

The Charter School : Curriculum provision 2014-2015

Subjects offered, in alphabetical order

Subject – Anthropology, Sociology

A-Level

Anthropology	
Year 12	Year 13
Course discontinued nationally	Unit 3: Global and Local: Societies, Environments and Globalisation • Approaches to globalization • Development projects and processes • Anthropological approaches Unit 4: Practising Anthropology: Methods and Investigations. Application to 'real life' settings: <ul style="list-style-type: none"> • Part 1: assessment on methodological themes • Part 2: an investigation on topic of your choice.

A-Level

Sociology	
Year 12	Year 13
Education with Methods in Context Theories of the roles and purpose of education; differential educational achievement; pupil subcultures. Applying research methods to study of education. Research Methods and Topics in Sociology: Family Changes in family life; reasons for changes in marriage, birth and death rates; changing nature of childhood. Different research methods and sources of data.	Education with Research Methods Developing on from the AS Level. Topics in Sociology: Family and Beliefs in Society Family: Changes in family life; marriage, birth and death rates; changing nature of childhood Beliefs in Society: Theories of religion, secularisation and religion in a globalised society. Crime and Deviance with Theory and Methods Prevention and control, social distribution. Developed study of methods and theories.

Subject – Art

KS3

Year 7

Pupils learn to draw and paint from imagination and observation using a range of personal belongings and other objects as starting points. They develop skills using collage, mixed-media, sewing and 3D sculpture. Each module enables pupils to build on and improve their practical and critical study skills and to extend their knowledge and experience of materials, processes and practices. Pupils examine art, craft and design in the contemporary world and from different times and cultures. They are given opportunities to use visual language and to communicate their own ideas, feelings and meanings. All pupils keep a sketchbook throughout the year.

Year 8

Pupils continue to develop skills in observational drawing, collage, 3-D installation and print-making. They study perspective and a range of experimental drawing techniques in order to develop their ideas. Each Module allows pupils to investigate, explore and develop their ideas, as well as giving them an opportunity to evaluate their work and the works of others. Knowledge and understanding of artists, craftspeople and designers informs this process. Pupils work with a range of materials and equipment. They continue to keep a sketchbook throughout the year to assist them with researching, designing and analysing.

Year 9

Pupils continue to develop skills in recording observations and 3D design. They explore printmaking portraiture and study the decorative arts. Each module allows pupils to select visual information, investigate, make, explore and develop their own ideas. They analyse and evaluate their own work and the work of other practitioners. Knowledge and understanding of artists, crafts people and designers informs this process.

GCSE

Year 10	Year 11
<p>Pupils extend their creative, imaginative and practical skills to enable them to communicate and express their experiences, ideas and insights. They learn to use primary and secondary observation techniques, and to investigate and interpret the codes and conventions of art, craft and design in contemporary societies, and in other times and cultures. Pupils apply their findings to their own drawings, paintings, prints and sculptures. Keeping a sketchbook during Year 10 is compulsory; this is used to document progress and development, and is submitted as part of the final examination.</p>	<p>Pupils extend their creative, imaginative and practical skills to enable them to communicate and express their experiences, ideas and insights in relation to specified briefs. They learn to use primary and secondary observation and research techniques, investigating the roles of the client, target audience and deadlines in the creative industries. By exploring a wide range of 2D and 3D Art techniques and processes, examining the work of practitioners in both historical and contemporary society, students apply their findings to their own ideas and designs. Keeping a sketchbook during Year 11 is compulsory. It is used to document progress and development, and is assessed as part of each project.</p>

GCSE Applied Art

Year 10	Year 11
<p>Responding to internally set project briefs, pupils extend their imaginative and practical skills by exploring 2 dimensional and 3 dimensional techniques, visual language and use of a wide range of materials and technology. They learn to use primary and secondary observation techniques, to investigate and interpret the codes and conventions of art, craft and design in contemporary societies, and in other times and cultures. Pupils apply their findings to their own, illustrations, prints and sculptures producing practical outcomes that meet the criteria of project briefs set. Keeping sketchbooks during Year 10 is compulsory; this is used to document progress and development, and is submitted as part of the final examination.</p>	<p>Pupils continue respond to project briefs exploring and refining their use of 2 dimensional and 3 dimensional techniques to their work. They learn to explore and review their ideas, to consider possible solutions and to review and modify their work as it progresses. The course explores a range of materials, equipment and processes, and develops pupils' understanding of other people's work. Coursework is 60% of the final GCSE grade. Pupils begin preparing for the practical exam in the spring term by spending 8-10 weeks researching and planning a final outcome in response to project briefs set by the examination board. Keeping a sketchbook for both coursework and exam units is compulsory. Final exam = 40%</p>

A-Level Art and Design

Year 12	Year 13
<p>Unit 1: Coursework Portfolio Based on the title 'Viewpoints', lessons allow students to experiment with a range of new techniques and processes. Students will make connections with the work of other artists and explore the use of scale and dimensions when producing outcomes.</p> <p>Unit 2: Externally Set Assignment Students produce an outcome in timed conditions (exam unit).</p>	<p>Unit 3: Personal Investigation Self-directed study on a theme, topic, issue or concept of their choice. Lessons are used for tutorials, critiques and practical skills-development sessions. Students produce a written response on their chosen area of enquiry.</p> <p>Unit 4: Externally Set Assignment Students produce an outcome in timed conditions (exam unit).</p>

A-Level Photography

Year 12	Year 13
<p>Unit 1: Coursework Portfolio Based on the title 'The Human Condition', the course includes exploring themes such as 'Heritage', 'Memory', 'Form', 'Reflections' and 'Space', allowing experimentation with new techniques and processes (both in the darkroom and digitally) and to make connections with the work of other artists.</p> <p>Unit 2: Externally Set Assignment Students produce an outcome in timed conditions (exam unit).</p>	<p>Unit 3: Personal Investigation Self-directed study on a theme, topic, issue or concept of choice. Lesson times are used to deliver tutorials, critiques and practical skills-development sessions. A written response to the chosen area of enquiry is a requirement</p> <p>Unit 4: Externally Set Assignment Students produce an outcome in timed conditions (exam unit).</p>

Subject – Business BTEC, Economics GCSE, Economics A Level

Business Studies BTEC

Year 10	Year 11
The course is 100% coursework, comprising five units in total studied over 2 years. Pupils study a range of units, including “Exploring business purpose” and “Business Finance” which looks at the financial issues faced by a new business start-up. Three of the five units must be completed by the end of Year 10. The last unit of this year encompasses a comprehensive study which compares the operations of The Charter School compared to Thorpe Park.	The course is the equivalent of 2 GCSEs grade A – C and is assessed by 100% coursework. The fourth unit must be completed by the end of January in Year 11 and the final unit by the end of March. This course develops pupils’ ability to work to deadlines, research skills and team working.

A-Level

Year 12	Year 13
Unit 1 – 10 Credits The Business environment Unit 2 – 10 Credits Business resources Unit 3 – 10 Credits Introduction to marketing	Unit 4 – 10 Credits Business communication Unit 13 – 10 Credits Recruitment and selection Unit 18 – 10 Credits Managing a business event

GCSE Economics

Year 10	Year 11
Pupils study Unit 11 'Personal Economics' where they are introduced to basic microeconomic concepts such as opportunity cost and supply and demand analysis. They examine a range of ethical issues surrounding finance and financial institutions, plus gain an understanding of financial products such as pensions. Pupils learn about the labour market, studying national and global economy, with a particular focus on trade and exchange rates. The Economics GCSE is assessed entirely by two exams, each worth 50%, which students will sit at the end of Year 11.	Pupils study Unit 12 'Investigating Economic Issues' which consider the role Government plays in managing the UK economy, and how it uses fiscal, monetary and supply side policies to achieve its economic objectives. Pupils learn about the EU and its effect on the UK economy. Two topics from a list of 'Current Economic Issues' are specified by the Board for students to study. These include exploring the benefits and drawbacks of globalisation, along with the associated ethical issues, and poverty in societies and the implications of this. Both 50% exams are sat at the end of Y11.

