



CANNOCK CHASE HIGH SCHOOL

A C H I E V E M E N T F O R A L L

CURRICULUM STATEMENT

2019-2020

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Curriculum Overview

Principles and Aims

At Cannock Chase High School our students are always at the centre of what we do. As our school vision states, we have a relentless focus on the highest standards of academic achievement, personal development and equality of opportunity. To enable this vision to be a reality for our students, we offer a personalised curriculum that:

- Is broad, balanced and fully inclusive, providing a wide range of appropriate and challenging courses to suit the needs of our students;
- Provides enjoyment and motivation, boosts self-esteem and raises aspirations;
- Is knowledge centred whilst equipping our students with the skills and understanding to succeed throughout their school life and beyond;
- Allows our students to make successful academic transition and progression from the primary phase, particularly in the core areas of English and Maths;
- Enables students to develop into responsible citizens by offering a structured programme of Personal, Social, Health and Economic (PSHE) education, Relationship and Sex Education (RSE) and careers' information and employment guidance;
- Actively promotes spiritual, moral, social and cultural development including British values, for example through religious education, assemblies, tutor time, drop-down days and other activities;
- Encompasses the acquisition of personal, learning and thinking skills;
- Provides staffing and material resources in a safe, secure and well-ordered environment so that learning and teaching can be enjoyed and is of the highest quality;
- Emphasises the importance of literacy and numeracy, both through discrete lessons and across the curriculum;
- Offers a range of enriching extra-curricular activities including creative and physical;
- Is underpinned by a strong team ethos in which everyone is equally valued, has equality of opportunity and can develop transferable skills and a commitment to lifelong learning.

In short, our curriculum is how the aims, values and ethos of the school are met. This includes all lessons, extra-curricular activities and experiences that are planned and delivered to students to promote their academic, emotional, physical, social, moral and spiritual development.

Our ultimate aim is to develop our students into knowledgeable, responsible citizens who are able to succeed in life, irrespective of their socio-economic background.

Ofsted (2018) noted:

“The curriculum is a key feature of the school’s success because it is designed to match pupils’ needs and aspirations regardless of performance table measures.”

Curriculum Offer and Provision

Curriculum can be divided into two distinct sections:

1 **Curriculum Offer** – what we provide for all of our students in terms of courses and extra-curricular activities. This involves a full annual curriculum review to ensure that our

curriculum at each Phase is fit for purpose, with regular reviewing of key policies. We also conduct student and staff surveys to ensure that we are offering the best courses and activities to meet the needs and interests of our students. For example, we offer two GCSE Art groups in Year 9 because this is a popular and successful subject. We also ensure that students and parents are given the necessary information and guidance about our curriculum offer through options evenings, taster sessions, and meetings with senior staff. The extra-curricular curriculum is updated half-termly and is published on our school website.

2 Curriculum Provision – ensuring that the courses and wider curriculum activities meet the needs of all our students. This includes reviews of schemes of learning, topics, exam board and curriculum assessment plans by middle and senior leadership. Quality Assurance of curriculum provision takes place following Progress Checks and in the form of learning walks, lesson observations, work scrutinies, learning community development time and recruitment of specialist staff. Many of our staff also attend subject-specific professional development sessions and are trained as examiners.

Within both of these sections, cost efficiency and staff workload are key considerations.

Curriculum Design

The curriculum is primarily delivered through the school timetable. The timetable model is currently a 25 lesson programme comprising of five one hour lessons per day as well as 30 minutes of tutor time except on Fridays when have 10 minutes. It operates over a one week cycle for the 39 weeks of the school year. While as an Academy we are not required to follow the National Curriculum, we aim to meet the statutory requirements because we believe that it offers our students the best chance for a successful future.

Each academic year from Year 7 to Year 11 is currently divided into two mixed ability bands for most subjects taking account of gender, ethnicity and individual needs. Students are set in Maths from the beginning of Year 7. However, setting is reviewed throughout the year to ensure that students are in the most appropriate groups to support their needs. For example, this year for the first time, French and English are not set, in order to trial mixed-ability groups. The bands are taught separately in **Phase 1** (Years 7 and 8) for core subjects. Students are in mixed band tutor groups and are mixed for non-core subjects.

In **Phase 2** (Year 9, 10 and 11) all students have access to a wide range of academic, vocational and Btec courses in school. Our curriculum is fully inclusive and offers students a diverse range of students that all students can opt for. Students can choose a fully academic pathway or a pathway in which they also choose vocational subjects. All students study both English Language and English Literature, Maths, Combined Science, PE and three additional options subjects, including at least one EBacc subject (French, Geography, History, Computer Science or Triple Science). It is not compulsory for students to study French in Phase 2 because we believe that this may not be appropriate for every student although every student can opt for French if they so wish.

Curriculum Development

Five Year Journey

“Pupils progress logically through their learning from Year 7 through to Year 11. Each subject’s curriculum is designed to revisit key concepts and content.” (HMI Monitoring Inspection 2017)

When designing the Phase 1 curriculum, subject leaders carefully consider the core knowledge, skills and understanding that students need to develop deeply, whilst also considering the journey that students will make until they complete their studies through careful mapping map of the curriculum. This has ensured that Year 7 and 8 is not viewed as a separate entity to Years 9, 10 and 11, but as a foundation on which students can secure and build upon the knowledge and skills they will need in the future, both in school and in life beyond school. This is why wider learning skills including good communication, confidence and teamwork are an essential part of the curriculum from Year 7.

In Year 9, students follow a more personalised pathway which allows them to pursue their choice of options subjects that are both enjoyable and appropriate. This has helped to raise the aspirations of a greater number of our students and has recognised their individual interests, whilst allowing us to deliver on our high expectations in terms in achievement. Far from students taking a narrower curriculum, they have broad choice and as well as being able to choose EBACC subjects, they can also pursue a diverse range of academic and vocational subjects including: Art, Music, Drama, Computing, Child Development, Travel And Tourism etc. as well as a wide range of extra-curricular activities.

Curriculum Model

Our curriculum model is reviewed annually. At present the curriculum model is as follows:

Phase 1

Year 7 and 8 (September 2019)

Phase 1 consists of two years of introducing and learning the relevant core knowledge and skills required in the future. This is based around the KS3 National Curriculum, but is not constrained by it and also encompasses a range of personal, learning and thinking skills. The Phase 1 curriculum has been carefully mapped and planned in order to prepare students for their five-year journey.

Year	Art	Tech	English	French / Lit	Geog	Hist	Computer Studies and Drama	Maths	Music	PE	RE	Sci	Total
7	1	1	4	2	2	2	1	4	1	2	1	4	25
8	1	1	4	2	2	2	1	4	1	2	1	4	25

Phase 2

Year 9 (September 2019)

At the start of Year 9, students enter KS4 which consists of three years of learning, mastering knowledge and from Phase 1, but also discovering new skills alongside the application of

content. Therefore, Phase 1 and 2 together provide a five-year long learning journey which culminates in the success of the students in their GCSE qualifications.

In **Year 9**, all students take: English Language and English Literature (5 lessons), *Maths (5 lessons), Science (5 lessons), *PE (3 lessons) and one option from each of the following blocks, including at least one Ebacc subject. Each option subject has eight lessons over three years.

