to understand (Core Knowledge)**: multipliers, equivalence, reverse, % change, discount, increase,	**8 Key concepts students need to understand (Core Knowledge)**: interest, tax, wages, bills, bank accounts, mortgages, savings	**8 Key concepts students need to understand (Core Knowledge)**: angles, parallel lines, corresponding, alternate, co-interior, conjecture, angles at a point, isosceles	**8 Key concepts students need to understand (Core Knowledge)**: Rotate, symmetry, congruency, clockwise, anti-clockwise, translation, vectors, image	**8 Key concepts students need to understand (Core Knowledge)**: Hypotenuse, square, square root, right-angled

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
All lessons are underpinned by mutual Respect of others and formal mathematical methods in books.	*Sparx Maths website; homework and independent work* *UKMT Intermediate Maths Challenge – February*	*End of unit knowledge checks.*

Subject Curriculum Overview: Maths Yr9

Subject: Mathematics	**Year**: 9 Term 5-6

Topic 1: Enlargement & similarity	**Topic 2**: Solving ratio & proportion problems	**Topic 3**: Rates	**Topic 4**: Probability	**Topic 5**: Algebraic representation	
Duration: 2 weeks	**Duration**: 3 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks	**Duration**: 3 weeks	
Content: Develop their knowledge of transformations to include enlargement and learning about the mathematical	**Content**: Building on Y7/Y8 work, they will solve all types of ratio problems & make the links with direct proportion and graphs.	**Content**: Develop knowledge of inverse relationships to explore speed, distance and time in detail. Looking at graphs	**Content**: Develop work from Y8 to calculate probabilities of single and combined events. Students look at a variety of diagrams	**Content**: Develop knowledge of graphs to look at interpretation and creation of different graph types. Moving onto look at	

meaning of the word similar. Students move onto negative Scale Factors. All students should experience finding unknown sides in similar shapes.	Students formally study inverse proportion for the first time, & higher students will look at graphs of inverse relationships.	relating speed/distance/time formulae and density/mass/volume. Students go onto explore other compound units such as flow problems.	to support probability, such as sample space diagrams, Venn diagrams, and two-way tables. Tree diagrams both with and without replacement are included for the higher students.	non-linear graphs, quadratic, reciprocal & exponential graphs. Students' knowledge of straight-line graphs is extended by looking at inequalities graphically. Higher students will look at the solution to simultaneous equations graphically.	
8 Key concepts students need to understand (Core Knowledge): scale factor, centre of enlargement, similarity, rays, integer, fractional	**8 Key concepts students need to understand (Core Knowledge)**: Best buys, proportion, constant of proportionality, direct, inverse, graphs,	**8 Key concepts students need to understand (Core Knowledge)**: metric, imperial, speed, time, density, mass, volume, km/h	**8 Key concepts students need to understand (Core Knowledge)**: And rule, OR rule, Venn, intersection, union, independent, mutually exclusive, relative frequency	**8 Key concepts students need to understand (Core Knowledge)**: y=mx+c, quadratic, reciprocal, exponential, y intercept, gradient, simultaneous, inequalities,	

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
All lessons are underpinned by mutual Respect of others and formal mathematical methods in books.	*Sparx Maths website; homework and independent work*	*End of unit knowledge checks.* *End of Year Exams.*

Subject Curriculum Overview: Maths Yr10

Subject: Mathematics	**Year**: 10 Term 1-2

Topic 1: Congruence, Similarity and Enlargement	**Topic 2**: Trigonometry	**Topic 3**: Equations and Inequalities	**Topic 4**: Simultaneous Equations		
Duration: 3 weeks	**Duration**: 3 weeks	**Duration**: 3 weeks	**Duration**: 3 weeks		
Content: Building on previous enlargement and similarity, this unit deals with more formal methods, Parallel line rules are revisited and congruency is introduced through considering what information is needed to produce a unique triangle. Higher level content extends to explore negative enlargement.	**Content**: Trigonometry is introduced as a special case of similarity within right angled triangles. Emphasis throughout the unit is placed on linking trig functions to ratios rather than just functions. This key topic is introduced early to allow for regular revisiting e.g when looking at bearings.	**Content**: This unit gives the opportunity to revisit and reinforce standard techniques with equations and inequalities and then deepen their understanding. Students will establish the difference between a solution and a solution set and understand how to represent solutions to inequalities.	**Content**: Students move onto the solution of simultaneous equations by both algebraic and graphical methods. The method of substitution and elimination are taught with considering best methods for all equations. Links will be made to graphs and forming the equations will be explored too. Higher will solve with one quadratic and one linear equation.		
8 Key concepts students need to understand (Core Knowledge): linear scale factor, area scale factor, volume scale factor, similar shapes, parallel lines, congruence, proof	**8 Key concepts students need to understand (Core Knowledge)**: Pythagoras, right angles, sine, cosine and tangent ratios, area of a triangles, sine rule, cosine rule	**8 Key concepts students need to understand (Core Knowledge)**: algebraic simplification, graphs, manipulation, solve, linear, quadratic, expressions, equations,	**8 Key concepts students need to understand (Core Knowledge)**: Variables, simultaneous, linear, quadratic, elimination, substitution, rearranging, modelling		

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
All lessons are underpinned by mutual Respect of others and formal mathematical methods in books.	*Sparx Maths website; homework and independent work* *Sparx Support Club*	*End of unit knowledge checks.*

Subject Curriculum Overview: Maths Yr10

Subject: Mathematics	**Year**: 10 Term 3-4

Topic 1: Angles and Bearings	**Topic 2**: Working with Circles	**Topic 3**: Vectors	**Topic 4**: Ratio and Fractions	**Topic 5**: Percentages and Interest	**Topic 6**: Probability
Duration: 2 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks
Content: As well as the formal introduction of bearings, this unit provides a great opportunity to revisit other material and make links across the curriculum. Students will reinforce their understanding of trigonometry and Pythagoras and apply mathematics to model real-life situations.	**Content**: The formulae for arc length and sector area are built up from students' prior knowledge of area and fractions. They are also introduced to the formulae for surface area and volume of spheres and cones. Higher level students can enhance their knowledge of working with ratios and are introduced to circle theorems.	**Content**: Students will have met vectors to describe translation in KS3. They will be revisited and used as a basis for looking more formally at vectors. Students will learn how to add, subtract and multiply vectors and connect this to vector journeys using the formal vector notation.	**Content**: This unit builds on KS3 ratio and fractions, highlighting similarities and differences and links to other areas of mathematics including both algebra and geometry. There is large focus on reasoning and understanding notation to support complex problems.	**Content**: Percentages feature heavily in the GCSE papers and this unit builds on KS3. Calculator methods are encouraged throughout and are essential for repeated change/growth and decay problems. Use of financial contexts is central, helping students maintain familiarity with vocabulary they will see outside school.	**Content**: This unit also builds on KS3 and provides a good context in which to revisit fraction arithmetic and conversions between fractions, decimals and percentages. Tables and Venn diagrams are revisited and understanding of tree diagrams is developed.
8 Key concepts students need to understand (Core Knowledge): cardinal direction, compass, protractor, clockwise, scale diagrams, bearings, trigonometry, Pythagoras	**8 Key concepts students need to understand (Core Knowledge)**: radius, diameter, sector, arc, chord, tangent, segment, centre	**8 Key concepts students need to understand (Core Knowledge)**: column vector, magnitude, scalar, parallel, resultant, vector journey, collinear, prove	**8 Key concepts students need to understand (Core Knowledge)**: ratio, fraction, equivalent, convert, unit, simplest form, exchange rate	**8 Key concepts students need to understand (Core Knowledge)**: compound interest, growth, decay, multiplier, decrease, reduce, deprecate, iterate	**8 Key concepts students need to understand (Core Knowledge)**: Bias, experimental, conditional, independent, event, intersection, union, relative frequency

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
All lessons are underpinned by mutual Respect of others and formal mathematical methods in books.	*Sparx Maths website; homework and independent work* *UKMT Intermediate Maths Challenge – February*	*End of unit knowledge checks.*

Subject Curriculum Overview: Maths Yr10

Subject: Mathematics	**Year**: 10 Term 5-6

Topic 1: Collecting, Representing & Interpreting Data	**Topic 2**: Non-Calculator Methods	**Topic 3**: Types of Number & Sequences	**Topic 4**: Indices & Roots	**Topic 5**: Manipulating Expressions	
Duration: 4 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks	
Content: Develop Students knowledge of collection, representation and use of summary statistics. Links to Geography, Science and from every day life. Higher students study additional content of histograms, cumulative frequency and box plots.	**Content**: Mental methods and using number sense are to be encouraged alongside formal methods building on KS3 content for calculation. All four operations with integers, decimals and fractions are covered through multi-step problems. The limits of accuracy of truncation are explored and compared to rounding.	**Content**: This unit again mainly revises KS3 content, reviewing prime factorisation and associated number content such as HCF and LCM. Sequences is extended for Higher Tier to include surds and finding the formula for a quadratic sequence	**Content**: This unit focuses on understanding powers generally, and in particular in standard form. Negative and fractional indices are explored in detail. Again, much of this content will be familiar from KS3	**Content**: Develop knowledge of equations and inequalities, providing revision and reinforcement for Foundation tier students and an introduction to algebraic fractions for those following the Higher tier. This allows all students to revise fraction arithmetic to keep their skills sharp. Algebraic argument and proof are taught.	
8 Key concepts students need to understand (Core Knowledge): population, sample, representative, random, describe, interpret, frequency polygon, averages.	**8 Key concepts students need to understand (Core Knowledge)**: Operation, credit, debt, adjust, reciprocal, exact, recurring, irrational	**8 Key concepts students need to understand (Core Knowledge)**: Integer, prime factor, product, express, arithmetic, geometric, Fibonacci, Surd, Oscillate	**8 Key concepts students need to understand (Core Knowledge)**: Square, cube, root, exponent, index/indices, standard form, base, scientific notation	**8 Key concepts students need to understand (Core Knowledge)**: equation, expression, coefficient, inequalities, identity, solution set, prove, show, counter example	

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
All lessons are underpinned by mutual Respect of others and formal mathematical methods in books.)	*Sparx Maths website; homework and independent work*	*End of unit knowledge checks.* *End of Year Exams/PPE.*