A-Level Economics

Year 12	Year 13
The AS course is split into two. <ul style="list-style-type: none"> • Section 3.1: The operation of markets and market failure • Section 3.2: The national economy in a global context Both papers enable candidates to apply economic theory to support analysis of current economic problems and issues, and encourage students to appreciate the interrelationships between microeconomics and macroeconomics.	At A2, students will further develop their understanding of micro and macroeconomics, as well as exploring different Economists and the assumptions underpinning their work. The AS course is split into two. <ul style="list-style-type: none"> • Section 4.1: Markets and market failure • Section 4.2: The national and international economy Students will also be assessed by a third paper which combines macro and microeconomic issues.

Subject – Citizenship and British Values, A Level Government and Politics

KS3

Year 7

Pupils are introduced to the 3 main concepts within Citizenship Studies: Democracy and Justice; Human Rights; Identity and Diversity in the UK and around the world. Later modules develop the concept of Diversity, by investigating how Britain became a diverse society and the issues that arise from living in diverse communities which assessed through a piece of group drama, the relationship between local communities and local government, creating a campaign proposal for the local council to improve our local area, the role of charity and philanthropy in our society by representing and advocating for their favourite national charity plus The Charter School Project through which pupils develop ideas, to present to the Charter School Council, on how to improve our school community.

Year 8

Pupils continue to develop skills and understanding, through modules covering global Human Rights, examining Human Rights legislation, the relationship between rights and responsibilities, democracy and civil rights in the UK, specialising on the struggle for universal suffrage and the current campaign for votes at 16, UK politics, looking at Parliament, political parties, elections and voting. Further modules include skills of representation and advocacy, investigate Crime and Punishment in the UK, examining different causes of crime and attitudes to punishment, and includes a pupil-led project on a local issue of their choice in which they plan a campaign to create change on their issue, researching the background and which decision-makers they need to influence to create change.

Year 9

Pupils study the Media and Media Regulation, investigate Global Children’s issues focusing on Children’s Rights in collaboration with Geography exploring the topics of Child Labour and Child Soldiers around the world. They look at public finance and government decision-making, including taxes and public spending, research the issue of immigration and consider the merits of an earned amnesty for illegal immigrants. They consider the purpose and role of the EU and its relationship with the UK, and again choose a citizenship issue which interests them, and produce a project and presentation on their learning.

GCSE

Year 10	Year 11
<p>Pupils complete two Units :</p> <p>Unit 3 –how UK society has changed since 1945 (exam-based = 20%)</p> <p>Unit 2 – investigating the role of charity in society (coursework-based = 30%); a practical group project followed up with an assessed write up of their experiences and learning during the project, run in conjunction with a national youth competition run by Youth Philanthropy Initiative, whereby pupils can win £3,000 for their chosen local grassroots charity working on social issues.</p>	<p>Pupils study Unit 1, exploring citizenship issues in Britain and the world today. This is assessed by exam in the summer. In Year 11 we cover: global governance including the European Union, the Commonwealth and also the United Nations; the role of the Media in society; the Law and Criminal Justice System.</p> <p>Pupils recap relevant units after the Easter Holidays, in preparation for the 1-hour exam</p>

A-Level

Year 12	Year 13
<p>Unit 1: People and Politics</p> <p>The key channels of communication between government and the people.</p> <p>Evaluation of the adequacy of existing arrangements for ensuring representative democracy and participation.</p> <p>Unit 2: Governing the UK</p> <p>Major governmental processes in the UK. Role and effectiveness of key institutions; context of multilevel governance.</p>	<p>Unit 3: Introduction to political Ideologies</p> <p>Liberalism, conservatism, socialism and anarchism.</p> <p>Unit 4: Analysis of Ideologies</p> <p>Examines ideological traditions that have developed out of, or emerged in opposition to, liberalism, conservatism and socialism.</p>

Subject – Computing, ICT

KS3

Year 7

Pupils are introduced to Computer Science and ICT, to build upon their experiences from primary school, extending their knowledge, skills and understanding in the following areas. Pupils learn how to use the Internet safely, including how to search for information and judge its reliability. They work as part of a team to market and sell a product at Year 7 parents evening. They prepare to present the results of their mini-business activity to a group of external businesspeople in our Dragon's Den event. Pupils learn how to program using BBC Basic, plus learn how to program computer games using Scratch.

Year 8

Pupils follow the Key Stage 3 Computer Science & ICT curriculum. This builds upon the work undertaken during Year 7. Pupils programme a robot to perform a variety of challenges, create an Environmental Calculator using a range of complicated formulae, in order to model their carbon footprint, develop their own computer game using object-oriented programming software, and create an interactive website using HTML and JavaScript. Pupils can develop their abilities in programming further by downloading a variety of free tools for home use, such as Scratch, GameMaker and BBC Basic.

Year 9

Pupils develop and embed their knowledge, understanding and skills across a range of topics, including: Robotics and Control Technology; Computer Game Design; Algorithms, Coding and Programming; and Presenting Information. The work undertaken as part of this course will help prepare students for transition to Key Stage 4, whether they opt to study a GCSE in Computer Science or the Cambridge National Certificate in IT. Students will also sit the Functional ICT examination in July of Year 9, which is worth the equivalent of half a B-grade GCSE.

GCSE

Year 10	Year 11
This is a rigorous, academic qualification, which counts towards the EBACC. Pupils study the theoretical concepts of computational thinking, including binary, hexadecimal & denary numbers and arithmetic, computing hardware & specifications; they also learn to write algorithms and code using BBC Basic, HTML and Javascript. The first Controlled Assessment, (30%) begins after Easter.	

A-Level

Year 12	Year 13
<p>Paper 1 (On-screen exam: 11/2 hours)</p> <ul style="list-style-type: none">• Fundamentals of programming and of data structures• Software development• Theory of computation <p>Paper 2 (Written exam: 11/2 hours)</p> <ul style="list-style-type: none">• Fundamentals of data representation, computer systems, organisation and architecture• Consequences of uses of computing• Fundamentals of communication and networking	<p>Paper 1 (On-screen exam: 21/2 hours)</p> <ul style="list-style-type: none">• Fundamentals of programming and of data structures• Fundamentals of algorithms• Theory of computation. <p>Paper 2 (Written exam: 21/2 hours)</p> <ul style="list-style-type: none">• Fundamentals of data representation, of computer systems, organisation and architecture• Consequences of uses of computing• Fundamentals of communication, networking and databases• Big Data and Fundamentals of functional programming.

GCSE ICT

Year 10	Year 11
<p>Pupils sit the Cambridge National Certificate in ICT. The course is worth 1 GCSE equivalent in this subject, and is formed of 4 separate units. Pupils complete the first of these units, which focuses on basic ICT skills involving spreadsheets, databases, word processing, desktop publishing and internet/ email software. Pupils then work on MStreamIT High Control Coursework project as part of this, which forms 25% of their overall grade.</p>	<p>They complete two further coursework units and an examination at the end of Year 11.</p>

A-Level ICT

Year 12	Year 13
<p>Unit 1 – Communication and Employability Skills for ICT</p> <ul style="list-style-type: none"> • the personal attributes valued by employers • the principles of effective communication • effective IT communication • addressing personal development needs <p>Unit 2 – Computer Systems</p> <ul style="list-style-type: none"> • computer system components • recommending computer systems for a business need • set up and maintain computer systems <p>Unit 3 – Computer Networks</p> <ul style="list-style-type: none"> • understand the theory behind networks • plan large scale network installation • create a secure peer-to-peer network 	<p>Unit 4 – Computer Game Development</p> <ul style="list-style-type: none"> • impact on society • computer game types • design and development • test and documentation <p>Units 5 & 6 – Optional Units (TBC)</p> <p>By negotiation, from one of these:</p> <ul style="list-style-type: none"> • Spreadsheet Modelling • Event Driven Programming • Mathematics for IT • Software Design and Development; • Website Production; • 2D Animation Production; • Multimedia Design

Subject – Design & Technology

KS3

Year 7

Pupils are introduced to KS3 National Curriculum Technology through various modules. This is designed to equip them with a variety of design skills such as research, sketching, development of ideas, Computer aided Design, workshop and practical skills and evaluation. Pupils also gain knowledge of specific materials. Projects include :Electronics – Making a night light; Resistant Materials – bookend and casting a pewter medal; Textiles – machine embroidered wallet; Food Technology – 5-a-day, designing with fruit and vegetables.