*Option A	*Option B	*Option C
2 lessons	2 lessons	3 lessons
History Geography Art Child Development Computer Science	History Geography Art Child Development Music Business & Enterprise	French Travel and Tourism Creative I Media Health and Social Care Drama Psychology

*Option C reduces from 3 to 2 periods in Year 10 but will have 3 in Year 11.

*Options A and B increase from 2 to 3 periods each in Year 10 and Year 11.

*PE will reduce to 2 periods in Year 11 and Maths will reduce from 5 periods to 4 in Year 10 and 11.

Year 10 (September 2019)

In **Year 10**, all students take: English Language and English Literature (5 lessons), *Maths (4 lessons), Science (5 lessons), *PE (3 lessons) and one option from each of the following blocks, including at least one Ebacc subject. Each option subject has eight lessons over three years.

*Option A	*Option B	*Option C
3 lessons	3 lessons	2 lessons
History Triple science Art Business & Enterprise Geography	Geography History Music Art Health & Social Care	French Drama Child Development Travel & Tourism Creative iMedia

*Option C reduces from 4 to 2 periods in Year 10 and in Year 11.

*Options A and B increase from 2 to 3 periods each in Year 10 and Year 11.

*In Year 11 PE will reduce to 2 periods and Maths will increase from 4 periods to 5

Year 11 (September 2019)

In Year 11, all students take: English Language and English Literature (5 lessons), Maths (5 lessons), Science (5 lessons), *PE (2 lessons) and one option from each of the following blocks, including at least one Ebacc subject. Each option subject has eight lessons over three years.

Option A	Option B	Option C
3 lessons	3 lessons	2 lessons
French History Triple Science Art Geography	Geography History Music Art Health & Social Care	Statistics Drama Child Development Creative iMedia Travel & Tourism

Phase 3

Year 12 and 13 (September 2018)

Year	Enrichment	Option 1	Option 2	Option 3	Option 4	Total
12	1	5	5	5	5	21
13	1	5	5	5		16

We offer a broad and balanced curriculum of both academic and applied general qualifications, supporting every student to achieve the profile of qualifications they need for their future. Students study four subjects in Year 12 and continue with three in Year 13.

Our partnership with Cardinal Griffin Catholic College enables us to offer qualifications in a broad range of subjects.

In our 2018 Ofsted inspection, inspectors commented that *'A broad range of academic and vocational options are offered in the sixth form with Cardinal Griffin Catholic College. The success of this is evident in the good and improving standards, particularly in academic study, and the very good retention rates, particularly at A Level.'* (Ofsted 2018)

In addition to their core studies, students are offered the opportunity to pursue additional 'non-qualification activity', what we refer to as our Guidance Programme. This programme comprises of three core areas:

- Careers Education, Information, Advice and Guidance, including work experience
- Personal, Social and Health Education
- Study Skills

Students who wish to pursue particular pathways are also supported to undertake additional qualifications during weekly enrichment time including the Extended Project Qualification (designed to extend students' writing, communication, research and self-motivation skills), a range of sports and Core Maths.

In addition, those students who did not secure a grade 9-4 or equivalent in GCSE English and/or Maths by the end of Key Stage 4 are supported to re-sit these qualifications during their time in the Sixth Form.

Level 3 Pathway

The Level 3 pathway is a two-year programme specifically for 16-19 year olds who wish to continue studying and who meet the entry criteria for A level and BTEC Level 3 programmes.

Students studying this pathway will typically achieve the equivalent of three A levels at the end of Year 13 in order to progress to university, apprenticeships or employment post Sixth Form.

We encourage students to choose the equivalent of four qualifications in Year 12 and continue with three in Year 13. In Year 12, students will undertake the equivalent AS qualification in each of their academic programmes and the BTEC Nationals Certificate in each of their applied general qualifications, meaning they will complete Year 12 with externally certified qualifications.

Level 3 courses currently open to applications for a September 2019 start include*:

Academic (A level)

Art and Design (Fine Art)	English Language	Maths
Biology	English Literature	Maths (Further)
Business	French	Philosophy and Ethics
Chemistry	Geography	Physics
Computer Science	History	Psychology
DT Product Design	Law	Sociology

Applied General (BTEC)

Law	Music
Science	Performing Arts (Acting)
Child Development	Sport/PE
Health and Social Care	Travel and Tourism
ICT	

**All curriculum offers are provisional and subject to change.*

Curriculum Subject Information

English Learning Community Curriculum

At Cannock Chase High School students will be taught English Language and English Literature from Year 7. We want our students to acquire the essential skills needed in reading and writing whilst also fostering a love of literature. We have embedded a knowledge-based curriculum in Years 7 to 9 which provides a solid foundation for the topics and texts covered at GCSE. Speaking and Listening is also covered in all Year groups to ensure that our students are fully prepared for life after school.

Year 7

Subject title	Subject Content
English Language and English Literature	<p>Core Curriculum: 10 key Language terms and 10 key Literature terms. Transactional writing focus is on review writing. Focus on descriptive writing too.</p> <p>Advanced Curriculum: 10 additional Language terms and 10 additional Literature terms. In addition to the Core writing foci, students on the Advanced Curriculum will also cover formal letter writing.</p> <p>The knowledge-based curriculum is then taught through the following topics:</p> <ul style="list-style-type: none"> Macbeth; Cirque Du Freak; Post 1914 Poetry; Victorian Extracts. <p>Literacy Group also covers Joey Pigza as well as extra Knowledge Organiser revision.</p>

Year 8

Subject title	Subject Content
English Language and English Literature	<p>Core Curriculum: 10 key Language terms and 10 key Literature terms. Transactional writing focus is on review writing. Focus on descriptive writing too.</p> <p>Advanced Curriculum: 10 additional Language terms and 10 additional Literature terms. In addition to the Core writing foci, students on the Advanced Curriculum will also cover formal letter writing.</p> <p>The knowledge-based curriculum is then covered under the following topics:</p>

	<p>An Inspector Calls; A Midsummer Night's Dream; Stone Cold The Raven Pre-1914 Poetry. Class Reader: Option 1 - Tell Tale Heart + The Red Room Option 2- Sherlock Holmes and The Adventure of the Speckled Band + Lamb to The Slaughter Literacy Group also covers extra Knowledge Organiser revision.</p>
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Year 9

Subject title	Subject Content
English Language and English Literature	<p>Core Curriculum: 10 key Language terms and 10 key Literature terms. Transactional writing focus is on speech writing and formal letter writing. Focus on Creative writing too.</p> <p>Advanced Curriculum: 10 additional Language terms and 10 additional Literature terms. In addition to the Core writing foci, students on the Advanced Curriculum will also cover informal letter writing.</p> <p>The knowledge based curriculum is covered via the following topics: Studying a Novel (Of Mice and Men or Heroes); War Poetry and Love Poetry from Eduqas Anthology Spoken Language Assessment; Blood Brothers.</p>

Year 10

Subject title	Subject Content
English Language and English Literature (EDUQAS)	<p>Language Component 2 Reading Skills and Transactional Writing. Eduqas Poetry Anthology Society and Nature poems. Creative Writing A Christmas Carol</p>

Year 11

Subject title	Subject Content
English Language and English Literature (EDUQAS)	<p>Romeo and Juliet Society and Nature poems from Eduqas Anthology Interleaved language topics with a clear focus on writing (both Transactional and Creative). Revision of all topics required for the exam.</p>