Subject Curriculum Overview: Maths Yr11

Subject: Mathematics	**Year**: 11 Term 1-2

Topic 1: Gradients & Lines	**Topic 2**: Non-Linear Graphs	**Topic 3**: Using Graphs	**Topic 4**: Expanding & Factorising	**Topic 5**: Changing the Subject	**Topic 6**: Functions
Duration: 2 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks
Content: Building on previous work on straight line graphs in year 9 and 10. Students plot straight line graphs from an equation, find and interpret the equation of a straight line from a variety of situations and given information. Higher tier students will study the equation of perpendicular lines.	**Content**: Students develop their knowledge of nonlinear graphs, looking at quadratic, cubic and reciprocal graphs so they recognise the different shapes. They find roots of quadratic equations graphically. Higher Tier students also look at exponential graphs, the equation of a circle and instantaneous rates of change.	**Content**: This unit revises conversion graphs and reflection in straight lines. Students also study other real-life graphs including speed/distance/time, constructing and interpreting these. Higher tier also investigates the area under a curve.	**Content**: Students review expanding and factorising a single bracket moving on to quadratics. Questions in context are included to revise topics such as area and Pythagoras'. Higher tier students look at completing the square and finding turning points on quadratic graphs.	**Content**: Students consolidate and build on their study of changing the subject in year 9. The unit begins with a review of solving equations and inequalities before moving on to rearrangement of both familiar and unfamiliar formulae. Checking through substitution is used. Higher tier students also study solving equations by iteration.	**Content**: This unit brings together and builds on recent study of quadratic functions and graphs as well as introducing formal function notation. Trigonometric functions are revisited from year 10.
8 Key concepts students need to understand (Core Knowledge): Gradient,	**8 Key concepts students need to understand (Core Knowledge)**: Quadratic, Cubic	**8 Key concepts students need to understand (Core Knowledge)**: Distance-Time graphs,	**8 Key concepts students need to understand (Core Knowledge)**: Expanding, factorising, coefficient, difference of two squares, solve, solution, roots, quadratic formula	**8 Key concepts students need to understand (Core Knowledge)**: Variables, equation, solution, unknown, form, subject, rearrange, inverse	**8 Key concepts students need to understand (Core Knowledge)**: Input, output, function, variable, operation, composite, inverse, solution set

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**

All lessons are underpinned by mutual Respect of others and formal mathematical methods in books.	*Sparx Maths website; homework and independent work* *GCSE Revision Support Club* *GCSE Further Mathematics – invite only*	*End of unit knowledge checks.* *PPE Mock Exams*

Subject Curriculum Overview: Maths Yr11

Subject: Mathematics	**Year**: 11 Term 3-4, Term 5 is revision and Exam Practice

Topic 1: Multiplicative Reasoning	**Topic 2**: Geometric Reasoning	**Topic 3**: Algebraic Reasoning	**Topic 4**: Transforming & Constructing	**Topic 5**: Listing & Describing	**Topic 6**: Show that…
Duration: 2 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks	**Duration**: 2 weeks
Content: Students develop their multiplicative reasoning skills in a variety of contexts, from simple scale factors through to complex equations involving direct and inverse proportion. They link inverse proportion with the formulae for pressure and density. Ratio is also reviewed.	**Content**: Students consolidate their knowledge of angle facts and develop increasingly complex chains of reasoning to solve geometric problems. Higher tier students revise the first four circle theorems studied in year 10 and learn the remaining theorems.	**Content**: Students develop their algebraic reasoning by looking at more complex situations, they use their knowledge of sequences and rules to make inferences and higher tier students move towards more formal algebraic proof. Forming and solving complex equations, including simultaneous and inequalities.	**Content**: Students revise and extend learning from KS3, exploring all the transformations and constructions. There is an emphasis on describing as well as performing transformations to promote deeper thinking. Higher tier looks at invariance and graph transformations.	**Content**: Percentages Students look at organisation of information and higher tier students extend to include the product rule for counting. Links are made to probability and other aspects of data handling such as describing and comparing distributions.	**Content**: This unit is designed to look at communication in various areas of mathematics. "Show that" is used to encourage students to communicate using clear mathematical terminology and conveying key ideas concisely.
8 Key concepts students need to understand (Core Knowledge): scale factor, multiplier, direct proportion, constant of proportionality, density, pressure, force, volume	**8 Key concepts students need to understand (Core Knowledge)**: angles, vertically opposite, parallel, alternate, corresponding,	**8 Key concepts students need to understand (Core Knowledge)**: expression, sequence, non-linear, quadratic, second difference, geometric, Fibonacci, simultaneous	**8 Key concepts students need to understand (Core Knowledge)**: reflection, mirror line, rotate, clockwise, translation, enlargement, scale factor, invariant	**8 Key concepts students need to understand (Core Knowledge)**: systematic, exhaustive, arrangement, stem and leaf, two-way table,	**8 Key concepts students need to understand (Core Knowledge)**: Sum, product, simplest form, surd, identity, area, vector, averages

	co-interior, polygon, circle theorems			sample space, generalise, product rule	

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
All lessons are underpinned by mutual Respect of others and formal mathematical methods in books.	*GCSE Further Mathematics – invite only UKMT Intermediate Maths Challenge – February*	*End of unit knowledge checks.*

Subject Curriculum Overview: Maths KS5

Subject: Mathematics	**Year**: 12 Terms 1 and 2

Topic 1: Algebraic Methods	**Topic 2**: Equations, inequalities and Quadratics	**Topic 3**: Binomial Expansion	**Topic 4**: Trigonometry	**Topic 5**: Graphs, Circles and transformations.	**Topic 6**: Vectors
Duration: Weeks 1 to 7	**Duration**: Weeks 1 to 7	**Duration**: Weeks 8 to 9	**Duration:** Weeks 10 to 14	**Duration**: Weeks 8 to 14	**Duration**: Weeks 8 to 14
Content: Reviewing and extending algebraic ideas covered for higher level GCSE. These are the key building blocks required to access much of the Pure Mathematical work in year 12 A level.	**Content**: Reviewing and extending equation and inequality work covered at high level GCSE. Many of these techniques are used in solving more challenging questions later in the course.	**Content**: Use various methods to expand binomial brackets raised to large powers. Problem solve use binomial expansion.	**Content**: Reviews trig rules in triangles and look closely at trig graphs. Learn new trig identities and use them to find prove new identities and solve trig equations.	**Content**: Explore various graphs e.g. cubic, quartic and explore their properties. Look at all the transformations of graphs. Explore gradients, intercepts and equations of straight-line graphs and circle geometry.	**Content**: Explore vectors, what they are, how they are used and solve geometric problems using vectors.
Key concepts students need to understand (Core Knowledge): Index laws, Expanding brackets and factorising, Surds, Mathematical proof,	**Key concepts students need to understand (Core Knowledge)**: Solving quadratic equations, Completing the square, Discriminant,	**Key concepts students need to understand (Core Knowledge)**: Expand binomial brackets, Use combination and factorial notation, Make	**Key concepts students need to understand (Core Knowledge)**: Cosine rule, Sine rule, Area of triangles, Trig graphs, Trig	**Key concepts students need to understand (Core Knowledge):** Explore **v**arious mathematical graphs, Graphical	**Key concepts students need to understand (Core Knowledge)**: Magnitude and direction, Position vectors, Solving

Algebraic fractions, Factor Theorem, Dividing polynomials.	Simultaneous equations, Quadratic inequalities, Inequalities on graphs.	approximations using binomial expansions.	identities, Solve trig equations.	transformations, Parallel and perpendicular lines, Equations of a circle, Tangents, chords and triangles.	geometric problems, Modelling with vectors.

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
Frequent links to how maths is used in the real world	Senior Maths Challenge and Team Challenge. Use of online resources to help make the maths more real and relevant.	End of topic assessments

Subject Curriculum Overview: Maths KS5

Subject: Mathematics	**Year**: 12 Terms 3 and 4

Topic 1: Calculus	**Topic 2**: Exponentials and logarithms	**Topic 3**: Statistics	**Topic 4**: Mechanics	**Topic 5**:	**Topic 6**:
Duration: Weeks 15 to 21	**Duration**: Weeks 16 to 20	**Duration**: Weeks 15 to 25	**Duration:** Weeks 22 to 25	**Duration**:	**Duration**:
Content: Exploring differentiation and integration, how to differentiate and integrate powers of x, where both methods are used and solving mathematical problems.	**Content**: An introduction to exponentials (including e^x) and logarithms which includes looking at graphs, laws of logs, solving a variety of equations and looking at logs used with data.	**Content**: Exploring the data handling cycle; data collection, averages, measures of spread, statistical graphs and statistical distributions.	**Content**: An introduction to mechanics, exploring real world situations where mechanics is used and using the SUVAT equations in constant acceleration problems.	**Content**:	**Content**:

Key concepts students need to understand (Core Knowledge): Differentiate powers of x, Gradients, tangents and normal, Stationary points, Integrate powers of x, Areas under curves, Areas between curves and lines.	**Key concepts students need to understand (Core Knowledge):** Exponential graphs and e^x. What are logarithms and the laws of logarithms. Solving log equations. Working with the natural logarithm.	**Key concepts students need to understand (Core Knowledge)**: Populations and samples, Averages, Variance, Box plots, Cumulative frequency, Histograms, Correlation and regression, Binomial distribution.	**Key concepts students need to understand (Core Knowledge):** Displacement/time graphs, Velocity/time graphs, SUVAT equations, Vertical motion under gravity.	**Key concepts students need to understand (Core Knowledge):**	**Key concepts students need to understand (Core Knowledge)**:

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
Frequent links to how maths is used in the real world	Senior Maths Challenge and Team Challenge. Use of online resources to help make the maths more real and relevant.	End of topic assessments

Subject Curriculum Overview: Maths KS5

Subject: Mathematics	**Year**: 12 Terms 5 and 6

Topic 1: Statistics	**Topic 2**: Mechanics	**Topic 3**: Probability	**Topic 4**: Algebraic methods	**Topic 5**: Functions	**Topic 6**: Binomial expansion
Duration: Weeks 29 to 32	**Duration**: Weeks 29 to 34	**Duration**: Weeks 30 to 32	**Duration:** Weeks 33 to 37	**Duration**: Weeks 33 to 37	**Duration**: Weeks 35 to 37
Content: The statistical skills learnt previously are used when looking at	**Content**: Forces and motion is explored using the equations learnt previously. This is then	**Content**: Use a variety of diagrams to find probabilities of mutually	**Content**: This is the start of Core 2 work in preparation for year 13. New algebraic methods	**Content**: Exploring what a mathematical function is and how composite and inverse functions can be	**Content**: The work covered earlier in the year is extended to use new algebraic ideas learnt

hypothesis testing using various distributions.	extended using equations linked to variable acceleration the link between displacement, velocity and acceleration.	exclusive and independent events.	are learnt to be able to access the pure work covered later in the course.	found. The modulus function is introduced to look at further problem-solving ideas.	previously. New methods for expanding binomial brackets are learnt.
Key concepts students need to understand (Core Knowledge): Hypothesis testing, Critical values, one-tailed and two-tailed tests.	**Key concepts students need to understand (Core Knowledge):** Forces as vectors, Newton's second law of motion, Connected particles and pulleys, Functions of time, using calculus to convert between displacement, velocity and acceleration.	**Key concepts students need to understand (Core Knowledge)**: Venn Diagrams, Tree Diagrams, Mutually exclusive and independent events.	**Key concepts students need to understand (Core Knowledge):** Proof by contradiction, Algebraic fractions, Partial fractions, Algebraic division.	**Key concepts students need to understand (Core Knowledge):** The modulus function, composite functions, inverse functions, combing transformations, solving modulus problems.	**Key concepts students need to understand (Core Knowledge)**: Expanding $(1+x)^n$ and $(a+bx)^n$, Use partial fractions to expand binomial brackets and solve more challenging problems.

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
Frequent links to how maths is used in the real world	Senior Maths Challenge and Team Challenge. Use of online resources to help make the maths more real and relevant.	End of topic assessments

Music

Sequencing: There is a clearly sequenced and ambitious approach to Learning in the music curriculum. The sequencing of the lessons is designed so that pupils encounter several iterations of the same topic and skill at an increasingly high resolution. At the core of the curriculum sits the mastery of the musical elements. This breaks down music into its fundamental parts and aids pupils in their exploration and understanding.