Year 8

Pupils build on the Design Technology work done in Year 7 to give them a broad experience of design and technology areas and help prepare them for choosing a DT subject at GCSE. This work covers the National Curriculum requirements for design technology and includes four of the following:Textiles – batik pencil case; Engineering – mechanical toy or Mars Rover; Resistant materials and CAD – ball bearing game and restaurant designs; Food – Exploring staple food

Year 9

Pupils further develop and embed understanding and skills. The work covers the National Curriculum requirements for Design & Technology, and includes the following subjects:Resistant Materials – Making a jewellery box with computer aided design for a pattern; Textiles – logo design and appliqué techniques on a drawstring bag; Electronics – MP3 amplifier; Food Technology – Exploring food for special diets.

GCSE

Year 10 Catering	Year 11 Catering
Catering skills related to food preparation and service. Controlled Assessment (60% of grade): two practical tasks selected from a bank of six set tasks. Internally assessed, externally moderated. The first 30% task is completed in Year 10 and requires written research of a food commodity, choosing four dishes to showcase culinary skills, planning, costing, evaluating the suitability of dishes to the catering industry.	Controlled Assessment (final 30%) The second task in Year 11 requires students to research, plan, cost and evaluate and produce a 2 course meal. Written paper (40% of the grade) – one paper which will be externally set and marked. The paper will contain short-answer, structured and free response questions drawn from the catering content.
Engineering BTEC Level 2 Extended Certificate	
Year 10	Year 11
This is a practical and theoretical engineering course comprising modules done in classroom and workshop, needing 4 units to be completed Unit 1 – Working safely and effectively in engineering Unit 2 – Working safely and effectively in Engineering. All units are internally assessed and externally moderated.	Two more units are completed in Year 11. Units are internally assessed and externally moderated. This is a work-related qualification ideal for progression to further specialist training or work. Units studied include Unit 2 Interpreting and using engineering information Unit 17 Fabrication techniques and sheet metal Unit 19 Electronic circuit construction
Product Design	
Year 10	Year 11
Controlled Assessment Coursework project (60%) –internally assessed, externally moderated. Consists of practical work towards making high quality finished product, research and investigation, analysis, generating a design specification, design development, modelling and testing, evidence of industrial practices and evaluation & use of ICT. Written Paper (40%): knowledge & understanding of materials, processes, techniques, evaluation of commercial products and practises.	Product Design Pupils on this course have been working towards the following assessment objectives: Controlled assessment (60% of grade) - This is to be internally assessed and externally moderated. The work will consist of practical work towards making a high quality finished product, research and investigation, analysis, generating the design criteria, design development, modelling and testing, evidence of industrial practice and evaluation as well as use of ICT.

Textiles

Year 10	Year 11
Controlled Assessment Coursework project (60% of grade) :internally assessed, externally moderated. The work will consist of a high-quality practical product and a supporting design folder comprising research and investigation, analysis, generating a design specification, design development, modeling and testing, evidence of industrial practices and evaluation as well as use of ICT. Written Paper (40% of grade) – questions will test the application of knowledge and understanding, materials, processes, techniques, and includes a design question for which a preparation sheet is issued by the exam board beforehand.	

A-Level

Year 12	Year 13
Unit 1 Materials, Components and Applications. Unit 2 Coursework: design and make a piece of folding furniture.	Unit 3 Design and manufacture. Unit 4 Coursework chosen by student and negotiated with teacher.

Subject – Drama

KS3

Year 7

Pupils work to develop a wide range of co-operative learning skills - listening, concentration, trust, cooperation. To strengthen these skills throughout the year they have worked in a wide variety of groupings - solo, pairs, small groups and whole class. Pupils study a wide range of topics, including Mime, Shakespeare and Physical Theatre and explore characterisation through historical events such as the mystery of Flannan Isle. They have explored the subject of Moral Tales through role-play and improvisation and used dramatic techniques to explore the conflicting sides of a moral dilemma. They have learnt about the role of the spectator and the importance of positioning on stage in relation to the audience.

Year 8

During Year 8 pupils work to develop a wide range of co-operative learning skills such as listening, concentration, trust, cooperation. They learn and practise a wide variety of drama devices and use props, costume, lighting and sound to support their performance work. They study different theatrical styles such as Melodrama, Pantomime, Commedia D'ell Arte, Improvisation, and Musical Theatre. They also use themes and issues as a starting point for dramatic exploration.

Year 9

During year 9 pupils create drama through response to a wide variety of stimuli such as music, text and film. They have worked on using text in performance as well as using a theme to create drama. They explore a variety of topics learning how to communicate a message and explore themes through practical drama whilst at the same time developing sensitivity and understanding of the issues explored. They will have had an opportunity to use lighting and sound to enhance their performance work. They will have strengthened and developed planning and structuring skills. They continue to develop communication and co-operative skills.

GCSE

Year 10	Year 11
Unit One – Drama Exploration: different themes and issues, using a variety of performance techniques to express opinions & understanding. Written coursework 2000 words. Unit Two – Exploring play texts and response to live Theatre: practical work on a chosen play script, exploring themes, style of the playwright and of performance. Written coursework, theatre visit to write a theatre review. Unit 3– Performance. In groups pupilspupils rehearse and develop a piece of theatre to perform to an external examiner and audience. They will be assessed on their practical skills in this examination	Second unit of coursework and the practical exam. Unit 2 Exploring Play Texts (30% grade): exploring texts through a variety of different practical workshops. Teacher-assessed on their involvement, understanding and group work. A portfolio of written evidence is created support in controlled conditions including a live theatre review. Unit 3 Drama Performance. (40% of grade). An external examiner assesses pupils on their performance in an extract from a play combined with their own original material devised drama. The results from all 3 units are amalgamated to give the final grade

A-Level

Year 12	Year 13
Unit 1 Internally assessed : exploration of two contrasting play texts, in a practical and active way, one play in the light of a recognised theatre practitioner. Exploration Notes support the practical work. Must experience a live theatre performance and submit an evaluation. Unit 2 Performance-based : students perform as a group and also a monologue or duologue to a visiting examiner.	Unit 3 Students devise an original piece of drama and produce a structured record and evaluation of both the process and performance. This unit is submitted as coursework. Unit 4 Externally examined : written unit requiring the detailed study of one set play text and one prescribed historical period of theatrical development.

Subject – Performing Arts BTEC

Year 12	Year 13
Unit 1 Principles of acting.	Unit 4 Auditions for actors.
Unit 2 Devising theatre.	Unit 5 Physical theatre.
Unit 3 Theatre for children.	Unit 6 Performing to an audience.

Subject – English

KS3

Year 7

Pupils study texts related to the theme of Growing Up as part of their transition to secondary school. They study a class novel, poetry and a Short film unit over the year, all designed to develop pupils' ability to read texts analytically and secure accuracy in writing skills, understanding the importance of crafting writing for effect

Year 8

Pupils develop the skills learned in Year 7. They study War Poetry with a particular focus on texts from WW1. They also study Macbeth and a modern novel such as 'The Curious Incident of the Dog in the Night' or 'Lord of the Flies' with the aim of developing reading skills and responses to writer's purposes and use of language and structure. A key focus will also be on developing writing skills with opportunities for creative writing and improving understanding and application of grammar and punctuation.

Year 9

Pupils are taught to speak fluently, listen attentively and participate cooperatively in group, pair and individual activities. When writing, they compose in all the major literary and non-literary forms. They are taught to plan, draft and proofread. They are taught spelling, punctuation and the principles of grammar. They learn to appreciate and analyse texts from the literary heritage and from different cultures and traditions, as well as non-fiction and media texts. They learn 'Romeo and Juliet' as well as both contemporary and pre-1900 fiction such as 'Of Mice and Men' and 'Jekyll and Hyde'. We work to develop independent learning and research skills in preparation for the demands of GCSE.