Year 12

Subject title	Subject Content
AQA English Language	<p>Language Change Language and Representation Language and Gender Child Directed Language Sociolects – Ethnicity, Age, Sexuality, Social Groups Language Investigation</p>
Edexcel English Literature	<p>Science and Society in Prose – The Handmaid's Tale and Frankenstein Shakespearean Tragedy and Critical Theory – Othello Drama – A Streetcar Named Desire NEA – independent wider reading</p>
Resit GCSE English Language	Eduqas

Year 13

Subject title	Subject Content
AQA English Language	Textual Comparisons Global Englishes Child Language – reading, writing and multi-modal Original Writing Opinion Articles
Edexcel English Literature	NEA completion Unseen poetry English Romantic Verse Poems of the Decade – post 2000 poetry

English Learning Community Extra-curricular activities offered:

- Poetry and Creative Writing competitions
- Blood Brothers Trip

Mathematics Learning Community Curriculum

The Mathematics curriculum is set up to enable all students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts;
- acquire, select and apply mathematical techniques to solve problems;
- reason mathematically, make deductions and inferences and draw conclusions;
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Year 7

Subject title	Subject Content
Mathematics	Number: Basic Skills Algebra: Expressions, Functions, Formulae Statistics: Analysing and displaying data Number: Fractions & Ratio Geometry: Lines and angles Algebra: Sequences & Graphs Geometry: Transformations Geometry: Perimeter, Area & Volume

Year 8

Subject title	Subject Content
Mathematics	Numbers: Calculations Probability Geometry: Area, Angles & Volume Algebra: Expressions & Equations Number: Ratio and Proportion Algebra: Sequences Number: Fractions, Decimals, Percentages Statistics: Graphs and Charts

Year 9

Subject title	Subject Content
GCSE Mathematics Edexcel	Number: Calculations Geometry Algebra: Expressions, Equations & Formulae

	Ratio and Proportion Algebra: Sequences Number: FDP Algebra: Graphs Statistics
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Year 10

Subject title	Subject Content	
GCSE Mathematics Edexcel	Foundation: Integers and place value Decimals Indices, powers and roots Factors, multiples and primes Algebra: the basics Expressions and substitution into formulae Tables, charts and graphs Pie charts Scatter graphs Fractions, decimals and percentages Percentages Equations and inequalities Sequences Properties of shapes, parallel lines and angle facts Interior and exterior angles of polygons Statistics, sampling and the averages Perimeter, area and volume Real-life graphs Straight-line graphs Transformations	Higher: Calculations, checking and rounding Indices, roots, reciprocals and hierarchy of operations Factors, multiples, primes, standard form and surds Algebra: the basics, setting up, rearranging and solving equations Sequences Averages and range Representing and interpreting data and scatter graphs Fractions and percentages Ratio and proportion Polygons, angles and parallel lines Pythagoras' Theorem and trigonometry Graphs: the basics and real-life graphs Linear graphs and coordinate geometry Quadratic, cubic and other graphs Perimeter, area and circles 3D forms and volume, cylinders, cones and spheres Accuracy and bounds Transformations Constructions, loci and bearings Solving quadratic and simultaneous equations Inequalities Probability

Year 11

Subject title	Subject Content	
GCSE Mathematics Edexcel	Foundation: Trigonometry Probability Multiplicative Reasoning Constructions, Loci and Bearings Quadratic Equations and Graphs Perimeter, Area and Volume Fractions, Indices and Standard Form Congruence, similarity and vectors More Algebra	Higher: Multiplicative Reasoning Similarity and Congruence More Trigonometry Further Statistics Equations and Graphs Circle Theorems More Algebra Vectors and Geometric Proof Proportion and Graphs

Year 12

Subject title	Subject Content	
Mathematics Edexcel	Pure Paper: Equations and inequalities Graphs and transformations Straight line graphs Circles	Statistics and Mechanics Paper: Data Collection Measures of location Representation of data Correlation

	Differentiation Integration Algebraic expressions Quadratics Algebraic Methods Binomial expansion Trigonometric ratio Trig identities Vectors Exponentials and logs	Probability Statistical distributions Hypothesis testing Modelling in mechanics Constant acceleration Forces and motion Variable acceleration
Further Mathematics Edexcel	Further Pure Mathematics: Complex numbers Argand diagrams Matrices Series Roots of polynomials Volumes of revolution Linear transformations Proof by induction Vectors	Decision: Algorithms Graphs and networks Algorithms on graphs Route inspection The travelling salesman problem Linear programming The simplex algorithm Critical path analysis

Year 13

Subject title	Subject Content	
A Level Mathematics Edexcel	Pure: Algebraic methods Functions and graphs Sequences and series Binomial expansion Radians Trigonometric functions Parametric equations Differentiation Numerical methods Integration Vectors	Statistics and Mechanics: Regression, correlation and hypothesis testing Conditional probability Normal distribution Forces and friction Projectiles Application of forces Kinematics Moments
A level Further Mathematics- Edexcel	Pure: Complex numbers Series Methods in calculus Volumes of revolution Polar Coordinates Hyperbolic functions Methods in differential equations Modelling with differential equations	Mechanics: Momentum and impulse Work, energy and power Elastic strings and springs Elastic collisions in one dimension Elastic collisions in two dimensions

Science Learning Community Curriculum

Science provides the foundations for understanding the world and how it works. Improvements in scientific understanding are changing our lives and its progress and so teaching is vital to the future prosperity of the world. All students in science are taught the essential aspects of science including knowledge, methods, process and uses of science. This means that future generations are scientifically literate and understand the world in which we live.

Year 7

Subject title	Subject Content
Science	Cells Particles Forces Reproduction Chemical Reactions Interdependence Gravity Energy Electricity Reactions

Year 8

Subject title	Subject Content
Science	Interdependence Chemical reactions Energy Tissues and organs/ Respiration Light Elements and Compounds Movement Evolution Reactants and Products Electricity Acids and alkalis The earth The environment

Year 9

Subject title	Subject Content						
GCSE (9-1) Combined Science Edexcel	<table border="1"> <thead> <tr> <th>Biology</th> <th>Chemistry</th> <th>Physics</th> </tr> </thead> <tbody> <tr> <td>Key concepts in Biology– Cells, Enzymes and Transporting Substances Cells and Control</td> <td>Key concepts in chemistry– Atomic structure, periodic table, bonding States of matter and mixtures</td> <td>Key Concepts in physics Motion and forces Conservation of energy Work and Power</td> </tr> </tbody> </table>	Biology	Chemistry	Physics	Key concepts in Biology– Cells, Enzymes and Transporting Substances Cells and Control	Key concepts in chemistry– Atomic structure, periodic table, bonding States of matter and mixtures	Key Concepts in physics Motion and forces Conservation of energy Work and Power
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Year 10