There is a key focus on the three ways in which are assessed at GCSE. These are performance, composition, and understanding. This is enhanced though development of aural recall and understanding and performance on a wide array of instruments. Along with this pupil will experience and gain a deep understanding of how music technology is used to create the music we listen to.

Singing is an expectation thought KS3 and 4. This takes place regularly from an extended repertoire with a sense of ensemble and performance. Through this practice pupils are engendered with a love of and competency at, practical music. Through this they learn to sing at correct pitch observe phrasing, accurate pitching and dynamic contrast whilst internalising music.

Progression: Pupils explore three important methods of stages of creation. First, they learn to understand and explain, then they learn how to imitate and perform and finally they move onto the creation of original work in the form of composition. Pupils progress across time though the adoption of the spiral staircase approach allowing them to encounter and reinforce skills to a deep level. This development is geared towards equipping pupils with the ability and knowledge to excel both at GCSE and in their musicianship outside of lessons.

Singing in the Corsham school develops across time building in complexity. The pieces chosen are mostly monophonic and homophonic in Ks3 and advancing onto Polyphonic in KS4. The accuracy expected, musicality and complexity of the pieces will increase across that time.

Pupils will encounter music through their time to compose, perform and edit music. This begins with exploring garage band in year 7 and is interlinked though the KS3 curriculum to allow pupils to develop mastery. In Ks4 pupils are ready to use Logic on the school computers to create pieces which have the capability of being recorded to a high standard. At Ks4 and 5 pupils can record their compositions and performances in Real World studios allowing them the opportunity of a truly professional recording experience.

Challenge: Music is environment where high expectations of engagement and challenge are married with a pupil-based approach.
Formative assessment from teachers is constantly used to Challange learners and help them to develop to their maximum potential. This often takes form of masterclass style feedback where pupils can instantly see their improvement. This is supplemented with modelling from both teachers and peers creating a culture of challenge and expectation.

Summative assessment at the end of each lesson is based on the grading criteria of emerging developing and mastery. This is often presented to the learners in lesson in the form of a I can tick sheet allowing them to clearly see their next steps. This is often pared with effective peer evaluation who reflect using the same criteria.

There are lot of opportunities for learners to be involved in performances alongside their studies which offers an opportunity to celebrate learners hard work and achievements.

Subject Curriculum Overview: Music Yr7

Subject: Music	**Year**: 7

Topic 1: The elements of music.	**Topic 2**: The elements of music.	**Topic 3**: Pirates of the Caribbean	**Topic 4**: Instruments of the orchestra.	**Topic 5**: theme and variation	**Topic 6**: Singing.
Duration: This to 9 lessons long.	**Duration**: 9 lessons.	**Duration**: 9 lessons.	**Duration**: 9 lessons.	**Duration**: 9 lessons.	**Duration**: 9 lessons.
Content: In the year seven are introduced to the 9 musical elements. They use this framework to understand music across the full spectrum of genre and then apply this global framework for understanding. Learners develop the ability to read rhythm and pitch through notation and learn several keyboard pieces with developing levels of challenge. This is supplemented with whole class singing.	**Content**: Building a previous topic learners Play musical understanding through Learning of pieces and the composition of original musical ideas. Learners also integrate the software GarageBand as a method of transcribing pieces and generating original works. The ability to appraise musical works using the correct terminology is imbedded at this stage.	**Content**: Learners use their understanding of the musical elements and ability read form the treble clef to learn and perform music. This topic has a focus on the music of the pirates of the Caribbean and culminates in a while class performance of "he's a pirate". The learners use several methods of performing and are encouraged to use instruments that they play outside of the lesson.	**Content**: Building on the previous understanding of timbre Learners engage in a topic discovering the world of instrumental tonal quality with a key focus on the instrument families. Learners are also exposed to the instrumental works of several master's and how these composers use timbre to create emotion, create narrative and convey meaning.	**Content**: In this topic learners are involved in the process of composition. They learn how to create original works through use of a series of scaffolded support materials. Performing them in a variety of different contexts. They use the instruments of the classroom, the platform of GarageBand, and write pieces to be played by more experience musicians in higher years. These musicians then breathe life into the works these younger musicians have created.	**Content**: In this topic learners perform selective works from an appropriate body of musical work written for young voices. In this learners have the first hand experience of Learning new pieces, being part of the rehearsal process and performing together in a final end of term performance. As well as singing opportunities learners are able to perform with instruments of their choice to enhance the ensemble.
8 Key concepts students need to understand: Beat, rhythm, texture,	**8 Key concepts students need to understand:** GarageBand, treble clef, Composition, rhythmic	**8 Key concepts students need to understand (Core Knowledge)**: Boom whackers, ensemble	**8 Key concepts students need to understand (Core Knowledge)**: Timbre, Instrumental	**8 Key concepts students need to understand** Theme and variation, development, wood	**8 Key concepts students need to understand (Core Knowledge)**: Breath control, Projection, call a

tempo, harmony, timbre, dynamics, melody, pitch	duration, pitch path, Melody,	performance, 3/4 , Anacrusis, fluency.	families, programmatic, idiomatic, notation, rhythmic values.	setting, wood rhythms, pitch path, timbre, notation.	response, vocal care, rehearsal skills, performance opportunity.

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
Respect of performance. Interpretation of culture through music. Understanding cultural impact and implications of music. Understanding the emotional impact of music.	**Key stage three club** **The school show** **Choir** **Flute and clarinet group**	**The learners are assessed in several different ways. They are assessed in their ability to interpret music through knowledge assessments.** **They have skills audits and opportunities to perform, these are done every lesson through use of class charts randomiser. Performance is a expectation.** **There is a consistent application of low stakes quizzing to develop long-term recall and deep understanding.**

Subject Curriculum Overview: Music Yr8

Subject: Music	**Year**: 8

Topic 1: The roots of performance.	**Topic 2**:A world of Rhythm.	**Topic 3**: Mastering GarageBand.	**Topic 4**: Programmatic music	**Topic 5**:Radio plays	**Topic 6**: Whole class performance
Duration: 5-8	**Duration**:5-8	**Duration**: 5-8	**Duration**: 5-8	**Duration**: 5-8	**Duration**: 5-8
Content: Learners will be engaged with exploring ensemble performance through the genre of reggae. Learners will have access to a wide variety	**Content**: Ladies will be Engaging with the concept of rhythm across multiple cultural barriers. This topic will focus on the collective understanding of rhythm	**Content**: Learners will be focusing on creating a piece of pop music using the theory of primary chords. Learners will explore how this is a popular and extremely	**Content**: Learners will be exploring the concept of programmatic music, music written that conveys a narrative. Learners will be	**Content**: In this topic learners will be using The mastery of GarageBand to create an engaging and Creative radio play based on a given stimulus. We will look at excellent	**Content**: Learners will be developing the individual instrumental and vocal performance skills contributing to a whole class performance. In this we will offer them a

of instrumental and vocal performance methods.	regardless of genre. Learners will learn to accurately and effectively write and perform rhythms applying their understanding into a compositional project. This will be either for group performance or as a finalised GarageBand composition.	effective writing technique used in the music industry and will apply this to a composition of an original piece of music. Within this we explore the process of writing lyrics and conveying emotion through music.	expanding upon their previous knowledge of instrumental writing to first learn masterworks of programmatic music and then compose representations of different characters from a chosen story. This will then be performed to the class either through the instrumental skills or through a composition in GarageBand.	examples of previous radio plays and the different job roles that are found within the process.	range of potential performances and different roles within the whole class ensemble.
8 Key concepts students need to understand (Core Knowledge): *Ready, offbeat, roots, chords, hook, Melody, lyrics.*	**8 Key concepts students need to understand (Core Knowledge)**: Quavers, crotchets, offbeat, syncopation, Rhythmic displacement.	**8 Key concepts students need to understand (Core Knowledge)**: *Primary chords, scale theory, GarageBand, instruments, Timbre, composition,*	**8 Key concepts students need to understand (Core Knowledge)**: Idiomatic writing, scales, Timbre, Programmatic music,	**8 Key concepts students need to understand (Core Knowledge)**: Vocal effects, editing, radio play, Foley, synchronisation, idiomatic writing.	**8 Key concepts students need to understand (Core Knowledge)**: Performance, sectionals, Timbre, Homophonic, polyphonic.

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
A view of different musical cultures around the world **Exploring the Anglo-Saxon myth of Beowulf** **Exploring the history and impacts of the musical genre of reggae.**	*Key stage three music club, planned visits from musical group, Performance opportunities inside and outside of school.*	*Learners are assessed on the performance, Knowledge of the topic and ability to work as part of a team. This is carried out throughout the knowledge assessments, skills checks, performance assessments and low states quizzing throughout the term as is displayed on the assessment calendar.*

Subject Curriculum Overview: Music Yr9

Subject: Music	**Year**: 9

Topic 1: EDM Music	**Topic 2**: The magic of film music.	**Topic 3**: Radio project.	**Topic 4**: Instruments of the orchestra.	**Topic 5**:Writing popular music.	**Topic 6: Singing topic**
Duration: 5-8	**Duration**: 5-8	**Duration**: 5-8	**Duration**: 5-8	**Duration**: 5-8	**Duration**: 5-8
Content: Learners will be looking at the birth, development and key musical features of the genre of electronic dance music. As well as exploring the cultural and social impacts that this genre has had learners will be able to accurately play notable examples and compose their own pieces that are stylistic of the genre. This is achieved through a combination of instrumental performance and plication of music technology.	**Content**: Learners will explore the importance and impact of that film music has upon a viewer. They will learn about the creation of leitmotif, theme music and underscore music. On top of this they will explore the roles of the Foley artist and how all of these different elements come together to create the final product of the music for a film. Through a series of workshops learners will gain the ability to compose for several different styles of film music. Learners will then create their own pieces of music in reaction to a film clip and have this presented to the class.	**Content**: Learners will create their own radio station. They will explore the different job roles That are necessary to create a radio station and understand in a profound way how the full picture of a final radio show is created. Learners will then create their own radio show as a group and combine the recorded sections to create a full show. Learners will have the ownership of deciding the genre and intent of the radio show as well as creating the finalised product.	**Content**: Learners will enhance their understanding of both the western classical orchestra And the concept of timbre. Learners will be studying masterworks to explore and demonstrate highly effective writing for the instruments of the orchestra as well as exploring each role that helps to create the functioning musical body. Learners will reinforce their understanding of how music is utilised to trigger a motion. Learners will then use their understanding of the orchestra to create a piece that is performed with the instruments of GarageBand highlighting and showcasing the orchestra.	**Content**: Learners will look at the process of writing popular music from beginning to end. This will focus on the various job roles that appear in the completion of a finalised pop song and how music is distributed. Let us will expand on their previous understanding of primary chords and instrumentation to create a piece of music that is unique to their small group in which they work. Lyrics will be a part of this project and project and effective notation methods will be explored.	**Content**: Learners will be developing the individual instrumental and vocal performance skills contributing to a whole class performance. In this we will offer them a range of potential performances and different roles within the whole class ensemble. Singing will take place in the method of polyphony pushing the vocal skills to a higher level.