GCSE

Year 10	Year 11
GCSE English and English Literature : Controlled Assessments in speaking & listening, response to literature (includes Shakespeare, a modern novel , poetry from the English Literary Heritage) and original writing. Controlled Assessment is 60% in English, 25% in Literature. Pupils are prepared for examinations in understanding and responding to non-fiction texts, writing to argue, persuade and advise, plus writing to inform, explain and describe. They receive 2 GCSEs.	In GCSE English and English Literature pupils complete controlled assessments in speaking and listening, response to literature and media texts, and original writing. Controlled assessments are worth 40% of the final grade in English and 30% in Literature.

A-Level

Year 12	Year 13
Study a range of texts, across all genres, both pre- and post-1900. Unit 1 — exam A Shakespeare set text and a pre-1900 poetry text by writers such as Chaucer, Milton, Tennyson, Christina Rossetti. Exam is 'closed book' so students need to learn quotations. Unit 2 — exam Drama and prose texts post-1900 from a set list by writers, such as Tennessee Williams, Harold Pinter, Alan Bennett and Jez Butterworth. Prose texts are from a set text list of modern classic novels such as F. Scott Fitzgerald's The Great Gatsby and Virginia Woolf's Mrs Dalloway.	Similar content but examined differently at A2. Unit 1 — exam Assesses ability to engage with drama and poetry texts pre-1900. • Shakespeare • Drama and poetry comparison. Unit 2 — exam Comparative and contextual study on a theme such as: The Gothic; American Literature 1880-1940; Women in Literature; The Immigrant Experience. It examines close reading skills, based on an unseen passage, as well as comparative essay skills.

Subject – French and MFL

KS3

Year 7

Pupils have begun to understand, speak, read and write in French or Spanish. They are becoming familiar with sounds, written forms and grammar, including present and simple past tense, and use this knowledge with increasing confidence and competence to express themselves in role-plays, conversation and writing. They improve their understanding of the languages by listening to people talking about a range of different subjects and by using a variety of forms of writing. They improve their literacy and numeracy knowledge with a series of class and homework tasks. Topics explored during Year 7 include introductions, family and home, school, free time and my area. Using authentic material from a range of French and Spanish speaking countries increases their cultural awareness.

Year 8

Topics explored include home and environment, daily routine, leisure, clothes and media. New grammar introduced in Year 8 includes referring to past, present and future events using different tenses, and extending work by using more complex language structures. They improve their understanding of Spanish or French by using materials from a variety of sources and from different Spanish and French-speaking countries to increase their cultural awareness.

Year 9

Pupils are building on their knowledge of the language to speak, read and write in French. They are becoming familiar with sounds, written forms and grammar, and use this knowledge with increasing confidence and competence to express themselves in role-plays, conversation and writing. They improve their understanding of French by listening to people talking about a range of different subjects and by using a variety of forms of writing and tenses. Topics explored include daily routine, food and drink, hobbies, travel arrangements, hotel accommodation, the rights of young people, school, friendship and home. Using material from a range of French speaking countries increases their cultural awareness.

GCSE

Year 10	Year 11
Pupils learn and use present, perfect, imperfect, future and conditional tenses. They produce two pieces of written Controlled Assessment referring to present, past and future events. Pupils start practising for speaking Controlled assessment in the summer term. Topics studied include : Home Life and Relationships, Going out and Hobbies, School and Work, Town and Countryside, Life in French speaking countries.	Pupils produce two pieces of Controlled Assessment – speaking - referring to past, present and future events. They do more independent research and have access to podcasts from the VLE to improve exam skills. Topics studied in Year 11 include: Past holidays, Home, the Media, Food, Travelling in a French speaking country, Protecting the environment.

A-Level

Year 12	Year 13
Course Content — AS Level This covers four topics: <ul style="list-style-type: none">• Media.• Popular culture.• Healthy living/lifestyle.• Family/relationships. Unit 1 Listening, Reading and Writing. Unit 2 Speaking test.	This covers four topics: <ul style="list-style-type: none">• Environment.• The multi-cultural society.• Contemporary social issues.• Cultural topic (an in-depth study of a period of history, a region, novelist, dramatist, poet, director, architect, musician, painter). Unit 3 Listening, Reading and Writing. Unit 4 Speaking test.

Subject – Geography

KS3

Year 7

Pupils learn map skills, applying these to their local area. Subsequent modules focus on geographical enquiry with a project studying the Weather and Climate around the school site enable pupils to build research and reporting skills, Resource Conflicts such as Blood Diamonds, a study of 'fantastic places' to evaluate the impact of humans on their environment, human consumption of food and where food comes from, and the sustainable future of energy.

Year 8

Pupils study multicultural Britain, developing their understanding of diversity. Subsequent modules include studying river processes, analyse the impact of flooding (eg in Bangladesh/Britain), investigating the geography of crime, combining geography and maths to present their enquiry findings in a report, studying extreme environments, enabling pupils to contrast a variety of opinions including their own and develop their debating skills, and the impact of tourism on a range of destinations, focusing on sustainable tourism.

Year 9

Pupils develop their understanding of the five key concepts - cultural diversity, physical processes, human processes, environmental interaction and interdependence. Modules include : globalisation in football, understanding the differences in development and the impact of child labour in Ghana, understanding of physical processes looking at natural hazards of volcanoes and earthquakes, investigating topical issues of urbanisation, Mega-cities and our sustainable urban future, 'Climate chaos and management' and an investigation project looking at the rising super power, 'China'.

GCSE

Year 10	Year 11
<p>Pupils develop knowledge and understanding of contrasting places, environments and themes, developing a depth of knowledge about the physical process which impact on our human world. Topics include water world, population, extreme climates, development dilemmas, consuming resources and rivers. They explore the challenges that our planet poses to different groups of people, analysing resources and viewpoints. Topics include 'Dynamic Planet', 'People and the Planet' and 'Researching Geography'. Controlled Assessment coursework based on fieldwork at Juniper Hall is submitted. The practice exam covering the topics learnt = 60%</p>	<p>The two units studied in Year 11 include 'Similarities and differences' and 'Issues in our fast changing world', linking geographical factors such as people, migration, climates and economies. They compare UK and non-UK places, such as Brazil and India, studying perceptions, theories, attitudes involved in development, urban reform, rejuvenation and urban sustainability. 'Issues in our fast changing world' includes current issues of global importance. Topics include: Population change; Consuming Resources, Changing cities, Trade, aid and superpowers; The challenge of planning (urban, transport, food, water, leisure).</p>

A-Level

Year 12	Year 13
<p>Unit 1: Global Challenges The meaning, causes, impact and management of global challenges. How we can influence global challenges through our own lives.</p> <ul style="list-style-type: none"> • World at Risk. • Going Global. <p>Unit 2: Geographical Investigations A closer look at how physical and human issues influence lives and can be managed.</p> <ul style="list-style-type: none"> • Rebranding Places. • Crowded Coasts. 	<p>Unit 3: Contested Planet</p> <ul style="list-style-type: none"> • Energy Security; • Water Conflicts; • Biodiversity under threat; • Superpower Geographies; • Bridging the Development Gap; • The Technological Fix? <p>Unit 4: Geographical Research Choose one topic, e.g.</p> <ul style="list-style-type: none"> • Tectonic Activity and Hazards; • The World of Cultural Diversity.

Subject – History

KS3

Year 7

Pupils are provided with an introduction to the skills required in the study of history through an examination of familiar myths and legends and how they differ from the historical past. Pupils follow the National Curriculum for history at Key Stage 3 through questions such as : How did William gain and maintain control of Britain? Who murdered Becket? What makes a good story about the Black Death? Why did Henry VIII break from the church in Rome? Pupils are expected to present their knowledge and understanding in a variety of way including the use of ICT.

Year 8

Pupils build and develop their knowledge and understanding of the past, investigating some of the big political, social, religious and economic changes that took place in Britain and the world between 1500 and 1900. Pupils follow the National Curriculum for history at Key Stage 3 through the examination of questions such as: “What were the causes of the Civil War?”, “How did the understanding of medicine develop?” and “Why are there different interpretations of children’s working conditions in the industrial revolution?”