Subject title	Subject Content						
GCSE (9-1) Combined Science Edexcel	<table border="1"> <thead> <tr> <th>Biology</th> <th>Chemistry</th> <th>Physics</th> </tr> </thead> <tbody> <tr> <td>Plant structures and their functions Animal co-ordination, control and homeostasis Exchange and transport in animals Eco systems and material cycles</td> <td>States of matter and separating mixtures Extracting metal and equilibria Groups in the periodic table Rates of reaction and energy changes</td> <td>Waves and the EM spectrum Energy – forces doing work Forces and their effects Electricity and circuits Magnetism and the motor effect</td> </tr> </tbody> </table>	Biology	Chemistry	Physics	Plant structures and their functions Animal co-ordination, control and homeostasis Exchange and transport in animals Eco systems and material cycles	States of matter and separating mixtures Extracting metal and equilibria Groups in the periodic table Rates of reaction and energy changes	Waves and the EM spectrum Energy – forces doing work Forces and their effects Electricity and circuits Magnetism and the motor effect
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GCSE (9-1) Biology Edexcel	Plant structures and their functions Animal coordination, control and homeostasis Exchange and transport in animals						
GCSE (9-1) Chemistry Edexcel	States of matter and separating mixtures Extracting metal and equilibria Groups in the periodic table Rates of reaction and energy changes Fuels Quantitative Analysis Transition metals and corrosion Dynamic equilibrium Organic chemistry						
GCSE (9-1) Physics Edexcel	Light and EM spectrum Astronomy Energy – forces doing work Forces and their effects Static electricity Forces and matter Magnetism and Electromagnetic induction						

Year 11

Subject title	Subject Content						
GCSE (9-1) Combined Science Edexcel	<table border="1"> <thead> <tr> <th>Biology</th> <th>Chemistry</th> <th>Physics</th> </tr> </thead> <tbody> <tr> <td>Revisit of all previous topics from Years 9 and</td> <td>Fuels and earth science Revisit of all previous</td> <td>Particle Model Magnetism and the</td> </tr> </tbody> </table>	Biology	Chemistry	Physics	Revisit of all previous topics from Years 9 and	Fuels and earth science Revisit of all previous	Particle Model Magnetism and the
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	10	topics from Years 9 and 10	electromagnetic effect Revisit of all previous topics from Years 9 and 10
GCSE (9-1) Biology Edexcel	Health and disease Revisit of all previous topics from Years 9 and 10		
GCSE (9-1) Chemistry Edexcel	Fuels and Earth Science Bulk properties Qualitative chemistry Revisit of all previous topics from Years 9 and 10		
GCSE (9-1) Physics Edexcel	Magnetism and Electromagnetic induction Particle model Revisit of all previous topics from Years 9 and 10		

Year 12

Subject title	Subject Content
AS Biology AQA	Topic 1 – Biological Molecules Topic 2 – Cells Topic 3 – Organisms exchange substances with their environment Topic 4 – Genetic Information, variation and relationships between organisms
Btec L3 National Certificate in Applied Science	Unit 1 – Principles and applications of applied science Unit 2 – Practical scientific procedures and techniques

Year 13

Subject title	Subject Content
A2 Biology AQA	Topic 5 – Energy Transfer in and between organisms Topic 6 – Organisms respond to changes in their environments Topic 7 – Genetics, populations, evolution and ecosystems Topic 8 – Control of gene expression
A2 Chemistry AQA	Topic 1 – Physical chemistry Topic 2 – Organic chemistry Topic 3 – Inorganic chemistry
Btec L3 National Extended Certificate in Applied Science	Unit 3- Science Investigation Skills Unit – 8 Physiology of Human Body Systems

Creative and Design Learning Community Curriculum

Art and Design

We tend to think of Art and Design as ‘painting and drawing’. However, we are surrounded in our everyday lives by products designed and created by former art students: the illustrations in your books, pattern designs on wallpaper and clothes, advertising in magazines or shop fronts, photography, jewellery design and pottery to name just a few. Art is the creativity behind all design, an element of life which should enhance and be enjoyed.

Our aim is to create a warm and exciting atmosphere to stimulate the creativity that so many of our students already possess. We strive for personalised learning, through individual tasks, to create independent thinkers and, most of all, for students of all abilities to push the boundaries of what they think they are capable of. Above all, we promise to engage and inspire our students through innovative and exciting areas of study.

Year 7

Subject title	Subject Content
Art Formal Element introduction	Mark making and line Tonal blending, light reflections. Colour theory, introduction to the colour wheel. Artist influence and development, focus on colour and pattern.

Year 8

Subject title	Subject Content
Art	<p>Winged Creatures Observational studies/ measured drawing. Stencil use. Mixed media.</p> <p>Jim Dine Tool box Shadow, continuous line and observational drawing. Reviewing and questioning of the artists' work. Looking at 'what, why and how'.</p> <p>Architectural Journeys Exploring architecture from the Middle East, looking at the decorative detailing and influence this has had on art. Particular focus on Jill Ricci. 2D design Printmaking Mixed media Layering techniques</p> <p>Portraiture Introduction to measured portraits. Individual full portrait study. Development looking at the work of Minjae Lee. Abstract use of pattern, movement, colour placement and monotone.</p>

Year 9

Subject title	Subject Content
AQA GCSE Art and Design (Fine Art)	<p>Aquatic forms Pupils will be producing work based around a theme, this will be the basis for recording through drawing and photography (AO3). Pupils will engage in researching themes and artists/designers/illustrators (AO2). A wide range of media and materials will be used and explored (AO2). Final outcomes will be created to conclude projects (AO4)</p> <p>Processes and techniques include:</p> <ul style="list-style-type: none"> • Pencil drawing • Pen drawing • Ink drawing • Fine liner drawing • Oil pastels • Stenciling • Mixed media drawing • Water colour painting • Acrylic painting • Chalk drawing • Oil pastels • Charcoal drawing • Wire • Card construction • Textiles • Collage <p>Producing a well planned and executed final piece which concludes the project in a meaningful and personal way.</p>

Year 10

Subject title	Subject Content
AQA GCSE Art and Design (Fine Art) My Personal Space	Introduction to a range of Artists and media techniques associated. Brainstorm of personalised thoughts, ideas and visuals for project starting points. Artist research, samples and annotations. Personalised photography relating to theme. Development of media and techniques seen within Artists work. Development of ideas relating to media/ artist findings. Final outcome.

Year 11

Subject title	Subject Content
AQA GCSE Art and Design (Fine Art)	Continued personal development of coursework project 2 (My personal space) through to 1st January when the exam papers are released. Exam preparation through until students sit the exam, usually around Easter.

Year 12

Subject title	Subject Content
AQA A Level Art and Design (Fine Art) 2 year A Level	Introduction to A Level Art. Introduction course - media development. Contents include: <ul style="list-style-type: none"> • Drawing • Painting • Photography (for personalised development) • Critical and contextual studies • Sketchbook development • Mixed media work • Relief printing • Creative and experimental use of media • Organising and presenting work • Analysis and evaluation. Students start Component one (Personal Investigation) after February half term.

Year 13

Subject title	Subject Content
AQA A Level Art and Design (Fine Art)	Continued personal development of Personal Investigation through to 1 st February when the exam papers are released. Exam preparation through until students sit the exam, usually around Easter.

Extra-curricular activities offered:

We run an open department where staff are available on Tuesday, Wednesday and Thursday evenings. This is mainly for GCSE and A Level students, however, any younger student wishing to stay is more than welcome and often enjoy seeing the work produced by the older students.

Design Technology

Design Technology is a creative subject offering students a chance to bring originality and ideas to their work. They will learn how to design and manufacture products using a range of modelling materials, digital designing and traditional drawing/rendering techniques. Students explore and realise their ideas utilising new technology and software where appropriate to discover how to produce products at industry level. The Design and Technology department challenges students' minds and delivers engaging and exciting lessons. We broaden students' knowledge about design skills linked to the visual world we live in and give them the skills needed to be able to understand the imagery and text used in advertising.