8 Key concepts students need to understand (Core Knowledge): Electronic dance music, drum machine, baseline, synthesiser, vocal loop, drum loop.	**8 Key concepts students need to understand (Core Knowledge)**: *(insert key words from this unit)*	**8 Key concepts students need to understand (Core Knowledge)**: Radio, producer, presenter, playlist, logo, Brandon.	**8 Key concepts students need to understand (Core Knowledge)**: Strings, woodwind, percussion, brass, keyboard, idiomatic, Timbre, conductor, musician, notation,	**8 Key concepts students need to understand (Core Knowledge)**: Primary chords, instrumentation, songwriter, lyrics, producer, recording, microphones, Branding, distribution,	**8 Key concepts students need to understand (Core Knowledge)**: Polyphony, Performance, instrumentation, timbre, rehearsal, sectionals.

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
We will be exploring the different social and moral impact songwriters have had through time. *The experience and revolution of music technology.* *How cultures use music to express core shared values.*	*Key stage three music club, planned visits from musical group, Performance opportunities inside and outside of school.*	*Learners are assessed on the performance, Knowledge of the topic and ability to work as part of a team. This is carried out throughout the knowledge assessments, skills checks, performance assessments and low states quizzing throughout the term as is displayed on the assessment calendar.*

Subject Curriculum Overview: Music Yr10

Subject: Music	**Year**:10

Topic 1: EDUQAS music theory.	**Topic 2**: Complete composition	**Topic 3**:Applying knowledge	**Topic 4**:	**Topic 5**:*(insert topic title)*	**Topic 6**: Perfect practice
Duration: 18-20	**Duration**: 16-20	**Duration**: 16-20	**Duration**: 16-20	**Duration**: 16-20	**Duration**: 16-20
Content: In this topic learners will be Engaging with the key music theory that is necessary to excel in the EDUQAS GCSE. This includes looking at notes	**Content**: This topic is focused on the manipulation of newly composed music. Here learners approach and mastered the different	**Content**: In these topic learners will engage with How to apply their DRSMITTH Element understanding of music to different GCSE questions.	**Content**: Learners will be applying the compositional Understanding into creating small pastiche pieces of work. This	**Content**: In preparation for their PPE examinations learners will be looking at the set works that are essential knowledge for learners to	**Content**: We start September of year 11 we have a recording of the solo pieces. To prepare for this learners use this time to

the treble clef, how music manipulates time and a higher level understanding an application of the musical elements. Learners use the DRSMITTH system to begin applying the musical knowledge to questions.	methods in which composers can create, extend and develop original music works. This is good so that they are able to start creating music for their 30% composing topic as per the EDUQAS GCSE.	Here learners will be taught the correct exam technique and how they can get the most out of the paper. This builds on the backbone of their musical understanding and they are taught how to answer both written and listening questions to further enhance this.	teaches them how to hone their musicality and develop pieces that are examples of the genre that they are trying to create. This builds upon their understanding of music and listening skills develops in previous topics as well as the composition of understanding	get the most out of their subject.	choose the pieces they will perform and practice them focusing on achieving mastery. In this the performances will be workshop so that there will be chance for individual feedback as well as peer on peer developmental feedback
8 Key concepts students need to understand (Core Knowledge): treble clef, Cadence, key signature, Sam signature, sharps and flats, Annacrucis, DRSMITTH	**8 Key concepts students need to understand (Core Knowledge)**: Theme, Tom Brown, development, pitch perfect, harmonisation, Timbre	**8 Key concepts students need to understand (Core Knowledge)**: Cadences, kissing images, no reading, chord reading, appraisal.	**8 Key concepts students need to understand (Core Knowledge)**: Pastiche, genre, timbre, Development, exposition, harmonisation.	**8 Key concepts students need to understand (Core Knowledge):** Tonality, forms and devices, musicals, pop song structure, appraisal.	**8 Key concepts students need to understand (Core Knowledge)**: *(insert key words from this unit)*

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
Learners will have excellent opportunity to explore and understand music of other cultures As well as how the music of the past has informed current musical traditions. Summer musical minutes explore important cultural revolution points.	*Flute and clarinet club,* *Music open class session* *Music theory club* *Concert band (invite only)*	*Learners are assessed on the performance, Knowledge of the topic and ability to work as part of a team.* *This is carried out throughout the knowledge assessments, skills checks, performance assessments and low states quizzing throughout the term as is displayed on the assessment calendar.* In addition to this, learners complete their PPE in year 10 which feeds into the teaching that we deliver.

Subject Curriculum Overview: Music Yr11

Subject: Music	**Year**:11

Topic 1: performance and composition.	**Topic 2**: Mastery of the areas of study	**Topic 3**: Composition topic.	**Topic 4**: Re-visitation of the areas of study and ensemble performances.	**Topic 5**:*(insert topic title)*	**Topic 6**:*(insert topic title)*
Duration: 18-20	**Duration**: 16-20	**Duration**: 16-20	**Duration**: 16-20	**Duration**: 16-20	**Duration:**
Content: in this topic learners will be creating videoing their first solo Performances For the EDUCAS qualification. This is designed so that learners can complete their performances and have more time to focus on the other elements such as the composition and the appraisal area of study topics. Learners who are taking the Technology pathways will be completing the composition sections in lessons.	**Content**: In this topic learners will begin looking at their areas of study in great detail. These areas of study form the backbone of the 40% appraisal exam. However, a large proportion of this is based off of the ability to accurately here and apply their DRSMITTH music appraisal techniques. More so than this we will be utilising past papers and questions to create a scaffolded series of exams that allow let us to understand and achieve in the exam condition.	**Content**: In this topic learners will be creating the compositions. There are two that I need to create one which is to their own brief the second which meets a brief designed by EDUCAS. In this time they will be working on the composition and receiving feedback to improve and ensure they have the best possible marks.	**Content**: In this topic learners will be completing their ensemble performances and having them recorded ready to hand into the exam board. As well as this they will be revisiting the areas of study in preparation for their exam. The expectation of learners is that they are practising outside of lessons including at home and they have a effective and standard (grade 3) ensemble performance ready to perform.	**Content**: Learners will be using this time to prepare for their exams and completing any outstanding pieces of coursework, this could be for the ensemble or solo performance or could be completing any composition work. We will be re-capping any exam technique that needs to be perfected as well as going over the areas of study and ensuring deep ingrained understanding.	**Content**: Learners will be completing their exams during this time. We will be running Revision sessions and catch up sessions in order to ensure that they are able to achieve the best grades.
8 Key concepts students need to understand (Core Knowledge): Effective practice, time management, grade 3,	**8 Key concepts students need to understand (Core Knowledge)**: Musicals, pop songs structure, film music,	**8 Key concepts students need to understand (Core Knowledge)**: Composition, development, expansion,	**8 Key concepts students need to understand (Core Knowledge)**: *(insert key words from this unit)*	**8 Key concepts students need to understand (Core Knowledge)**: *(insert key words from this unit)*	**8 Key concepts students need to understand (Core Knowledge)**: *(insert key words from this unit)*

performance, feedback and application.	films and devices, appraisal.	melodic devices, timbre, sections, forms.			

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
(insert examples of spiritual, moral, social and cultural opportunities – including British Values of Democracy/Mutual Respect/Individual Liberty/Rule of Law/Tolerance of others)	Musical trip After school year 11 only club. Concert band (invite only)	Learners will be assessed throughout the year in a combination of small low stakes quizzes as well as walk-through exam style questions and real PPE exams. The culmination of this will take place in the form of their music exam which will provide 40% of their final GCSE grade.

Philosophy & Beliefs (RE)

Sequencing:
The legal requirement of the Education Act 1996 is that an Agreed Syllabus must:
"reflect the fact that the religious traditions of Great Britain are in the main Christian whilst taking account of the teachings and practices of the other principal religions represented in Great Britain." (1996 Ch 56 Section 375 (3))

In addition to this to this we teach the beliefs, viewpoints and ideas of pupils and their families, which may allow for the exploration of secular philosophies and non-religious worldviews, such as humanism. Throughout Key Stage 3, the focus is on engaging students in developing a broader understanding of beliefs and the impact of religion on people's lives and on society. Central to this is the application of these beliefs and teachings, through the exploration of key questions, enabling pupils to express their own responses to the religious, philosophical and spiritual issues raised. Students will use a wide range of skills including the use of religious language to express key concepts. They should become increasingly aware of diversity within religious beliefs and values studied and identify ideas and practices which are shared. Students will achieve these aims through extending their understanding of Christianity and other principal religions in a local, national and global context.

The KS3 Scheme of Learning, therefore, seeks to develop the following skills in the students of The Corsham School:
• deepen their understanding of important beliefs, concepts and issues of truth and authority in religion
• apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and ethical issues, with a focus on self-awareness, relationships, rights and responsibilities
• enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions
• interpret religious texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs
• reflect upon the impact of religion in the world, considering both the importance of interfaith dialogue and the tensions that exist within and between Religions and Beliefs
• develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others" responses to religious, philosophical and spiritual issues.

Progression:
By the end of Key Stage 3 students will have had the opportunity to encounter religion in some of its diversity, through study of Christianity and other principal religions. Students will also have encountered a selection of other religious traditions, secular philosophies and worldviews. Students are also enabled to develop skills for learning through religious education.
By the end of KS3, Students will have developed the following attitudes:

- Self-awareness
- Respect for all
- Open-mindedness and questioning
- Curiosity, appreciation and wonder
- Critical awareness

By the end of KS3, Students will also be able to:

- Use religious and philosophical vocabulary to give informed accounts of Religions and Beliefs, explaining the reasons for diversity within and between them
- explain why the impact of Religions and Beliefs upon individuals, communities and societies varies.

- interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues.
- interpret the significance of different forms of religious spiritual and moral
- use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues.
- express insights into their own and others' views on questions and issues raised by religion and belief
- consider the challenges of belonging to a religion in the contemporary world, expressing personal insights and responses to these challenges

Challenge:

RE helps pupils come to a knowledge and understanding of religion, its beliefs, teachings and sources, practices and ways of life, and ways of expressing meaning. It is concerned with enquiry into Christianity and other principal world Religions and Beliefs, focusing on the influence of beliefs on people's lives and actions. Students also develop knowledge and understanding of individual religions and how they relate to each other as well as the study of the nature and characteristics of religion. RE is a lead contributor to students' personal development, including their spiritual, moral, social and cultural development. RE enables pupils to explore deeper questions of meaning and purpose in life. It should provide a clear focus for pupils to reflect upon and respond to their own beliefs and experiences in light of their learning about religion.

All of the threshold concepts will be covered by a student at the end of KS3. These concepts are ordered in a progressively challenging thematic approach. This ensures increasing difficulty of skill and knowledge through each term and each year. To ensure academic rigour within the subject, we have designed the KS3 RE curriculum to have more opportunities to practise analytical and critical thinking skills. Students will learn, apply and analyse religious and philosophical ideas and work collaboratively to develop their understanding of Students are taught how to structure analytical and evaluative responses to the key ideas via Blooms Taxonomy. The KS3 RE curriculum follows assessment objectives in line with most RE Exam boards to ensure the students are being appropriately challenged and therefore prepared to succeed at KS4.