Year 9

Pupils analyse and explain the major events, individuals and conflicts of the 20th Century, which we feel is vital for understanding society today. Key skills taught include assessing significance, causation, chronology and different interpretations of the past. Key enquiry questions include: What caused World War I? Is the Battle of the Somme film an accurate source of information about World War I? Did the German people benefit from Nazi rule? Why do we study the Holocaust? Our challenging and lively course is an excellent introduction to our immensely popular GCSE course

GCSE Edexcel

Year 10	Year 11
Pupils study Modern World History, developing historical skills of Interpretation, evaluation and analysis. Pupils take their Controlled Assessment unit at the start of the year on the impact of war on Britain between 1914 and 1945. This coursework is 25% of the final grade. Pupils study the first examined unit of the course , International Relations 1900-1939, sitting the exam on this unit at the end of Year 11 (25 % of the overall grade). Two further exams are taken in Year 11, each worth 25%	Pupils have completed 50% of the GCSE course in Year 10. During Module 1 and Module 2 in Year 11 pupils work on another examined unit, Germany 1918-1939 which is worth 25% of their final grade. This unit will be examined in Year 11. Pupils next study “America a Divided Union 1945-1970”, which involves the study of the early part of the Cold War, Black Civil Rights and Protest Movements in the United States. The pupils will sit both these examined units in June in two separate exam papers.

A-Level

Year 12	Year 13
The syllabus content is being revised, however: <ul style="list-style-type: none">• it will cover at least 200 years.• an exam will focus in-depth on a period of history.• exams will cover periods of time in breadth.• at least 20% of the course will be British history. Previous topics have included Russia 1881–1953, India 1900–1947.	The syllabus content is being revised, however: <ul style="list-style-type: none">• it will cover at least 200 years.• an exam will focus in-depth on a period of history.• exams will cover periods of time in breadth.• at least 20% of the course will be British history. Previous topics have included The Cold War 1944–1990, Colonisation and Decolonisation of Africa 1870–1981.

Subject – Mandarin

KS3

Year 7

Pupils cover 4 different modules : Reading, Writing, Listening and Speaking.

Reading pinyin (phonetic version of Mandarin Chinese) and Chinese characters is tested extensively in the course material but also online. The writing module is tested through separate character books as well as online. Topics align to requirements for Common Entrance Level 1, including Greetings, Names, Numbers, Age, Family, Countries of the World, School, Pointing to items, Parts of the body, Food and Drink, Time, Clothes, Adjectives, The House and its contents

Year 8

Topics taught align to requirements for Common Entrance Level 1, including Greetings, Names, Numbers, Age, Family, Countries of the World, School, Pointing to items, Parts of the body, Food and Drink, Time, Clothes, Adjectives, The House and the contents therein, likes/dislikes + more modal verbs, negatives, sports and hobbies, time in the day, Holidays, etc.

The Common Entrance level 1 examination takes place during Year 8, as a nationally-recognised qualification and consolidation for the Primary School Chinese Book 1-2.

Year 9

Topics taught align to requirements for Common Entrance Level 1, including revision of Greetings, Names, Numbers, Age, Family, Countries of the World, School, Pointing to items, Parts of the body, Food and Drink, Time, Clothes, Adjectives, The House, likes/dislikes + more modal verbs, negatives, sports and hobbies, time in the day, Holidays, etc. Students explore more in-depth grammar and advanced vocabulary

The Common Entrance level 2 examination takes place during Year 9, as a nationally-recognised qualification and consolidation for the Primary School Chinese Book 1-3. The Cambridge Chinese series are considered as a pre-GCSE course.

GCSE Edexcel

Year 10	Year 11
<p>4 exam modules of Reading, Writing, Listening and Speaking.</p> <p>Reading pinyin and Chinese characters is tested extensively. The writing module is tested through separate character books as well plus online . Topics include Food and Drink, Time, Clothes, Adjectives, Shopping, Likes/dislikes + more modal verbs, negatives, Sports and Hobbies, Time in the day, Holidays, etc.</p> <p>Pupils further apply the learning content in a broader GCSE content when beginning Controlled Assessment in the Summer Term.</p>	<p>Topics covered are Holidays, Sports and Leisure, Media, Food and Drink, World of Work. Topical grammar lessons related to the above mentioned topics are taught.</p> <p>Controlled Assessment preparation lessons continue</p> <p>Main assessments include the formal controlled assessments of writing and speaking for GCSE Chinese.</p>

Subject – Mathematics

KS3

Year 7

Pupils work from a variety of resources, including the Maths Links and Collins schemes, covering national curriculum Levels 2 – 8; we also use support workbooks for those working below Level 4. We use a variety of teaching methods to build upon work on number, algebra, shape and space, and data handling. A particular emphasis is placed on algebraic techniques, since algebra underpins much of the Mathematics learned in secondary school. All pupils have access to extension work within this scheme. Pupils are expected to complete an investigative task in the summer term which provides an opportunity for pupils to demonstrate their ability to use and apply Mathematics.

Year 8

Pupils follow the KS3 National Strategy and work from a variety of resources, including the Maths Links and Collins schemes, where the four tiers of work relate to National Curriculum levels : Level 2 and below, Levels 3-5, Levels 4-6 and 5-7 with extension work available at Level 8 if necessary. All pupils have access to support materials within this scheme and tiers are re-evaluated every half term. We use a variety of teaching methods to build upon work on number, algebra, shape and space, and data handling. Pupils can revise from home using the website www.mymaths.co.uk, for which each pupil has a personalised login and password. Homework may also be set from this site. Pupils complete an investigative task in the summer term to demonstrate their ability to use and apply Mathematics.

Year 9

Pupils embark on the GCSE Curriculum from the beginning of Year 9. We use a variety of teaching methods to build upon work on number, algebra, shape and space, and statistics. All students have access to extension work and support. All assessments are given a GCSE grade, and the students have an end of year target in the form of a GCSE grade. Pupils can revise from home using the website www.mymaths.co.uk, for which each student has a personalized login and password. The course focuses on developing students' problem solving skills, along with their ability to use and apply Mathematics.

GCSE : Edexcel syllabus : Linear Mathematics A

Year 10	Year 11
<p>Dependent upon their ability pupils will sit either the Higher or the Foundation paper. The syllabus covers a wide range of topics across Algebra, Number, Shape and Data and builds on what students have learnt in Key Stage 3, and Year 9.</p> <p>The course is 100% exam and is made up of 2 papers, a Non-calculator and a Calculator paper, both 1 hour and 45 minutes long. All students sit the final exam in Year 11.</p> <p>There are no external exams during Year 10 but internal assessments and Practice exams take place to ensure students are well prepared for their GCSE.</p>	<p>In Mathematics we follow the Edexcel Board. The course is 100% exam and is made up of 2 papers, a Non-calculator and a Calculator paper, both 1 hour and 45 minutes long. All students sit the final exam in Year 11.</p> <p>Throughout Years 10 and 11, the students sit full Practice Exams to ensure that they are well prepared for their GCSE. The GCSE covers the following areas; number, algebra, space and shape and data handling. There are two tiers of entry for the final examination, Higher and Foundation. Pupils were placed in sets based on their ability and will take the level of entry appropriate to them .</p>