Year 7

Subject title	Subject Content
Design Technology	Pugglies: Designing and making a textiles Puggly. Learning hand stitching Interior design: Individual work designing and converting the garage into a room of their choice.

Year 8

Subject title	Subject Content
Design Technology	Race & Chase game: Design and make a board game using a range of materials. Land racer: working in a group to design and make a land racer.

Drama

Drama is a powerful communication tool that enables students to grow both personally as individuals but also as responsible members of society. Students work closely with other members of the class in a professional and mature manner, developing the ability to be open and honest while recognising the importance of creative collaboration and compromise. They are exposed to thought-provoking material through practical exploration where they are given the opportunity to form their own interpretation. Students are assessed through both their practical contributions and written evidence which requires self-management and independent learning.

Year 7

Subject title	Subject Content
Drama	Murder mystery Three little pigs courtroom drama Pantomime Friendship

Year 8

Subject title	Subject Content
Drama	Devising Script Physical Theatre Identity

Year 9

Subject title	Subject Content
Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (Acting)	Induction unit – developing acting skills Unit 1: Exploring the performing arts

Year 10

Subject title	Subject Content
Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (Acting)	Unit 1: Exploring the performing arts Unit 2: Developing skills and techniques in the performing arts

Year 11

Subject title	Subject Content
Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (Acting)	Unit 2: Developing skills and techniques in the performing arts Unit 3: Performing to a brief

Year 12

Subject title	Subject Content
Pearson BTEC Level 3 National Extended Certificate in Performing Arts (Acting)	Unit 3: Group Performance Workshop (externally assessed) Unit 19: Acting Styles (internally assessed)

Year 13

Subject title	Subject Content
Pearson BTEC Level 3 National Extended Certificate in Performing Arts (Acting)	Unit 1: Investigating Practitioner's work (externally assessed) Unit 2: Developing Skills and Techniques for Live Performance (internally assessed)

Extra-curricular activities offered:

School production.

Music

Music is a universal language that embodies one of the highest forms of creativity (DFE 2013). The teaching of music is driven through the core principles of performing, composing, listening and appraising. Students are encouraged to engage with a variety of music through a range of different styles and cultures, developing an appreciation and understanding of how music is created. They learn to perform, sing, create and compose music both on their own and in a variety of different ensembles, developing skills and confidence in their own ability. They review and evaluate music from a range of historical periods, genres and traditions.

Year 7

Subject title	Subject Content
Music	Performing, Composing, Listening and Appraising through: <ul style="list-style-type: none"> • Keyboard skills • The elements of music • Melodic composition • Gamelan • Samba • Singing – pitch perfect

Year 8

Subject title	Subject Content
Music	Performing, Composing, Listening & Appraising through: <ul style="list-style-type: none"> • Calypso • Indian • Reggae • Techno • Musical futures • Performance skills

Year 9

Subject title	Subject Content
GCSE Music OCR	Blues & Jazz Arrangements Four chord songs Music theory

	Performance Film & video game music
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Year 10

Subject title	Subject Content
GCSE Music OCR	Solo performance Composition for any instrument/resource Ensemble performance Music theory Rhythms of the world Conventions of pop music

Year 11

Subject title	Subject Content
GCSE Music OCR	Composition using a given stimulus Solo and ensemble performance Music theory The classical concerto Film & video game music Rhythms of the world Conventions of pop

Year 12

Subject title	Subject Content
BTEC Level 3 National Extended Certificate in Music	Unit 2: Professional Practice in the Music Industry Unit 6: Solo Music Performance

Year 13

Subject title	Subject Content
BTEC Level 3 National Extended Certificate in Music Performance	Unit 1: Practical Music Theory and Harmony Unit 3: Ensemble Music Performance

Extra-curricular activities offered:

Keyboard club;

School orchestra;

Year 7 choir;

Year 8 choir;

School production;

Chasefest (music and arts festival).

Performances at The Prince of Wales Theatre, Cannock for the past four years. School show performances: Annie 2020, The Wizard of Oz 2019, Grease 2018, Beauty and the Beast 2017.

Global Learning Community Curriculum**French**

Learning a language and having knowledge of a foreign language is a concrete life skill, and is highly valued by colleges, universities and employers. **English is not enough.** 94% of the world's population do not speak English as their first language. A little language makes a lot of difference.

As a department, we promise to develop language learning skills, but to also broaden the cultural knowledge about French speaking countries. Some transferable skills that will be developed are: cultural awareness, open mindedness, group work, communication skills, interpersonal skills, social skills/confidence.

Year 7

Subject title	Subject Content
French	Language awareness, self and family, where we live, house and home, leisure (sports and activities), study of a film and description of characters.

Year 8

Subject title	Subject Content
French	School (subjects, timetables, uniforms, teachers), Europe and me (countries, weather, transport, Paris and France) World of work (jobs, CVs, interviews) Media: study of a film and describing types of films.

Year 9

Subject title	Subject Content
GCSE French EDUQAS	Self and relationships, entertainment and leisure, local areas of interests, revisions, food and festivals, health and lifestyle.

Year 10

Subject title	Subject Content
GCSE French EDUQAS	Education, holiday and tourism, world of work, new technologies.

Year 11

Subject title	Subject Content
GCSE French EDUQAS	World of work, new Technologies and social media, social issues, environment, jobs and future plans.

French Extra-curricular activities offered:

Trip to France

Visit to a French themed restaurant (Year 8)

Geography

Without Geography we would go nowhere and not know very much. Awe and wonder is the true essence of Geography and are the key components of all our Geography lessons. With seven billion people on the planet, it is a big world out there and Cannock represents a tiny fraction of it. Geography is at the forefront of politics and the media. Our lessons are engaging and exciting; they will broaden students' horizons and their knowledge about the world in which we live.

Year 7

Subject title	Subject Content
Geography	My place in the world- UK physical and human geography, continents, countries, oceans. Continent study of Africa including national parks. Map Skills Globalisation Revision in preparation for the Year 7 end of year exam Year 7 end of year exam

Physical Geography- Rivers, flooding and Coasts

Year 8

Subject title	Subject Content
Geography	Risky Business- Plate Tectonics (earthquakes and volcanoes) Biomes- Tropical rainforests Development, HICs and LICs including the geography of health (Ebola) and with a focus on the newly emerging economy of Brazil. Revision in preparation for the Y8 exam in advance of Y8 options Fieldwork Geography basics boot camp

Year 9

Subject title	Subject Content
GCSE Geography AQA	Introduction into Human Geography- Population and settlement <u>Paper 1: Physical Geography</u> Physical Landscapes of the UK- Coasts Hazards- Earthquakes, volcanoes, tropical storms, extreme weather in the UK, climate change. End of Year 9 exam revision Year 9 exam

Year 10

Subject title	Subject Content
GCSE Geography AQA	The Living World- Rainforests and Cold Environments <u>Paper 2: Human Geography</u> Urban Issues and Challenges- with focus on case studies of Mumbai and London. <u>Paper 3: Pre-release, skills and fieldwork</u> GCSE compulsory physical fieldwork (1): River Study, Carding Mill Valley Fieldwork write up and evaluation Resource Management (food, water and energy) End of Year 10 exam revision including preparation for a pre release End of Year 10 exam