Philosophy

Sequencing

It is important to be aware that all KS4&5 subjects have content dictated to them by the exam boards. This can mean that topics have to be delivered in a particular order.

Progression

Our A-level Philosophy include questions that allow students to demonstrate their ability to draw together their understanding of philosophical concepts, theories and methods, introduced in Epistemology and then developed across the full course of study and show their understanding of the nature of knowledge claims across the topics and the kinds of arguments which support those claims.

Challenge

The specification encourages students to understand the ways in which philosophers have analysed the core concepts of philosophy, and be able to identify how subtle differences in analyses can have wider impacts on philosophical arguments. Also, to understand the main philosophical arguments within topics, through the works of philosophers, and articulate those arguments in appropriate forms, correctly, clearly and precisely. The course also allows students to comprehend the philosophical claims which are made within each topic and be able to articulate those claims correctly, clearly and precisely. Students will also articulate how those claims might relate to other topic areas. Analytical skills that understand the similarities and differences between the forms of reasoning used in different philosophical content areas, including the similarities and differences between different kinds of knowledge will be developed and practiced and finally, students will generate responses using appropriate philosophical formats, to a range of philosophical questions. These responses must include: articulating definitions; articulating arguments and counter-arguments; and selecting, applying and evaluating appropriate material to generate their own arguments.

PSHE

Sequencing & Progression

At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

Year 7 Philosophy and Beliefs Curriculum Overview

Subject: Philosophy and Beliefs	**Year**: Year 7 - Understanding Perspectives

Topic 1: What is the Love of Wisdom?	**Topic 2**: What are similarities and differences between the 6 major world faiths?	**Topic 3**: Are the teachings of Jesus still relevant?
Duration: 12 lessons over 2 terms	**Duration**: 12 lessons over 2 terms	**Duration**: 12 lessons over 2 terms
Content: Philosophy is the love of wisdom and the search for knowledge. Within this topic we help pupils deepen their questioning and encourage them to search for the meaning in everything humans do. To successfully achieve this goal; we explore different types of knowledge to understand what it means for something to be 'true' and we research key influential philosophers to apply their ideologies in our studies. At the end of the topic, pupils are assessed on their creative thinking skills. The assessment encapsulates the essence of the topic and promotes creativity as well as deeper thinking.	**Content**: Within this topic we will explore the similarities and differences between the 6 Major World faiths by studying their origins, beliefs, traditions, and celebrations through a thematic lens. This allows pupils to deepen their understanding of the connections that the religions share as well as how they differ. The lessons lead into the final assessment which considers the idea that the 6 Major World Faiths have more in common than differences. By exploring the different religions, it provides pupils with a summary of the core beliefs in each religion which they can then apply to 'Ultimate Questions' which we will look at Year 8 and Year 9.	**Content**: The teachings of Jesus inspire people to do the most loving thing. To gain greater understanding we first study the origins of Christianity building upon our knowledge from the previous topic and develop our understanding of who Jesus was really and the importance of his life, death and resurrection. We then explore the concepts of Agape and forgiveness through the lens of 'What Would Jesus Do?' and compare it the ethical issues surrounding the Sanctity of Life. Throughout the topic we use religious quotes to enhance pupils learning which they will then apply to the final assessment question.
8 Key concepts students need to understand (Core Knowledge): 1. Philosophy 2. Socratic Questioning 3. Allegory 4. Eudemonia 5. Empirical Knowledge 6. Rational Knowledge 7. Authoritarian Knowledge 8. Belief	**8 Key concepts students need to understand (Core Knowledge)**: 1. Abrahamic 2. Dharmic 3. Beliefs 4. Traditions 5. Authority 6. Morality 7. Worship 8. Pilgrimages	**8 Key concepts students need to understand (Core Knowledge)**: 1. Decalogue 2. Tolerance 3. Salvation 4. The Golden Rule 5. Miracles 6. Agape 7. Forgiveness 8. Sanctity of Life

SMSC Opportunities (including evidence of British Values)	Out of classroom opportunities	Assessment opportunities (Please see Assessment Calendar on Website)
Within Topic 1, we encourage all pupils to question everything to do with humans including what makes something true and real. This encourages **individual liberty** and is continuously promoting throughout the subject in KS3. Promotion of British Values can be seen through exploring a range of cultures within our society providing pupils with the knowledge to develop **tolerance of others** and their beliefs. This is particularly evident within Topic 2 where we explore a range of beliefs both around the world and within a local setting (e.g. Bristol Trip). Within Topic 3, we encourage **mutual respect** through the teachings of Jesus (to do the most loving thing). As well as, through the debating of ethical issues for the Sanctity of Life where pupils opinions will vary and they need to be able to elaborate or oppose the viewpoints.	Topic 1 • Philosophy Club (Pupils to explore classic philosophical problems and debates). Topic 2 • Christianity Club @ Lunchtime • Celebrating different Holy Days e.g. Eid, Wesak, etc. within the tutor programme. (AH to create Holy Days calendar and teaching materials for a Holy Day for each religion). • visiting different places of worship Topic 3 • Christianity Club @ Lunchtime (Tues & Thurs)	Each topic pupils are to complete 2 'Effort Assessment' (L6 and L12). This will include them self-reflecting over the topic and creating a targets for how they can move forward with their learning. At the end of each topic (L11) pupils are to complete a summative assessment: Topic 1 Thinking about thinking: How creative am I? Topic 2 How far do you agree that the major World Religions have more in common than they do differences? Topic 3 How far do you agree that Agape is the most important lesson Jesus taught us?

Year 8 Philosophy and Beliefs Curriculum Overview

Subject: Religion & Philosophy	**Year**: Year 8 - **Human Experience and Divinity**

Topic 1: **What is the best way to find real happiness?**	**Topic 2: What is the purpose of Evil & Suffering?**	**Topic 3: How successful have we been in proving the existence of God?**
Duration: 12 lessons over 2 terms	**Duration**: 12 lessons over 2 terms	**Duration**: 12 lessons over 2 terms
Content: This unit further develops knowledge and understanding of the life and key teachings of the Buddha. It builds on knowledge, understanding and concepts acquired in Key Stage 2 and also provide an introduction to Buddhism for pupils who have not been taught it before. This includes significant events and experiences in the Buddha's life, the Four Noble Truths and the concepts of Anatta and Annica. The lens is firmly put on how the search for happiness can be a spiritual journey for humans and how it contributes to the nature of being human.	Content: Evil and suffering present a big problem for those who believe that God is all-loving and all-powerful. As Hume put it, "Is he willing to prevent evil, but not able? Then is he impotent. Is he able, but not willing? This topic offers the students to explore why evil and suffering are problems for people who believe in God and how religious believers respond to it. This topic will develop further the students understanding of Dukkha.	Content: No lasting scientific evidence of God's existence has been found. Therefore, in the case of a worldview that relies solely on scientific evidence, whether or not God exists is unknown; or even, God does not exist (depending on the strength of such a worldview). This topic considers how things are proved to exist. Students will also evaluate the debates that claim to prove, and disprove, the existence of God and develops from the preceding topic.
8 Key concepts students need to understand (Core Knowledge): 1. Dukkha 2. Impermanence 3. Anatta 4. Nirvana 5. Sangha 6. 4 Noble truths 7. Precepts	8 Key concepts students need to understand (Core Knowledge): 1. The Fall 2. Augustinian theodicy 3. Irenaean theodicy 4. Free will 5. Omnipotence 6. Omnipresence 7. Omniscience	8 Key concepts students need to understand (Core Knowledge): 1. Atheist 2. Agnostic 3. Theist 4. Cosmological 5. Teleological 6. Humanism 7. Evolution

8. Dharma	8. Benevolence	8. Conscience

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
Students are expected to justify personal responses to moral issues and listen to the opinions of others. Issues of right and wrong, and good and bad are explored consistently and pupils are often asked to approach topics including; prejudice & discrimination, capital punishment, homosexuality, animal rights, objectively which requires them to reflect on their own personal thoughts and allows them to understand the viewpoints of other people. Discussion is central to most Religion & Philosophy. This encourages pupils to become skilled in speaking and listening. Social education involves exploring similarities and differences in religions and cultures through which pupils can start to link religion to personal action in everyday life. This is also reflected in their relations with others in the classroom and their ability to work productively with their peers. Pupils will learn about other religions, giving them an opportunity to appreciate what it means to belong to a religious group. Within major world religions pupils will explore differences between denominations and understand the origins of differences which are often cultural. Pupils will cover the meaning of belonging to a multi-faith ever changing society.	Topic 1 Possibility of visiting Buddhist Temple Bristol - Topic 2 Christianity Club @ Lunchtime Discuss The Fall Topic 3 Philosophy Club (Pupils to explore classic philosophical problems and debates e.g. Dualism)	Each topic pupils are to complete 2 'Effort Assessment' (L6 and L12). This will include them self-reflecting over the topic and creating a targets for how they can move forward with their learning. Topic 1 How far would Siddhartha Gautama agree that Dukkha is the most important lesson he taught? Topic 2 How far do you agree that the existence of Evil proves there is no God' Evaluate this statement? Topic 3 How far do you agree that evidence for the existence of God outweighs the evidence that He doesn't exist?

Year 9 Philosophy and Beliefs Curriculum Overview

Subject: Philosophy and Beliefs – *Y9: The Human Experience*		
Topic 1: *Ethics and Morality*	**Topic 2**: *Life and Death*	**Topic 3**: *Nature and the Value of Human Life*
Duration: *Term 1 and 2*	**Duration**: *Term 3 and 4*	**Duration**: *Term 5 and 6*
Content: *What are ethics and how do people decide what is right and wrong?* Using their studies into the nature of god and suffering in Y8 as a spring board, learners will look more holistically in this module at notions of right and wrong as well as how they are determined. This will both be based in exploration of different philosophical examples and religious perspectives to morality but also subsequently allow learners the opportunity for introspection and to consider their own ethical positioning and where it may come from.	**Content**: *What is death and what happens after it?* To continue the general theme of 'the human experience', learners will now look to explore the fundamental certainties of life and subsequent death. Within this module philosophical ideas concerning both life within the context of death, death as a concept as well as the soul will be compared and contrasted with the views of a range of religious beliefs including Islam, Christianity and Buddhism. This will help to develop prior learning surrounding these religions and enable opportunity for long term memory recall. Additionally, it will also support the learners in seeing the interactional nature of philosophy and religion and how all they have studied links through the human condition.	**Content**: *What does it means to be human?* Building on the previous two Y9 modules as well as prior learning in other years on religious attitudes, this module looks to lead learners into what will be the culmination of their KS3 Philosophy and Beliefs education. It specifically focuses on humanity both from the position of both an individual and a collective, comparing and contrasting different philosophical and religious views in order to explore the value and nature life, contrasting the prior module which viewed life from view of death. This will be done by exploring notions of 'free will', understanding differing religious views to the meaning for life while also analysing the uniqueness of humanity amongst other things. As with all modules, the aim is not only to ensure learners have a strong theoretical understanding of the different views, but are able to explore and rationalise their own views in an articulate and academic manner.
8 Key concepts students need to understand (Core Knowledge): *Relativism, Absolutism, Logical Fallacies, Virtue Ethics, Utilitarianism, Duty Ethics, Plato's Ring of Gyges, Religions and Animal Rights, Religion and the Death Penalty.*	**8 Key concepts students need to understand (Core Knowledge)**: *Reincarnation, Heaven and Hell, What is a Soul, Descartes Dualism, Meaning of Death, Value of Life, Different approaches to Afterlife, How Humans rationalise death.*	**8 Key concepts students need to understand (Core Knowledge)**: *Personhood, Uniqueness of Humanity, Purpose of Life, Determinism, Free Will, Utopian vs Dystopian futures, Existentialism, Absurdism*
SMSC Opportunities (including evidence of British Values) **British Values:** Individual liberties and mutual respect/ tolerance for others faiths are seen to be highlighted throughout, with the very nature of the subject enabling learners to gain insight into a wide range of views and explore their own ideas and rights.		**Assessment opportunities (Please see Assessment Calendar on Website)** This will take a similar format to prior KS3 assessments however deviate in term 6 with the overarching theme of