A-Level

Year 12	Year 13
<p>Core Maths 1 A continuation of A* topics from GCSE including Trigonometry, Algebraic Fractions, Quadratic Equations and some new topics such as Coordinate Geometry and calculus.</p> <p>Core Maths 2 Looks at the geometry of circles, using trigonometric identities to solve problems and introduces the use of Logarithms.</p> <p>Statistics 1 / Mechanics 1 You will have a choice between these two applied Mathematics modules.</p>	<p>Core Maths 3 Transformations of graphs, Algebraic Fractions and development of the main topics in Core 2.</p> <p>Core Maths 4 More Algebraic Fractions, Coordinate Geometry, Calculus and an introduction to vectors.</p> <p>Decision Mathematics 1, Mechanics 1, Mechanics 2 You have a choice: if you did Statistics 1 at AS Level, then either Decision Mathematics 1, Statistics 2 or Mechanics 1 If you did Mechanics 1 at AS Level, either Decision Mathematics 1 or Mechanics 2.</p>
A Level Further Mathematics	
Year 12	Year 13
<p>Further Pure 1 Complex numbers, Matrices, Algebra, Proof by induction and advances Curve Sketching.</p> <p>Statistics 1 Probability, Histograms, Stem and Leaf Diagrams. Correlation and Regression, the Normal Distribution and Standard deviation.</p> <p>Further Pure 2 (or Mechanics 2) Polar Coordinates, Calculus, Series and Hyperbolic Functions Or Mechanics 2 (or Further Pure 2) Energy and Work Calculations, Centres of Mass, Momentum and Impulse.</p>	<p>Further Pure 2 (or Mechanics 2) Polar Coordinates, Calculus, Series and Hyperbolic Functions.</p> <p>Further Pure 3 Hyperbolic Functions, Calculus, Series and Matrix Algebra.</p> <p>Statistics 2 Bivariate Data, Contingency tables, the Poisson and the Normal Distribution.</p>

Subject – Media Studies

GCSE

Year 10	Year 11
<p>The course enables pupils to develop a critical understanding of the role of the mass media in society. Pupils are introduced to the key concepts (Media Language; Representation; Audience and Institutions) through both written and practical assignments.</p> <p>Pupils study aspects of Film and Television; the Music Industry; Advertising and the Print industry. They are given opportunities to develop and apply a range of ICT/video skills.</p> <p>The work builds towards producing a portfolio of 3 assignments, all composing of a written and practical element, which represents 60% of the total marks.</p>	<p>The focus moves to the final exam topic. The key concepts (Media Language; Representation; Audience and Institutions) are studied through aspects of the mass media e.g. Film; Television; the Music Industry; Magazines and newspapers, Advertising.</p> <p>Evaluation and analysis of texts and of the practical work produced at this stage of the course are key. Pupils undertake a practical production together with a supporting account of 800-1000 words alongside completing 2 other assignments.</p> <p>This portfolio represents 60% of the total, with the Controlled Test, based on a pre-released topic at the end of Year 11 comprising 40%.</p>

A-Level

Year 12	Year 13
<p>Unit 1 — exam Media texts, concepts and contexts.</p> <p>Unit 2 — coursework Independent research, preproduction and planning a practical production in response to an external brief, plus a 1,500 word evaluation.</p>	<p>Unit 3 — exam The media and its influential role in today's society; contemporary media issues.</p> <p>Unit 4 — coursework Focussing on a media theme in more depth and producing a practical piece reflecting this research: internally examined and externally moderated.</p>

Subject – Music

KS3

Year 7

Pupils study the Elements of Music, Singing/Rap, Chords and Arrangement, Brazilian Samba, Indian Music and Intro to Music Technology. Each module includes a range of listening, analysing and appraising tasks against specific criteria. Work covers the National Curriculum requirements for music : composing, performing, listening and appraising. Pupils improvise, compose and perform individually, in small groups and as a whole class, expanding their repertoire, knowledge and practical skills.

Year 8

Pupils study opera and the symphony orchestra, history of western classical music, Caribbean music including historical roots, introduction to song writing, music technology. They explore various notation systems and instruments during this time. Each Module includes a range of listening, analysing and appraising tasks against specific criteria. Pupils improvise, compose and perform individually, in small groups and as a whole class, expanding and improving their repertoire, knowledge and practical skills.

Year 9

Pupils study Blues music, Jazz, , West African Drumming, Theme and Variations, Music technology for Melody/Song Writing. Within these styles they review all KS3 material in preparation for KS4 and beyond. Pupils listen to and appraise music within these traditions, improvise and compose music in these styles in addition to using new scales, chords, rhythms, forms and structures, cyclic patterns and appropriate notational forms. They perform with an increasing degree of musical interpretation, phrasing, expression, use of dynamic control and sensitivity to the specific style.

GCSE Edexcel

Year 10	Year 11
Unit 1 : Performing (Solo : 15%) Unit 2 : Composing (Composition 1 : 15%) Unit 3 : Listening & Appraising (40%) Solo performing (15%): completed Summer Y10. Controlled Assessment (10 hours) in which to record the Solo . Submitted to external moderator Composition One (15%), completed summer Y10. Controlled Assessment (10 hours) are available to record the final composition and create the score. Submitted to external moderator Listening and Appraising exam : four Areas of Study; analyse fourteen set works AoS1 - Western Classical Music 1600-1899 AoS2 - Music in the 20th Century AoS3 - Popular Music in context AoS4 – World Music	Unit 1 : Performing (Ensemble/Duet : 15%) Unit 2 : Composing (Comp2 :15%) Unit 3 : Listening & Appraising (40%) Ensemble performing (15%): completed Autumn Y11. Controlled Assessment (10 hours) in which to record the Ens perf. Submitted to external moderator Composition Two (15%, from a different AoS) completed February Y11. Controlled Assessment (10 hours) are available to record the final comp and create the score. Submitted to external moderator Listening and Appraising exam (40%) is at the end of Y11, generating 40% of the grade. Two formal additional practice exams happen in Dec and Mar of Y11

A-Level Edexcel

Year 12	Year 13
Unit 1: Performing Music (solo or ensemble)30% 5-6 min programme. To external moderator Unit 2 : Composing 30% - 3 min piece 1 x composition from choice of briefs set by exam board. To external examiner Unit 3 : Developing Musical Understanding 40% Written Listening and Appraising Exam – 2hrs	Unit 4 : Extended Performance 30% 12-15 min programme. To external moderator Unit 5 : Composition or Technical Study 30% 2 x compositions to two briefs or 2 Technical Studies, or one of each. To external examiner Unit 6 : Further Musical Understanding 40% Written Listening and Appraising Exam – 2 hrs

Subject – Physical Education

KS3

Year 7

Pupils are taught the fundamental skills, tactics and rules within a range of activities. Pupils are assessed across four strands : Developing Knowledge of Understanding of Fitness and Health; Evaluating and Improving Skills; Selecting and Applying Skills and Acquiring and developing Skills. Pupils have had the opportunity to demonstrate knowledge and understanding of these disciplines within practice and competitive performances.

Year 8

Pupils study the following activity areas : rounders, softball, cricket and athletics. They are assessed in their ability to combine skills and techniques and apply them with consistency and precision; to plan for and analyse themselves and others in specific skill related activities; and to understand the effects that a variety of activities have on fitness levels.

Year 9

Pupils are assessed on their attainment and effort in Football, Fitness, Gymnastics, Hockey, Dance and Basketball and additional sports such as Table Tennis, Cricket, Athletics, Softball and Rounders. Emphasis is placed on an individual's level of skill acquisition in both a practice and competitive situations, on top of developing a fundamental knowledge and understanding of the respective sports. Pupils are encouraged to work independently and collaboratively to enhance traits of teamwork and communication throughout the programme. To experience a variety of sports is essential for a student's development and discovery of various opportunities for them to perform in a sport that they not only enjoy, but can excel in.