Year 11

Subject title	Subject Content
GCSE Geography AQA	GCSE compulsory human fieldwork (2): Urban Study, Stratford upon Avon Fieldwork write up and evaluation <u>Paper 2: Human Geography</u> Global water Year 11 mock exam revision (4 weeks including pre-release preparation) Year 11 mock exam Changing Economic World- with focus on case studies of Nigeria and the UK. <u>Paper 1: Physical Geography</u> Physical Landscapes of the UK (Rivers) <u>Paper 2: Human Geography</u> Revision in preparation for GCSE exams

Year 12

Subject title	Subject Content
A Level Geography AQA	Core Units 1. Water and Carbon Cycles 2. Changing Places Optional Units 3. Hazards 4. Resource Security Assessments including exam question style practice and techniques

	Year 12 mock exam revision (3 weeks) Year 12 mock exam Fieldwork visits to (minimum two days fieldwork): <ol style="list-style-type: none"> 1. River Trent (Cotton Dell) 2. Urban areas (Cannock town visit and Birmingham comparison) 3. Hazards Subject Content Revision Conference
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Year 13

Subject title	Subject Content
A Level Geography AQA	Core Units (Continued from Year 12) <ol style="list-style-type: none"> 1. Global Systems and Global Governance Optional Units <ol style="list-style-type: none"> 2. Coastal Systems and Landscapes Geography Fieldwork Investigation (Non-Examined Assessment) Assessments including exam question style practice and techniques Year 13 mock exam revision (2 weeks) Year 13 mock exam Fieldwork visits to (minimum two days fieldwork – Total 4 days across two years): <ol style="list-style-type: none"> 1. Hazards Subject Content Revision Conference 2. Data collection for Geographical Fieldwork Investigation Revision in preparation for A Level Exams

Geography Extra-curricular activities offered:

Years 9 and 10 Coastal Residential fieldtrip to Dorset. (Optional trip **not** related to Fieldwork component of GCSE course.)

History

Everything, everyone and everywhere has a past. Students learn about the world around us, what makes us, where we are and what the world is today along with an understanding about how our heritage, our family, our town, our country and the world have been moulded over thousands of years. We will encourage students to investigate, to argue, to judge and to question everything.

Students will be taught about some of the most interesting events from history and will understand key concepts including causation, consequences and significance. They will develop key skills such as source evaluation, interpretation analysis and building sustained judgements, to help to bring the subject to life.

Year 7

Subject title	Subject Content
History	Introduction to historical Skills The Succession Crisis of 1066 Did the Norman Conquest change peoples' lives? Was King John Evil? Medieval Medicine – Medicine stands still The Black Death The Peasants are Revolting! A battle for power The lives of the Native Americans

Year 8

Subject title	Subject Content
History	King Henry VIII, his wives and a new church Does Mary I deserve the Nickname 'Bloody Mary'? How successful was Elizabeth I? Renaissance Medicine – The beginnings of The Great Plague A Revolution in British Industry and Medicine The causes and events of World War One The Rise of Hitler and the start of World War Two

change	What was the Holocaust?
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Years 9, 10 and 11 (AQA GCSE History 8145GA)

Subject title	Subject Content
GCSE History – Conflict & Tension, 1981-1939	Part one: Peace-making Part two: The League of Nations and international peace Part three: The origins and outbreak of the Second World War
Britain: Health and the People: c1000 to the Present day.	Part one: Medicine stands still Part two: The beginnings of change Part three: A revolution in medicine Part four: Modern medicine
Germany, 1890-1945: Democracy and Dictatorship	Part one: Germany and the growth of democracy Part two: Germany and the Depression Part three: The experiences of Germans under the Nazis
Norman England 1066-1100	Part one: The Normans: conquest and control Part two: Life under the Normans Part three: The Norman Church and monasticism Part four: The historic environment of Norman England

Year 12

Subject title	Subject Content
A Level History (OCR H505 History A)	<p>UNIT Y113: Enquiry Topic: Churchill 1930–1951 Churchill’s view of events 1929–1940 Churchill as wartime Prime Minister Churchill and international diplomacy 1939–1951 British Period Study: Britain 1951–1997 Conservative domination 1951–1964 Labour and Conservative government’s 1964–1979 Thatcher and the end of consensus 1979–1997</p> <p>Unit Y213: The French Revolution and the rule of Napoleon 1774–1815 The causes of the French Revolution from 1774 and the events of 1789 The Revolution from October 1789 to the Directory 1795 Napoleon Bonaparte to 1807 The decline and fall of Napoleon 1807–1815</p> <p>UNIT Y319: Thematic Study: Civil Rights in the USA 1865–1992 The changing position of African Americans The growth and development of Trade Unions and Labour Rights The interaction of Native American Indians with White America The changing power of Women</p>

Year 13

Subject title	Subject Content
A Level History (OCR H505 History A)	<p>UNIT Y113: Enquiry Topic: Churchill 1930–1951 Churchill’s view of events 1929–1940 Churchill as wartime Prime Minister Churchill and international diplomacy 1939–1951 British Period Study: Britain 1951–1997</p>

	<p>Conservative domination 1951–1964 Labour and Conservative government's 1964–1979 Thatcher and the end of consensus 1979–1997</p> <p>Unit Y213: The French Revolution and the rule of Napoleon 1774–1815 The causes of the French Revolution from 1774 and the events of 1789 The Revolution from October 1789 to the Directory 1795 Napoleon Bonaparte to 1807 The decline and fall of Napoleon 1807–1815</p> <p>UNIT Y319: Thematic Study: Civil Rights in the USA 1865–1992 The changing position of African Americans The growth and development of Trade Unions and Labour Rights The interaction of Native American Indians with White America The changing power of Women</p> <p>UNIT Y100: Non exam assessment: Topic based essay The Final Solution – was the Holocaust predetermined?</p>
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Social & Enterprise Learning Community Curriculum

Our community is made up of a diverse range of subjects including: religious education, computing, creative iMedia, computer science, business studies, sociology, psychology, travel & tourism and law.

Year 7

Subject title	Subject Content
Computing	Online Safety Binary & Hardware
RE	What is religion Celebration of Faith Significant Religious Journeys

Year 8

Subject title	Subject Content
Computing	HTML Photoshop
RE	Hopes and Dreams Evil and suffering Ultimate Questions

Year 9

Subject title	Subject Content
Computer Science OCR Code: J276	Topics: Computer Systems Systems Architecture Memory Storage Wired and wireless networks Network topologies, protocols and layers System security System software Ethical, legal, cultural and environmental concerns

	Computational thinking, algorithms and programming: Algorithms Programming techniques Producing robust programs
Creative iMedia OCR Cambridge Nationals Creative iMedia J817	Units: R084 Storytelling with a Comic Strip R085 Creating a multipage website
Business Studies NCFE Level 1/2 Technical Award in Business and Enterprise 603/2955/5	Unit 1 Introduction to Business & Enterprise Unit 2 Understanding Resources for Business & Enterprise Planning
Psychology Edexcel 1PSO	Paper 2 - 1PSO/02: Criminal, sleep and dreaming, research methods.
BTEC Tech Award in Travel & Tourism Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism 603/3038/7	Component 1: Travel and Tourism Organisations and Destinations. Learning Aim A - Investigate the aims of UK travel and tourism organisations. Learning Aim B - Explore travel and tourism and tourist destinations.