SMSC: In similar regard to the above British values, learners will be offered a range of chances to interact and explore spiritual, moral, social and cultural elements throughout this scheme of work. Specific examples of this are; *Class and Collective Debate*: Topics such as ethics and morality not only offer the chance for class debate and discussion, but the opportunity for a school wide formalised debate, allowing learners to engage as a student body and apply their learning. *Trip Opportunities:* The theoretical and conceptual bases to these three topics makes them applicable to a range of different external trips. For example, learners could look to go to London for the day visiting the Holocaust exhibit at the Imperial War Museum and explore the how morality and ethical ideas are warped to justify and rationalise people committing terrible acts.	the entire KS3 scheme of work being tested as a culmination of all their learning over three years. Similarly, formative knowledge assessments will be set mid-way through each topic to help highlight misconceptions and embed key knowledge. Topic 1 – Applying Ethical and Moral structures to a hypothetical scenario. This will not only demonstrate understanding of the concepts studied but allow learners the opportunities to critically evaluate and draw academically supported conclusions. Topic 2 – Comparative exploration into views on life after death. Similarly, to topic one this will allow learners to show understanding through application of knowledge while also explore and show the extent of the wider debate on this topic. Topic 3 – Culminative assessment which looks to assess learning and development over KS3.

Psychology

Sequencing: The psychological substantive knowledge covered is cumulative in nature; however, the course is delivered in such a way to begin by developing a firm understanding of the origins of psychology and the methodology used within the subject, which is fundamental to their mastery of future course content. Therefore, at the very start of the course in Term 1 Year 12s students start by learning the main psychological approaches and research methods used to conduct research in Psychology. These topics then gives students a necessary and secure foundation to build their substantive and disciplinary knowledge of Psychology over the rest of the two-year course.

Progression: As this is a new subject for students, we start in Year 12 by teaching the strong foundation of knowledge required by students to access the curriculum. We raise awareness of psychology as a science and the scientific process along with the various approaches which can be taken to explain the human mind and behaviour. Within the first year of study, students are then taught a knowledge rich curriculum including topic areas such as memory, social influence, psychopathology and attachment. Alongside this, key psychological skills of evaluation and application are developed. This knowledge base is then enriched by the study of psychological research methods in more depth, encountering complex new challenges such as inferential testing and designing psychological research. In year 13, students are much more proficient in the skills required to study psychology and as a result can tackle more complex subject matter in their year 2 topics; we cover Biopsychology, schizophrenia, gender and forensic psychology. The Year 13 curriculum also involves the study of the wider issues and debates which underpin the subject, which encourages students to use their entire psychological knowledge base to support or challenge key perspectives.

Challenge: The psychology curriculum is inherently ambitious. Topic areas are ordered in such a way that they become increasingly challenging throughout Year 12 and then into Year 13. For example, in the research methods topic, students are taught the foundational knowledge needed in order to understand research processes before developing this knowledge further in order to understand the complexities of inferential analysis, or for biopsychology, understanding the basic structure and function of the nervous system before then later applying this to the concepts of plasticity and functional recovery of the brain after trauma. At the end of Year 12, students are challenged with the completion of their own, independent research project allowing them to bring together knowledge gained during the course whilst putting their practical skills into practice. During Year 13, students are taught the challenging skill of making synoptic links across the curriculum in order to evaluate and provide support for competing theories and perspectives within the subject. They are also challenged to develop their own fully developed evaluation of theories, research and perspectives using the issues, debates and approaches within psychology. Within every lesson students are continuously challenged through the provision of a range of various differentiated activities such as ‘apply-it’ tasks which allow for the application of knowledge to real-world scenarios and wider reading in order to further deepen knowledge of concepts covered in class.

Sociology

It is important to be aware that all KS4&5 subjects have content dictated to them by the exam boards. This can mean that topics have to be delivered in a particular order.

Sequencing

The curriculum is sequenced logically from building on sociological vocabulary, via an introduction to how sociologists study society and sociological theory, through to A Level topic where students are challenged to debate the relative values of different theoretical perspectives and how sociology can be applied to enable social change. Learners will apply perspectives to inequality and build a conceptual understanding of how and why inequality formulates, for example poverty and the living wage being entwined with issues of moral responsibility and economic limitation. The course is designed and delivered to nurture thoughtful and motivated young people, who can act responsibly as active citizens, and who believe in their ability to change their community for the better. Sociology challenges pupils to look beyond appearances and set aside their own personal beliefs to enable them to grow in compassion and kindness. It empowers pupils with intellectually challenging ideas and concepts and essential skills of critical thinking. We encourage student to make mistakes, and learn from them, so they succeed in being resilient and courageous especially when learning about sensitive and often challenging topical material. Key to our success in delivering content to students is our forward planning to ensure knowledge is revisited, reviewed within the context of relevant practice questions with regular constructive quality feedback to support student progress. The optional topic choices are designed logically with the ability to revisit and build on existing knowledge with the flexibility to challenge our most able learners yet at the same time providing the scaffolding to those students who need it most. Our inclusive curriculum in sociology supports the ethos statement of the school constantly challenging students to work collaboratively and think independently when engaging in all lessons and respect in class debates. Having confidence in their own ability to step out of their comfort zones with the ultimate goal of a successful outcome through personal development is important in all that we teach. Our intertwined curriculum delivery is tailored towards the creation of a successful outcome in which staff and learners work as a team providing an environment that nurtures, scaffolds and develops talents from all walks of life being central to our overall goal of success. Our topical material not only allows our learners to challenge themselves in a life context but enables them to apply their understanding within their own community involvement and environment. It is our ultimate hope that learners embrace one of the most eye opening and challenging subjects at each academic level and go out into the world and make a positive difference in the lives of others both at a community and global level.

Progression

Throughout the course, students acquire knowledge and a theoretical understanding of contemporary social processes and social changes. For example, students will examine the extent to which women are equal to men in society, they will learn to evaluate this via a range of sociological perspectives using examples from contemporary research and classical theory. Critiquing and discussing these issues in relation to a range of theories will be central to developing a broad understanding of issues and practising critical reflection. This is linked both to the examination at the end of Year 11. At KS5, relatedly, students will learn to appreciate the significance of conceptual issues within sociological debates, such as the extent to which society is meritocratic. At A-Level Sociology, students will take an active involvement in the research process. As a result, they will better understand and evaluate sociological methodology, develop and practice synoptic thinking and develop a range of research methods. This is linked both to the examination at the end of Year 13 and will prepare students for further study at university, as most courses require some level of independent research.

Challenge

Sociology focuses on contemporary UK society. Students who study Sociology will develop critical and reflective thinking with a respect for social diversity. This subject provides an awareness of social structures, collective action and individual choice to explore social phenomena. Students are encouraged to develop their own sociological awareness through active engagement with the contemporary social world. This is done through critical engagement with the news, documentaries, podcasts and other relevant media outlets including those outside their usual consumption.

Literacy within Sociology as a discipline Students express themselves in verbal and written form. They take part in group discussions and presentations. They develop their literacy skills through differentiated tasks and activities structured from the literacy plan with a core focus on the development of subject specific understanding of: • Understanding methodological evaluations using PET analysis • classifying and describing theory and methods • command word taxonomy comprehension • key terms and contemporary examples Literacy is further developed through the extension reading activities, for example using Sociology Review articles and News Articles to develop comprehension of the nature of sociology in relation to contemporary society and the current social issues across the globe.

GCSE Sociology Curriculum Overview

Subject: GCSE Sociology	**Years**: 10 - 11

Topic 1: Intro to Sociology	**Topic 2**: Families & Households	**Topic 3**: *Education*	**Topic 4**: Research Methods	**Topic 5**: Crime & Deviance	**Topic 6**: Social Stratification
Duration: 10 Lessons	**Duration**: 20 Lessons	**Duration**: 17 Lessons	**Duration**: 10 Lessons	**Duration**: 18 Lessons	**Duration**: 15 Lessons
Content: This will introduce key ideas and concepts including a working knowledge of feminism, functionalism, interactionism and Marxism.	**Content:** This will enable you to identify, describe and explain the functions of families. You will then apply your understanding of various Sociological theories to these functions.	**Content:** You will describe the key ideas of Durkheim and Parsons on education, compare them to various Sociological theories and apply it to modern education systems	**Content**: Describe and explain the processes involved in research design including methods	**Content:** An opportunity to evaluate the social construction of concepts of crime and deviance and explanations of crime and deviance.	**Content**: A chance to explore different views of the causes of social inequality
• Functionalism • Marxism • Feminism • Research Methods • Socialisation • Culture	• Childhood • Conventional Families • The social structure of the family'	• Correspondence Principle • Counter School subcultures • Beachside Comprehensive	• Quantitative data • Qualitative data • Reliability • Validity • Representativeness • Sampling	• Self-fulfilling prophecy • Women, crime and poverty • Anomie • Strain theory • Control theory • Criminogenic	• Affluent workers • false class consciousness • role allocation • Underclass • Relative Deprivation • Theorising Patriarchy

• Gender • Ethnicity • Social Class	• Capitalism, • Symmetrical Family • Demography • Family Diversity	• Partocracy • Moral Education • Setting & streaming • Meritocracy	• Objectivity • Verstehen	• Subcultural Theory	• Status • Power

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
• Spiritual development by enabling reflection (religious or otherwise); promoting respect for different faiths, feelings and values; developing a sense of enjoyment and fascination; and encouraging the use of imagination and creativity • Moral development by enabling learners' ability to recognise the difference between right and wrong; their awareness of legal boundaries; and understanding of the consequences of their behaviour and actions • Social development by facilitating the use of a range of social skills in different contexts; learners'		Assessment in Sociology from Summer 2019 is by 100% Exam at the end of Year 11. Students will study two papers, each of which contributes 50% of marks towards the final grade awarded (1 to 9): **Paper 1:** The Sociology of families and education (1 hour 45 minutes) **Paper 2:** The Sociology of Crime and Deviance and Social Stratification (1 hour 45 minutes) Each topic pupils are to complete 2 'Effort Assessment' (L6 and L12). This will include them self-reflecting over the topic and creating a targets for how they can move forward with their learning. In Sociology we assess via termly assessments. Every six lessons books will be marked. Class notes will not be marked, short questions answered within class will receive feedback, termly assessments will be assessed on progress made across a range of historical skills, known as Assessment Objectives (AOs)

willingness to participate in a variety of communities and social settings; and acceptance and engagement with the fundamental British values • Cultural development by developing leaners' understanding and appreciation of a range of cultural influences that have shaped their own heritage and that of others; their ability to recognise and value the things we share in common across communities; knowledge of Britain's democratic parliamentary system; and interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.		**AO1** **Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.** AO2 Apply knowledge and understanding of sociological theories, concepts, evidence and methods. AO3 Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.