GCSE

Year 10	Year 11
<p>Core PE Pupils in the core are assessed in their ability to combine skills and techniques with consistency and precision. Pupils are expected to self-reflect, and analyse the specific skill related activities of others within a practice and competitive environment.</p> <p>GCSE PE Pupils complete two units to be over two years. Unit 4 the practical element is four sports and an analysis of one sport worth 60% of the total exam. Unit 3 the theory element is a 90 minute exam worth 40% taken in Y11 .</p>	<p>Blue and Green Pathways GCSE P.E. 60% practical and 40% theoretical. All pupils follow practical modules in: Football, Basketball, Badminton, Indoor Rowing, Fitness and Rounder's. Pupils are required to follow an observation and analysis programme. The theoretical written examination is based on Knowledge and Understanding for the Active Participant. This includes questions on decisions on a healthy active lifestyle, opportunities and pathways for healthy active lifestyles, principles of training, diet, nutrition, hygiene, anatomy and physiology specifically related to sport. Pupils will also be required to complete scenarios related to their exams. Some pupils will study the Full Course/Double Award GCSE PE and will do the exam in the summer term. Yellow Pathway During this year pupils have been assessed on their effort in Basketball, Fitness, Dance, Table Tennis and Football. Emphasis is placed on an individual's level of skill acquisition in both a practice and competitive situations, on top of developing a fundamental knowledge an understanding of the respective sports. During the Spring and Summer Terms, pupils will experience sports such as Cricket, Athletics, Circuit Training and Rounders. Pupils are encouraged to work independently and collaboratively to enhance traits of teamwork and communication throughout the programme.</p>

Level 3 BTEC Sport

Year 12	Year 13
<p>Mandatory units</p> <ul style="list-style-type: none"> • Unit 1: Principles of anatomy and physiology in sport • Unit 2: The physiology of fitness • Unit 3: Assessing risk in sport • Unit 7: Fitness testing for sport and exercise 	<p>Mandatory units</p> <ul style="list-style-type: none"> • Unit 5: Sports Coaching • Unit 8: Practical team sports • Unit 26: Work experience in sport

Subject – Philosophy for Children

KS3

Year 7 course only

P4C, or Philosophy for Children, bridges the pastoral and academic sides of school. Pupils work as a group, known as a 'community of enquiry', to raise their own philosophical questions about a range of topics and investigate these.

This helps develop deeper conceptual understanding as well as the ability to engage in discussion on a more conceptual level. This has positive effects on learning in all areas of the curriculum as it develops the skill of oracy, as well as the ability to use the higher-order skills of analysis and evaluation.

The programme for P4C includes a range of themes including Knowledge and Discovery, People and Planet, Being Human, and Art, Media and Representation

Subject – Psychology

A-Level

Year 12	Year 13
Paper 1: Introductory Topics in Psychology Social Psychology, Memory and Attachment Paper 2: Psychology in Context Approaches in Psychology, Biopsychology, Psychopathology and Research Methods.	Paper 1: Introductory Topics in Psychology Social influence, Memory, Attachment and Psychopathology Paper 2: Psychology in Context Approaches in Psychology, Biopsychology, Research Methods, Issues and Debates in Psychology Paper 3: Issues and Options in Psychology Schizophrenia, Eating Behaviour and Stress.

Subject – Religious Studies

KS3

Year 7

Pupils are introduced to philosophy and ultimate questions, before going on to learn about the ingredients of religion. They learn about the beliefs and practices of Judaism, religion and art and develops this theme by looking in depth at different representations of Jesus and what they tell us about him as a religious figure.

Year 8

Pupils study a Module of philosophy called ‘ultimate questions’ before studying the beliefs and practices of Christianity, investigating the core aspects of Islam and the religion of Sikhism. They then explore the topic of rites of passage including birth ceremonies, death ceremonies and initiation rituals.

Year 9

Pupils study key beliefs and practices of Hinduism and Buddhism. They then explore the relationship between religion and science with reference to key issues such as evolution, artificial intelligence and medical ethics. Finally, they complete modules on Philosophy and Ethics in which they examine topics such as the human soul, the way we perceive the world and the right way to live our lives.

GCSE

Year 10	Year 11
<p>Students follow the Edexcel Religious Studies GCSE course, which consists of two units. Unit One ‘Religion and Life’, consists of four thematic modules in which pupils engage with Christian and non-religious perspectives : “Believing in God” looks at why people do and do not believe in God; “Matters of Life and Death” explores the issues of life after death, abortion and euthanasia; “Marriage and Family Life” looks at issues around relationships, marriage, family life and divorce; “Community cohesion” focuses on prejudice and discrimination based on race, gender and religion. Unit Two is an in-depth study of Islam, taking into account the history of the religion, its core theology, beliefs and practices, and issues such as being a Muslim in modern Britain. The course is assessed by two exam papers at the end of Year 11.</p>	<p>Pupils study a unit called ‘Religion and Community Cohesion’ where they study issues such as racism, sexism and homophobia. They learn about a range of views on these topics and the reasons for them, including Christian and Muslim views. They are also expected to be able to give good reasons for their own opinion. Once that is completed, pupils will be exploring how some of the issues they have been learning about throughout the GCSE are presented in the media. The year finishes with intensive revision and exam practice.</p>

A-Level

Year 12	Year 13
<p>Philosophy of Religion – Does God exist? This considers a range of arguments and evidence for and against the existence of God. Ethics – What is the best way to be a ‘good’ person? Ethics is the study of what it means to be a ‘good’ (or ‘bad’) person. Investigations – this unit involves more independent study on the topic of religious experience, which may be evidence for God’s existence. This links to other areas of philosophy, such as the nature of reality.</p>	<p>Philosophy of Religion – Does God exist? Is this question even meaningful? Does God exist by definition? Students build on the learning undertaken and tackle more difficult topics such as the philosophy of language. Ethics – What is ‘good’? Are there any acts that are always and everywhere wrong or is it all relative to the situation? Are our ideas of good and bad simply based on how certain acts make us feel? Implications – analyse and evaluate a number of key texts.</p>

Subject

- Science, BTEC Health & Social Care, A Level Biol, Chem, Physics, Psychology

KS3

Year 7

Pupils have covered topics from Biology, Chemistry and Physics. They have studied fundamental concepts about our world such as the particle nature of matter, cellular structure of living organisms and the importance of energy. These concepts have underpinned their further explorations into the working of our universe. They use practical equipment to support and develop their learning and have learnt to use a range of scientific apparatus accurately and safely. Through investigation work they have developed skills of planning, reporting and evaluation. They have considered the work of scientists to see how others have explored scientific questions.

Year 8

Pupils continue to develop their understanding of scientific principles by applying the concepts learnt in Year 7 to more abstract topics. These topics are electric circuits, magnets and electromagnets, light and sound in physics. In chemistry they study the chemistry of rocks, combustion and the development of the Periodic Table. In biology they look at habitats, variation and inheritance, digestion and respiration. The course includes references to the historical development of scientific ideas. Pupils continue to develop their skills of planning, carrying out and reporting their practical work and they use ICT to support these activities.

Year 9

Pupils start the new OCR 21st century Core Science GCSE this year. The course is comprised of three units of biology, three of chemistry and three of physics, as well as two controlled assessments, covering scientific writing skills and experimental investigation skills. Pupils sit a practice exam on the first three units of the biology in January. The content of these units covers a wide array of science, from the nature of infection, the causes of air pollution and Earth history to the theories of the universe, materials and stem cell research. Pupils will also develop argumentative and analytical skills through the study of the course.

GCSE

Year 10	Year 11
<p>Pupils follow the Core 21st Century Science course in Year 10. All GCSEs in Science are assessed by 3 exams and controlled assessment. GCSE Core Science helps them to appreciate what science can tell them about themselves, the environment, and the Universe. It introduces the relevance of science through practical application before exploring the scientific principles underneath. Topics include: Genetics, disease, evolution, Materials, pollution, the Earth and the Universe, and radiation.</p> <p>Principles of Applied Science BTEC (2014-2015 final year) : Offers students the opportunity to complete assignments in class to create a portfolio of work covering equal amounts of Biology, Chemistry and Physics. Single exam in the June examination series. This BTEC is equivalent to a single GCSE. A pass is equivalent to a C grade but students can also achieve Merits, Distinctions, and Distinction stars.</p>	<p>GCSE Additional Science A :different contexts relate science concepts to their applications. Scientific explanations and models give pupils insight into how scientists help develop our understanding of ourselves and our world. GCSE Additional Science A : distinctive and relevant experience for students who wish to progress to Level 3 qualifications. Topics include: Life processes, growth, the brain and mind, The periodic table, Chemical synthesis, Forces and motion, Electric circuits and radioactive materials.</p> <p>GCSE Further Additional Science A : developing understanding of science explanations, with particular relevance for students who wish to progress to Level 3 qualifications. Knowledge and understanding of the nature of science and of scientific process, Develop understanding of the relationships between hypotheses, evidence, theories and explanations. Apply observational, practical, modelling, enquiry and problem-solving skills and understanding in laboratory, field and other learning environments. Develop ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.</p>