Year 10

Subject title	Subject Content
Business Studies NCFE Level 1/2 Technical Award in Business and Enterprise 603/2955/5	Unit 1 Introduction to Business & Enterprise Unit 2 Understanding Resources for Business & Enterprise Planning
Creative iMedia OCR Cambridge Nationals Creative iMedia J817	R082 Digital Graphics R085 Creating a multipage website
BTEC Tech Award in Travel and Tourism Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism 603/3038/7	Component 2: Influences on Global Travel and Tourism. Component 3: Customer Needs in Travel and Tourism. Learning Aim A - Investigate how organisations identify travel and tourism trends. Learning Aim B - Explore how to meet the needs and preferences of travel and tourism customers.

Year 11

Subject title	Subject Content
Creative iMedia OCR Cambridge Nationals Creative iMedia J817	R081 Pre Production Methods R082 Digital Graphics
BTEC Tech Award in Travel & Tourism Pearson BTEC Level 1/Level 2 Tech Award in Travel	Component 2: Influences on Global Travel and Tourism.

and Tourism 603/3038/7	
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Year 12

Subject title	Subject Content
BTEC Extended Certificate Applied Law Pearson 601/9043/7	Unit 1: Dispute Solving in Civil Law (Mandatory) Unit 2: Investigating Aspects of Criminal Law and the Legal System (Mandatory)
Business Studies AQA 7131	What is business? Managers, Leaders, Decision Makers Decision making to improve marketing performance Decision making to improve operational performance Decision making to improve financial performance Decision making to improve human resource performance
BTEC Level 3 National Extended Certificate in Information Technology Pearson QAN: 601/7575/8	Plan for Y13: Information Technology Systems Data Modelling
Psychology AQA 7181	Paper 1 Psychopathology Approaches, psychopathology, research methods. Paper 2 Biopsychology Social Influence, memory, biopsychology and attachment.
Sociology AQA Code: 7191	Contemporary UK society <ul style="list-style-type: none"> • Education with Methods in Context • Research Methods Topics in Sociology <ul style="list-style-type: none"> • Families and Households

Year 13

Subject title	Subject Content
BTEC Extended Certificate Applied Law Pearson QAN: 601/9043/7	Unit 3: Applying the Law Unit 7: Aspects of Tort
Business Studies AQA 7132	What is business? Managers, Leaders, Decision Makers Decision making to improve marketing performance Decision making to improve operational performance Decision making to improve financial performance Decision making to improve human resource performance Analysing the strategic position of a business Choosing strategic direction Strategic methods: how to pursue strategies Managing strategic change
Psychology AQA 7182	Paper 1 Psychopathology Approaches, psychopathology, research methods. Paper 2 Biopsychology Social Influence, memory, biopsychology and attachment. Paper 3 Issues and options Issues and debates, gender, schizophrenia, and forensic.
Sociology AQA 7192	Contemporary UK society Education with Theory and Methods Education <ul style="list-style-type: none"> • Methods in Context • Theory and Methods Topics in Sociology

	<ul style="list-style-type: none"> • Families and Households • Beliefs in Society Crime and Deviance with Theory and Methods <ul style="list-style-type: none"> • Crime and Deviance • Theory and methods
Extended Project Qualification AQA 7993	Presentation Written report

Social & Enterprise Extra-curricular activities offered:

Daily homework club each lunchtime, xBox club on Thursday lunchtime for Y7 students.

Sport and Healthy Lifestyles Learning Community Curriculum

Physical Education

Year 7

Students will participate in a range of sports, learning new skills and developing them within a game situation. They will learn how to play the games effectively and understand how the games are controlled through development of their knowledge of the rules and regulations.

Subject title	Subject Content
Physical Education	Sports covered: Netball, Trampolining, Football, Rugby, Athletics, Rounders, Tennis and Cricket.

Year 8

Students will participate in a range of sports, developing skills learnt in previous year and developing them within a game situation whilst developing their ability to apply tactics effectively. They will learn how to play the games using a variety of skills and understand how the games are controlled through development of their knowledge of the rules and regulations.

Subject title	Subject Content
Physical Education	Sports covered: Netball, Trampolining, Football, Rugby, Badminton, Athletics, Rounders, Tennis and Cricket.

Years 9, 10 and 11

GCSE PE

Students taking GCSE PE will continue to participate in a number of sporting activities throughout the year, while starting to study the theoretical aspects of fitness, the body systems and health and performance.

Subject title	Subject Content
GCSE PE Exam board: Edexcel	Component 1: Applied anatomy and physiology, movement analysis, physical training and the use of data. Component 2: Health, fitness and well-being, sports psychology, socio-cultural influences and the use of data.

	<p>Component 3: Practical performance. Students will be assessed on 3 sports.</p> <p>Component 4: Personal Exercise Programme. Student will design their own training programme to develop a fitness component that they feel needs improving to help them perform better within their sport. Students will then analyse the results of the training programme.</p>
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Years 9, 10 and 11

BTEC Sport/NCFE Health and Fitness

Students taking BTEC Sport (last certification is 2020) will participate in physical fitness and a number of sports to develop their health and fitness and performance in two selected sports. Students will look at how performers can develop their physical fitness within the theory element of the course and will also get the opportunity to plan, lead and evaluate their skills when leading a sports session.

Students taking the new Health and Fitness qualification will learn about how exercise affects the body systems and analyse the impact that different lifestyles have on an individual. Students will be able to participate in a range of fitness tests to establish their own fitness level and create a training programme that they will commit to develop/ improve their skill and health-related fitness components.

Subject title	Subject Content
BTEC Level 2 First Award in Sport Edexcel	<p>Unit 1: Fitness components, training principles, training methods, fitness tests.</p> <p>Unit 2: Practical performance in two sports.</p> <p>Unit 3: Applying the Principles of Personal Training</p> <p>Unit 6: Leading sports activities.</p>
NCFE Level ½ Technical Award in Health and Fitness NCFE	<p>Unit 01: Introduction to body systems and principles of training in health and fitness</p> <p>Unit 02: Preparing and planning for health and fitness</p>

Year 12 and 13

BTEC Sport

Students will develop their knowledge and understanding of different careers in the sport industry and will explore anatomy and physiology, looking at how the body systems adapt to exercise. Students will develop their skills and apply them effectively into a game in their two chosen sports and will analyse own and others performances. Students will use their knowledge about fitness and health and well-being to create a training programme for a specific individual, providing reasons why they have incorporated certain aspects.

Subject title	Subject Content
BTEC National Extended Certificate in Sport Edexcel	<p>Unit 1: Anatomy and Physiology.</p> <p>Unit 2: Fitness Training and Programming for Health, Sport and Well-being.</p> <p>Unit 3: Professional Development in the Sports industry.</p> <p>Unit 7: Practical Sport Performance.</p>

Physical Education Extra-curricular activities offered:

Netball club for Years 7-11.

Football club for Years 7-11.

Basketball club for Years 7-11.

Indoor football for Years 7 and 8.

Rugby club for Years 7-11.

Trampolining club for Years 7-11.

Gymnastics club for Years 7-11.

Rounders club for Years 7-11.

Girls Football club for Years 7-11.

Other clubs are placed on if students request them e.g. tennis/badminton etc.

*Clubs are available at different time blocks within the school year and do not all run at the same time.

Child Development

Years 9, 10 and 11

Students will develop knowledge and understanding of child development and well-being in a variety of settings giving the student the ability to use this when working with children. The course is aimed at developing the knowledge of working with children 0-5 years of age.