Criminology

It is important to be aware that all KS5 subjects have content dictated to them by the exam boards. This can mean that topics have to be delivered in a particular order.

Sequencing

The purpose of the WJEC Level 3 Applied Certificate in Criminology is to provide students with an introduction to criminal justice through a scientific study of criminal behaviour and to give a context for humanities learning. It is a qualification with elements of psychology, law and sociology that complements studies in humanities. It has been designed to offer exciting and interesting experiences that focus learning for students through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the criminal justice system. An understanding of criminology is relevant to many job roles within the criminal justice sector, social and probation work and sociology and psychology. This insight will enable students to make informed decisions about potential future career routes. It also helps students to understand the criminal justice system which impacts on their own behaviour and conduct in UK society. It requires students to consider how the use and application of their learning impacts on themselves, other individuals, employers, society, and the environment. Ultimately students will develop a critical and focused criminological mind.

Progression

The Criminology course is designed to give the opportunity for students to be awarded either the WJEC Applied Certificate or Applied Diploma. It is accessible for all students as it is graded A*-E. The first unit (1: Changing Awareness) will enable the students to demonstrate understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported. The second unit (2: Criminological Theories) will allow students to gain an understanding of why people commit crime, drawing on what they have learned in Unit 1. Students only completing these two units will be awarded the Applied Certificate. To gain the Applied Diploma students study a further two units and draw upon their knowledge developed in the first year of the course. The third unit (3: Crime Scene to Courtroom) will provide an understanding of the criminal justice system from the moment a crime has been identified to the verdict. Students will develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases. In the final unit (4: Crime and Punishment), students will apply their understanding of the awareness of criminality, criminological theories and the process of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy. Unit 1 and 3 are assessed through controlled assessment tasks and Unit 2 and 4 are assessed through a two-hour external examination. This means the course is suitable for different types of learners. For the controlled assessment units each assessment criteria are marked over a series of mark bands

Challenge

For Unit 1, students will complete SPA assessment relating to all AC’s applying to a fictional scenario in practice of the real assessment set by WJEC. Unit 2 students will complete 2 mark – 9-mark SPA assessment questions (3 every half term) and will be included in their learning cycle. Trial examinations for Year 1 will be conducted in January and March to ensure learners can sufficiently close the gaps before external assessment in May.

Physical Education

Sequencing: The KS3 curriculum is taught in termly blocks. Each term the lessons are a mixture of 3 activities (at least one individual and one team activity taught in each term). Each activity focuses on core and advanced skills which are developed throughout the key stage as well as tactical knowledge and the rules and regulations of each activity. It is hoped that the breadth of activities taught will develop a love of PE and allow students to try activities that they have not experienced as well as develop the sports they are already familiar with. At GCSE Practical knowledge is developed and assessed using the GCSE criteria. In addition to this, students learn about the effect of exercise on the body and how to train the body. In year 11 they look at cultural and psychological issues within sport. At A level, Knowledge from GCSE is extended so that students have an in-depth knowledge of the how the body responds to exercise not only physiologically but also biomechanically and psychologically. In addition to this, students learn about global sporting events and how technology has changed sport in the last decade.

Progression: At KS3, students begin by being taught the core skills of each activity and how these can be used effectively in a game situation. They are then introduced to the more advanced skills along with the main tactics/choreographic devices used within each activity. By the end of year 9 students should have learned many skills, some of which are transferable across many sports, and understand when to use these skills effectively in competitive situations. At GCSE, practically students will work on the more advanced skills and focus on 3 activities for their practical assessment. In theory students will concentrate on the more synoptic side of PE and sport and look at ways in which the impact of exercise can affect performance both physically and mentally. At A level, students will encounter synoptic questions where students have to draw together knowledge from more than one area to respond to extended answer questions.

Challenge: At KS3, all students are invited and encouraged to attend extra-curricular clubs. This is an opportunity to play/perform in the full version of the activity and under competitive conditions. In addition to this it allows them to focus on extending their skills and knowledge in the sport(s) of their choice. Furthermore, students are encouraged to take on leadership roles within the lesson including coaching and officiating. Some students will apply to become sports leaders during year 8 and be taught appropriate skills such as communication and organisation. At GCSE, students produce a 14-hour controlled assessment which consolidates many areas taught across the course. This is an opportunity for students to specialise in one activity and pull in knowledge from many different areas as well as analyse their own sporting performance. At A level, one practical activity is assessed and students are encouraged to participate regularly in an outside club which will further challenge their physical resilience. Students are also expected to be able to fully analyse their chosen activity and draw on knowledge studied from more than one theoretical area to give reasons for the performance they have observed.

Subject: GCSE PHYSICAL EDUCATION	**Year**:10

Paper 1: Skeletal and Muscular systems **Paper 2: Engagement patterns**		Paper 1: Cardiovascular and Respiratory systems Paper 2: Commercialisation of physical activity and sport		**Paper 1: Effects of exercise on body systems** **Paper 2: Ethical and socio-cultural issues in physical activity and sport.**		**Paper 1: Components of fitness** **Paper 2: Psychology of sport**		Paper 1:Applying the principles of training Paper 2: Psychology of sport		Paper 1:Prevening injury in physical activity and training Paper 2: Health, fitness and well-being.	
Duration: Term 1 (approximately 15 lessons)		Duration: *Term 2 (approximately 10 lessons)*		**Duration**: Term 3 (approximately 5 lessons)		**Duration**: *Term 4 (*(approximately 15 lessons)		**Duration**: Term 5 (approximately 15 lessons)		*Duration: Term 6* (approximately lessons)	
Content: *Location of major bones and muscles, functions of the skeleton and muscles. Analysis of movement in physical activity and sport.*	**Content:** Trends and factors affecting participation in physical activity and sport.	Content: *Structure and function of both systems. Understanding the pathway through both systems. Compare aerobic and anaerobic exercise.*	Content: Influence of media and sponsorship on different types of physical activity and sport.	**Content**: The impact of physical activity on the different body systems. Short term (temporary) and Long term (permanent).	**Content:** Understand the value of sportsman-ship. The use of performance enhancing drugs and the causes of violence in sport.	**Content**: *Knowledge and understanding of the different components of fitness and their importance to a range of practical activities from physical activity and sport.*	**Content:** Characteristics of skilful movement. Classifying skills. Goal setting. Mental preparation	**Content**: Use of different types of training. Importance of warm up and cool down.	**Content:** Use of the 4 types of guidance and 6 types of feedback.	**Content**: Understand how to minimise risk. Know potential hazards in a variety of sports settings.	**Content:** Define Health, fitness and well being. Benefits of a healthy lifestyle. Diet and Nutrition. The use of components of a balanced diet applied to sport.
Key concepts students need to understand (Core Knowledge): Joint structures, antagonistic muscle action, classes of lever, planes and axes of rotation.		**Key concepts students need to understand (Core Knowledge)**: *Heart rate, stroke volume, cardiac output, breathing rate, tidal volume, minute ventilation, aerobic, anaerobic.*		**Key concepts students need to understand (Core Knowledge)**: Vascular shunt, capillarisation, hypertrophy, rate of recovery, lactic acid, resistance to fatigue.		**Key concepts students need to understand (Core Knowledge)**: 10 components of fitness, open/closed, simple/complex skills. Imagery, mental rehearsal, selective attention, positive thinking.		**Key concepts students need to understand (Core Knowledge)**: Methods of training. Phases of warm up, phases of cool down. Guidance types, feedback types.		**Key concepts students need to understand (Core Knowledge)**: PPE, risk vs hazard, sedentary lifestyle.	

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
The value of sportsmanship and fair play in sport, the reasons for deviant behaviour in sport. The role of sport in a healthy active lifestyle to promote physical, mental and social well-being.	*Attendance at extra-curricular clubs is STRONGLY RECOMMENDED to boost practical grade which accounts for 30% of NEA.* *Trips: Twickenham (Womens 6 nations) and Team Bath Netball Super league (TBC)*	*Exam style assessments at the end of terms 2 and 4.* *Practical (skills) assessment at the end of term 6 (Athletics).*

Subject Curriculum Overview: PE KS4

Subject: GCSE PHYSICAL EDUCATION	**Year**:11 (class of 2024)

Topic 1: Engagement patterns of different social groups in physical activity and sport	**Topic 2**: Commercialisation of physical activity and sport	**Topic 3: Ethical and socio-cultural issues in physical activity and sport.**	**Topic 4: Psychology of sport**	**Topic 5: Exam preparation**	**EXAMINATION PERIOD**
Duration: Term 1 (6 lessons)	**Duration**: Term 1 (6 lessons)	**Duration**: *(insert duration e.g. number of lessons/term)*	**Duration**: *(insert duration e.g. number of lessons/term)*	**Duration**: *(insert duration e.g. number of lessons/term))*	
Content: *Trends and factors affecting participation in physical activity and sport*	**Content**: *(include a brief overview of what the topic is about)*	**Content**: *(include a brief overview of what the topic is about)*	**Content**: *(include a brief overview of what the topic is about)*	**Content**: *(include a brief overview of what the topic is about)*	
Key concepts students need to understand *How participation affects different social groups. Current strategies to promote participation.*	**8 Key concepts students need to understand (Core Knowledge)**: *(insert key words from this unit)*	**8 Key concepts students need to understand (Core Knowledge)**: *(insert key words from this unit)*	**8 Key concepts students need to understand (Core Knowledge)**: *(insert key words from this unit)*	**8 Key concepts students need to understand (Core Knowledge)**: *(insert key words from this unit)*	

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
(insert examples of spiritual, moral, social and cultural opportunities – including British Values of Democracy/Mutual Respect/Individual Liberty/Rule of Law/Tolerance of others)	*(Insert any trips/extra curricular/clubs)*	*(Insert an overview of how students are going to be assessed throughout the year)*

Subject Curriculum Overview: PE KS4

Subject: GCSE PHYSICAL EDUCATION	**Year**:11 (from 2024)

NEA controlled assessment.	Recap and Completion	**1. Revision** **2. Internal assessment of practical performance NEA.**	**Exam Period**
Duration: Term 1 (15 hours)	**Duration**: Term 2 (6 hours)	**Duration:** Term 2 (second half) onwards Internal assessment deadline for NEA mid March.	
Content: **Content**: Analysing and Evaluation of Performance. Medium control allowing teacher support. 6 sections as follows: 1. Evaluation 2. Analysis 3. Overview 4. Assessment 5. Movement Analysis 6. Action plan	**Content**: Revisit key content from year 10. Complete any content that was not covered in year 10.	**Content**: *1. Revision of key concepts, modelling and promoting good exam technique.* *2. Final assessment, internal standardisation and filming of onsite and off-site activities.*	
Key concepts students need to understand (Core Knowledge): How to evaluate performance in terms of skills and components of fitness. How to write a plan for improvement applied to their own performance.	**Key concepts students need to understand (Core Knowledge)**: Specific concepts already mentioned in year 10	**Key concepts students need to understand (Core Knowledge)**: Structure of the exam paper, tips to answer extended questions.	