BTEC Level 2 Extended Certificate in Health and Social Care

Year 10	Year 11
<p>Edexcel BTEC Level 1/Level 2 First Award in Health and Social Care.</p> <p>The course gives learners the opportunity to gain a broad understanding and knowledge of the health and social care sector. Students gain a more focused understanding of health and social care through the selection of optional specialist units.</p> <p>Learners have the opportunity to develop a range of personal skills and techniques, through the selection of units that are essential for successful performance in working life.</p>	

A-Level

Year 12 Biology	Year 13 Biology
<p>Breadth in biology A detailed study into the basic principles in Biology – Cell structure, biological molecules and cellular organisation.</p> <p>Depth in biology Introduction to diversity and evolution, exchange surfaces and transport.</p> <p>Development of practical skills in Chemistry: basic skills of planning, implementing, analysis and evaluation.</p>	<p>Biological processes Further study on exchange and transport, communications, homeostasis and energy.</p> <p>Biological diversity Extended study of biodiversity, evolution and disease, along with genetics, evolution and ecosystems.</p> <p>Unified chemistry : structured questions and extended response questions covering theory and practical skills.</p>
Year 12 Chemistry	Year 13 Chemistry
<p>Breadth in chemistry Detailed study into basic principles in Chemistry – Atomic structure, chemical bonding, the Periodic Table.</p> <p>Depth in chemistry Introduction to organic chemistry, basic physical and environmental chemistry.</p> <p>Development of practical Basic skills of planning, implementing, analysis and evaluation.</p>	<p>Periodic table, elements and physical chemistry Further physical chemistry, taking a quantitative viewpoint and in-depth study of the Transition Elements on the Periodic Table.</p> <p>Synthesis and analytical techniques Taking organic chemistry further, studying modern analytical techniques.</p> <p>Unified chemistry : structured questions and extended response questions covering theory and practical skills.</p>
Year 12 Physics	Year 13 Physics
<p>Breadth in physics A detailed study into the basic principles in Physics – Physical quantities, units, scalars, vectors and measurements</p> <p>Depth in physics Introduction to quantum physics encompassing energy and waves and basic physics on forces</p> <p>Development of practical skills in chemistry Basic skills of planning, implementing, analysis and evaluation</p>	<p>Modelling physics Detailed study of forces and motion, along with Newtonian world and astrophysics</p> <p>Exploring physics Extended study of electrons, waves and photons, particles and medical physics</p> <p>Unified chemistry : structured questions and extended response questions covering theory and practical skills</p>
Year 12 Psychology	Year 13 Psychology
<p>Research methods in Psychology Cognitive psychology – the study of memory, including different models of memory</p> <p>Developmental Psychology – the study of Attachment</p> <p>Biological Psychology – Stress.</p> <p>Social Psychology – social influence; obedience and conformity.</p> <p>Psychopathology – explanations of psychopathology and therapies.</p>	<p>Topics in Psychology – the study of Aggression, Eating Behaviours and Relationships, using different approaches such as biological, psychodynamic and cognitive.</p> <p>Psychopathology – Schizophrenia, diagnosis, explanations and therapies.</p> <p>Psychology in action – the study of addiction – initiation, maintenance and relapse in smoking and gambling; risk factors in addiction; interventions to treat addictions.</p> <p>Research Methods in Psychology including inferential statistical tests and the use of the scientific method in Psychology.</p>

Subject – Spanish and MFL

KS3

Year 7

Pupils learn to understand, speak, read and write in French or Spanish. They are becoming familiar with sounds, written forms and grammar, and use this knowledge with increasing confidence and competence to express themselves in role-plays, conversation and writing. They improve their understanding of the languages by listening to people talking about a range of different subjects and by using a variety of forms of writing. They improve their literacy and numeracy knowledge with a series of class and homework tasks. Topics explored during Year 7 include introductions, family and home, school, free time and my area. Using authentic material from a range of French and Spanish speaking countries increases their cultural awareness.

Year 8

Topics explored include home and environment, daily routine, leisure, clothes and media. New grammar introduced in Year 8 includes referring to past, present and future events using different tenses, and extending work by using more complex language structures. They improve their understanding of Spanish or French by using materials from a variety of sources and from different Spanish and French-speaking countries to increase their cultural awareness.

Year 9

Pupils are building on their knowledge of the language to speak, read and write in Spanish. They are becoming familiar with sounds, written forms and grammar, and use this knowledge with increasing confidence and competence to express themselves in role-plays, conversation and writing. They improve their understanding of Spanish by listening to people talking about a range of different subjects and by using a variety of forms of writing. Topics explored during Year 9 include modes of communications, school, health, earning a living, home, work the Spanish-speaking world and learning about a Spanish region. Using material from a range of Spanish speaking countries, pupils are given opportunities to increase their cultural knowledge and understanding.

GCSE

Year 10	Year 11
<p>Pupils produce two pieces of written Controlled Assessment referring to present, past and future events. They start practising for their speaking Controlled Assessment in the summer term.</p> <p>Topics studied include : Home Life and Relationships, Going out and Hobbies, School and Work, Town and Countryside, Life in Spanish speaking countries.</p>	<p>Pupils produce two pieces of Controlled Assessment – speaking - referring to past, present and future events. They do more independent research and have access to podcasts from the VLE to improve exam skills.</p> <p>Topics studied include: Past holidays, Home, the Media, Food, Travelling in a Spanish speaking country, Protecting the environment.</p>

A-Level

Year 12	Year 13
<p>This covers four topics:</p> <ul style="list-style-type: none"> • Media. • Popular culture. • Healthy living/lifestyle. • Family/relationships. <p>Unit 1 Listening, Reading and Writing.</p> <p>Unit 2 Speaking test.</p>	<p>This covers four topics:</p> <ul style="list-style-type: none"> • Environment. • The multi-cultural society. • Contemporary social issues. • Cultural topic (an in-depth study of a period of history, a region, novelist, dramatist, poet, director, architect, musician, painter). <p>Unit 3 Listening, Reading and Writing.</p> <p>Unit 4 Speaking test.</p>

Subject – Spanish and MFL

KS3

Year 7

Pupils learn to understand, speak, read and write in French or Spanish. They are becoming familiar with sounds, written forms and grammar, and use this knowledge with increasing confidence and competence to express themselves in role-plays, conversation and writing. They improve their understanding of the languages by listening to people talking about a range of different subjects and by using a variety of forms of writing. They improve their literacy and numeracy knowledge with a series of class and homework tasks. Topics explored during Year 7 include introductions, family and home, school, free time and my area. Using authentic material from a range of French and Spanish speaking countries increases their cultural awareness.

Year 8

Topics explored include home and environment, daily routine, leisure, clothes and media. New grammar introduced in Year 8 includes referring to past, present and future events using different tenses, and extending work by using more complex language structures. They improve their understanding of Spanish or French by using materials from a variety of sources and from different Spanish and French-speaking countries to increase their cultural awareness.

Year 9

Pupils are building on their knowledge of the language to speak, read and write in Spanish. They are becoming familiar with sounds, written forms and grammar, and use this knowledge with increasing confidence and competence to express themselves in role-plays, conversation and writing. They improve their understanding of Spanish by listening to people talking about a range of different subjects and by using a variety of forms of writing. Topics explored during Year 9 include modes of communications, school, health, earning a living, home, work the Spanish-speaking world and learning about a Spanish region. Using material from a range of Spanish speaking countries, pupils are given opportunities to increase their cultural knowledge and understanding.

GCSE

Year 10	Year 11
<p>Pupils produce two pieces of written Controlled Assessment referring to present, past and future events. They start practising for their speaking Controlled Assessment in the summer term.</p> <p>Topics studied include : Home Life and Relationships, Going out and Hobbies, School and Work, Town and Countryside, Life in Spanish speaking countries.</p>	<p>Pupils produce two pieces of Controlled Assessment – speaking - referring to past, present and future events. They do more independent research and have access to podcasts from the VLE to improve exam skills.</p> <p>Topics studied include: Past holidays, Home, the Media, Food, Travelling in a Spanish speaking country, Protecting the environment.</p>

A-Level

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