SMSC Opportunities (including evidence of British Values)	**Out of classroom opportunities**	**Assessment opportunities (Please see Assessment Calendar on Website)**
The value of sportsmanship and fair play in sport, the reasons for deviant behaviour in sport. The place of sport in a healthy active lifestyle to promote physical, mental and social well-being.	*Attendance at extra-curricular clubs is STRONGLY RECOMMENDED to boost practical grade which accounts for 30% of NEA.* *Trips: Twickenham (Womens 6 nations) and Team Bath Netball Super league (TBC)*	Exam style questions terms 1 (middle), 3 and 4. PPE in term 2. Skills assessment for NEA in term 3 (to meet coursework deadline).

Science

The Corsham School Science Curriculum is designed to embed Biology, Chemistry and Physics subject knowledge and to explicitly teach key skills. These key skills (extended response, mathematical application in science and practical investigation skills) are revisited throughout the curriculum to develop competence. We aim to ensure that students complete a key stage with knowledge of individual concepts and an ability to apply their knowledge to unfamiliar contexts. Using big ideas, the generalisations, principles, and models which connect concepts are at the heart of our curriculum. Throughout the curriculum, students are provided with opportunities to develop disciplinary knowledge (how scientific knowledge is generated through experience of methods, apparatus, data analysis and using evidence to develop explanations).

Scope: Our curriculum is delivered through providing opportunities for students to understand phenomena both within and beyond the National Curriculum, relating teaching to current affairs and recent discoveries as well as solidly embedding key scientific concepts. At KS3 we teach topics of work that develop threads, themes and links are across the three sciences. At KS4, students opt for either Separate Sciences of Combined Science (Trilogy). We use real world examples to illustrate and teach the core knowledge and use historical discoveries to show how approaches to science have changed through time.

Progress: The curriculum is unified around the 'Big ideas' in Science: Cells, Organisation, Atomic Structure, Chemical reactions, Energy and Forces. Students build on key concepts in a particular sequence that reflects the hierarchical structure of the scientific disciplines. As students' progress through the science curriculum, new knowledge gets systematically integrated into / with pre-existing knowledge. This forms larger concepts and new ones, which in turn allow students to operate at more abstract levels.

Sequencing: Disciplinary knowledge must be articulated and sequenced in the curriculum, to support progression of important disciplinary concepts and procedures. Knowledge is utilised in different topics to allow students to learn how the same disciplinary knowledge is used in different substantive contexts. In sequencing our curriculum, resultant forces must be taught before motion, atomic structure must be taught before bonding and cells taught before organisation. Knowledge of the concept 'variable' can be used alongside substantive knowledge when students plan an investigation or present results graphically, across all three disciplines.

Challenge: Our curriculum is ambitious with the primary focus being the acquisition and application of scientific knowledge, understanding and skills. We also ensure that there are opportunities for discussions beyond the scope of the National Curriculum. Students also learn about scientists and their discoveries to extend their understanding of key ideas supported by evidence. Literacy is also explicitly taught through the origins of key vocabulary and breaking down of compound words, so students can identify new terms and their meanings across the disciplines. New developments and real-world scenarios are used in science to link the curriculum with context, to embed the importance of the curriculum in all our students

Subject Curriculum Overview: Science KS3

Subject: Science	**Year: 7**

Topic 1: Organisms	**Topic 2**: Matter	**Topic 3:** Forces & Electromagnets	**Topic 4**: Reactions & Ecosystems	**Topic 5**: Energy & Waves	**Topic 6**: Earth & Genes
Duration: *9 lessons*	**Duration**: *12 lessons*	**Duration**: *14 lessons*	**Duration**: *20 lessons*	**Duration**: *18 lessons*	**Duration**: *17 lessons*
Content: *levels of organisation; the skeleton; joints & muscles; using a microscope plant & animal cells; specialised cells; unicellular organisms*	**Content**: *the particle model; states of matter; changes of state; diffusion; gas pressure; pure substances & mixtures; solutions 7 solubility; filtration, evaporation, distillation, chromatography*	**Content**: *balances & unbalanced forces; speed; distance-time graphs; gravity; potential difference; resistance; series & parallel circuits; current; electrical charge*	**Content**: *chemical reactions; acids & alkalis; indicators & pH; acid strength; neutralisation; making salts; elements; metals & non-metals; reactions of metals; food chains & food webs; ecosystems; competition; flowers & pollination; fertilisation & germination; seed dispersal*	**Content**: *food & fuels; energy resources; power; conservation of energy; energy dissipation; sound waves – speed, loudness, frequency, pitch; the ear; light – reflection, refraction; the eye; colour*	**Content**: *the structure of the Earth; sedimentary, igneous & metamorphic rocks; the rock cycle; the Solar System; the Moon and stars; variation; adaptations; adolescence; reproductive systems; human reproduction; the menstrual cycle*
8 Key concepts students need to understand (Core Knowledge): *cell, skeleton, joint, nucleus, cell membrane, unicellular, diffusion, organ*	**8 Key concepts students need to understand (Core Knowledge)**: *melting, freezing, boiling, condensing, particles, separation techniques, diffusion, solutions*	**8 Key concepts students need to understand (Core Knowledge)**: *force, gravity, potential difference, resistance, series circuit, parallel circuit, current*	**8 Key concepts students need to understand (Core Knowledge)**: *acid, alkali, neutralisation, displacement reaction, food chain, food web, fertilisation, seed dispersal*	**8 Key concepts students need to understand (Core Knowledge)**: *fuel, energy, power, conservation of energy, energy dissipation, wave, reflection, refraction*	**8 Key concepts students need to understand (Core Knowledge)**: *igneous, sedimentary, metamorphic, the Solar System, reproductive system, menstrual cycle, foetus, variation*

SMSC Opportunities (including evidence of British Values)		**Assessment opportunities (Please see Assessment Calendar on Website)**
Students learn the importance of free speech and respect through scientifically informed discussion work		*A mixture of multi-choice questions and exam-style questions*

e.g. ethical, social and legal aspects of reproductive science in response to questions raised by students in lessons; societal impacts of pesticide use and its effect on food chains and, therefore, food production; consideration of our exploitation of energy resources and their impact on the environment.		

Subject Curriculum Overview: Science KS3

Subject: Science	**Year**: **8**

Topic 1: Matter	**Topic 2**: Organisms	**Topic 3**: Forces & Electromagnets	**Topic 4**: Reactions & Ecosystems	**Topic 5**: Earth & Genes	**Topic 6**: Energy & Waves
Duration: *12 lessons*	**Duration**: *11 lessons*	**Duration**: *15 lessons*	**Duration**: *23 lessons*	**Duration**: *15 lessons*	**Duration**: *14 lessons*
Content: *atoms, elements, compounds; formulae; polymers; The Periodic Table; the elements of groups 1, 7, 0*	**Content**: *breathing; drugs, alcohol smoking; nutrients; food test; unhealthy diet; digestive system*	**Content**: *friction & drag; turning forces; pressure in liquids & gases; magnets & magnetic fields; electromagnets*	**Content**: *combustion & thermal decomposition; conservation of mass; exothermic & endothermic reactions; aerobic & anaerobic respiration; biotechnology; photosynthesis; leaves; plant minerals*	**Content**: *global warming; climate change; the Carbon Cycle; extracting metals; recycling; natural selection; extinction; preserving biodiversity; DNA; genetics & genetic modification*	**Content**: *work & machines; energy transfer; sound waves & water waves; radiation; modelling waves*
8 Key concepts students need to understand (Core Knowledge): *atom, molecule, element, compound, polymer, alkali metal, halogen, noble gas*	**8 Key concepts students need to understand (Core Knowledge)**: *gas exchange, drug, depressant, stimulant, food test,*	**8 Key concepts students need to understand (Core Knowledge)**: *friction, drag, law of moments, pressure, magnet, magnetic field, magnetic poles, electromagnet*	**8 Key concepts students need to understand (Core Knowledge)**: *combustion, thermal decomposition, exothermic, endothermic, aerobic respiration,*	**8 Key concepts students need to understand (Core Knowledge)**: *global warming, climate change, Carbon Cycle, evolution, natural selection, DNA, biodiversity, gene*	**8 Key concepts students need to understand (Core Knowledge)**: *work, conduction, convection, radiation, compression, rarefaction, electromagnetic*

	malnourishment, digestive system, enzyme		*anaerobic respiration, biotechnology, photosynthesis*		*spectrum, transverse & longitudinal waves*

SMSC Opportunities (including evidence of British Values)		**Assessment opportunities (Please see Assessment Calendar on Website)**
Students learn the importance of free speech and respect through scientifically informed discussion work e.g. respect for different beliefs surrounding the variety of life on Earth; personal responsibility regarding issues such as recycling and energy usage; societal effects of drug use including tobacco and alcohol and the legal restrictions surrounding their use.		*A mixture of multi-choice questions and exam-style questions*

Subject Curriculum Overview: Science KS3

Subject: Science	**Year**: **9**

Topic 1: Atoms & The Periodic Table	**Topic 2**: Structure & Bonding	**Topic 3**: Disease	**Topic 4**:Ecology		
Duration: *15 lessons*	**Duration**: *13 lessons*	**Duration**: *22 lessons*	**Duration**: 8 lessons		
Content: *atoms; chemical equations; separating mixtures, history of the atom; structure of the atom; development of the Periodic Table; Group 1 & 7, transition elements*	**Content**: *Sates of matter; ionic bonding, ionic lattices; covalent bonding, simple molecules, giant covalent structures; allotropes of carbon; metallic bonding; nanoparticles*	**Content**: Aseptic techniques to grow bacterial cultures, Disease caused by Bacteria, Viruses and Protists, Drug testing and monoclonal antibodies, Body's defence responses and vaccination, Non -communicable diseases	**Content**: M*easuring distribution and abundance, Abiotic and Biotic factors, Competition in animals and plants, Adaptation*		
8 Key concepts students need to understand	**8 Key concepts students need to understand**	**8 Key concepts students need to understand (Core**	**8 Key concepts students need to**		

(Core Knowledge): *atom, Mendeleev, distillation, filtration, crystallisation, alkali metal, halogen, transition element*	**(Core Knowledge)**: *ionic bond, covalent bond, metallic bonding, ion, nanoparticle, heating curve, states of matter, fullerenes*	**Knowledge)**: *Agar, Sterile, pathogen, Bacteria, Virus, Protist, Vaccination*	**understand (Core Knowledge)**: *(insert key words from this unit)*		

SMSC Opportunities (including evidence of British Values)		**Assessment opportunities (Please see Assessment Calendar on Website)**
(insert examples of spiritual, moral, social and cultural opportunities – including British Values of Democracy/Mutual Respect/Individual Liberty/Rule of Law/Tolerance of others)		*A mixture of multi-choice questions and exam-style questions*