Subject title	Subject Content
NCFE CACHE Level 2 Award in Child Development and Care NCFE	Unit1: An introduction to working with children aged 0-5 years. Unit 2: Development and well-being 0-5 years. Unit 3: Child care and development 0-5 years.

Year 12 and 13

Students will learn and demonstrate skills required to care for young children.

Subject title	Subject Content
BTEC Level 3 Extended Certificate in Children's Play, Learning and Development Edexcel	Unit 1: Child Development. Unit 2: Development of Children's Communication, Literacy and Numeracy Skills. Unit 3: Play and Learning. Unit 5: Keeping Children Safe.

Health and Social Care

Years 9, 10 and 11

Students will develop their knowledge and understanding to help improve an individual's health and well-being. The course involves interpreting data to assess an individual's health and create a plan to improve the health and well-being, whilst understanding the care values that are important in the sector and having the opportunity to apply them in practice.

Subject title	Subject Content
Health and Social Care BTEC Level 1/2 Tech Award Edexcel	Unit 1: Human Lifespan Development. Unit 2: Health and Social Care Services and Values. Unit 3: Health and Well-being.

Year 12 and 13

Students will be able to develop and use a range of skills and knowledge in areas relating to Health and Social Care within practice by gaining hands on experience in a work setting.

Subject title	Subject Content	
Health and Social Care Extended Certificate and Health and Social Care National Diploma Edexcel	<p>Extended Certificate:</p> <p>Unit 1: Human Lifespan and Development.</p> <p>Unit 2: Working in Health and Social Care.</p> <p>Unit 5: Meeting Individual Care Needs and Support.</p> <p>Unit 11: Psychological Perspectives.</p>	<p>Diploma:</p> <p>All from the Extended Certificate plus:</p> <p>Unit 4: Enquiries into Current Research in Health and Social Care.</p> <p>Unit 7: Principles of Safe Practice in Health and Social Care.</p> <p>Unit 8: Promoting Public Health.</p> <p>Unit 6: Working in Health and Social Care (100 hour work placement.)</p>

Health and Social Care Extra-curricular activities offered:

Work placements with local community and practical activity work with Catherine Care Activity Hub.

Whole School Curriculum

The curriculum consists of far more than a list of subjects or topics. We embrace and promote an education that is life-long and all-encompassing:

- The taught curriculum (main lessons);
- PSHE/RSE/SMSC covering the following strands from Year 7-11: Positive and Healthy friendships and families, Being safe online and offline, Intimate and sexual relationships, Physical and Mental Well-being (RN), Living in the wider world: economic well-being, British Values, careers and employment
- Cross-curricular literacy and numeracy;
- Additional literacy lessons in Years 7 and 8;
- Children’s University;
- Scholars’ Programme;
- Enrichment curriculum which may support the taught curriculum or PSHE/SMSC/RSE;
- Themed assembly weeks and outside speakers;
- Action for Happiness daily reflections;
- Everyone Reads in Class tutor sessions;
- Student Council, Perfects and Student Leadership Team;
- Library Ambassadors;
- Children’s Health and Monitoring Programme (CHAMPS peer mentors);
- Clubs and activities including: code club, orchestra, school choir, gardening club, science club;
- Emerge Young Artists programme (Arts);
- Preparation for education, employment and training destinations;
- School trips and experiences including the annual Year 7 and 8 residential, ski trip, zoo visit, France trip;
- Full careers’ programme from Years 7-13.

Suggestions and guidance for best practice are given by the Assistant Headteacher (Curriculum and Learning & Teaching). The Assistant Headteacher along with Directors of Year, have developed and mapped a comprehensive, progressive and engaging PSHE (including RSE) and SMSC programme of study that is delivered by tutors in tutor time and during assemblies by a range of staff, students and outside speakers. Close attention is also paid to the active promotion of British Values. Literacy and numeracy skills are also delivered weekly in tutor

time, for example through weekly Everyone Reads in Class time and timetabled visits to the library. Further delivery takes place as part of drop-down days and, with selected students as necessary, through additional time in the timetable.

In addition to our commitment to providing effective academic transition between Year groups and phases, the school works closely with local primary schools and colleges of further/higher education to provide for continuity and progression. This includes sharing academic curriculum plans for Year 6 and Year 7 and mapping transition both academically and pastorally via Assistant Headteacher (KS3 standards) as well as visits to our school from Year 4 and 5 students for specially themed days including Global day and Science day. Students are given the opportunity to have options, Connexions and college interviews and a work experience placement. They utilise the careers guidance available both onsite from the Careers Information and Guidance Manager and via the Entrust service.

Skills

Our curriculum is knowledge based, but also develops essential life-long skills in our students, including:

- Learning skills – these include, and are based around, our five core values, which are embedded in everything we do: teamwork, resilience, integrity, responsibility, excellence;
- Subject specific skills – linked to the ability to access, explore and succeed in subjects;
- Examination skills – techniques which help students succeed in exams including a focus on cognition and meta-cognition;
- Cross-curricular skills – how knowledge and understanding from other subjects is applied elsewhere (for example literacy, numeracy, PSHE, RSE, SMSC);
- Employability skills – team working, communication, leadership, timekeeping, organisation, debating, presentation, listening, speaking and taking on challenges;
- Recruitment skills – CVs, letters of application, interview skills;
- Life skills – staying safe, healthy living, making and maintaining healthy relationships, respecting and contributing to life in modern Britain, including politics and current affairs.

Monitoring of Effectiveness

Our curriculum is dynamic and so is reviewed annually, in light of the needs of our students. The effectiveness of the curriculum is evaluated annually through the subject review process and discussions with Leadership Team (LT) links, the Assistant Headteacher (Curriculum and Learning & Teaching), meetings of the Academic Committee and the Governing Body.

Assessment and Homework

“Leaders regularly assess pupils’ progress and use this information to identify priorities for staff training, which often is personalised. Some teachers have been supported to mark for external exam boards. This helps everyone to understand the expected standards within the new and more challenging GCSE examinations.” “Homework, which parents can track online, is appropriate and contributes to pupils’ learning.” (Ofsted, 2018)

Assessment is continuous through formative tasks and through end of topic and unit summative assessments as well as mock exams and end of year exams. These are standardised and moderated within subjects by staff and are quality assured. All subjects and communities are expected to follow the whole-school Assessment and Homework principles.

Each subject has planned and mapped out assessments for each group using the curriculum assessment plans. This is flexible so that teachers can adapt when assessments are completed to suit the needs to their students. Formal assessments feed into calendared progress checks and ensure that teachers know their students well and can provide the right level of challenge and support in order for them to be successful.

Following our Assessment without Levels consultation, we reviewed our assessment processes and systems in Years 7 and 8. We now use a banding system that communicates a common language with students and parents. The focus for students in Years 7 and 8 is on developing and mastering their knowledge whilst practising the key skills needed in order to be successful. At different points in the year, students in Years 7 and 9 complete knowledge tests, because we believe that true mastery of knowledge underpins and leads to successful and transferable learning, which is at the heart of our knowledge-rich curriculum. This, in conjunction with skills-based assessment means that our method of assessment is robust and effective.

As they move up the Year groups, the exam marking criteria is applied to allow a closer alignment with GCSE grades. Staff challenge students in order to promote high expectations and factor in a range of knowledge, mastery and skills as well as mark schemes, to assess current and predicted attainment. This contributes to the success we have made in terms of students' progress.

We believe that homework is crucial in enabling students to progress and all subjects are expected to set homework in line with our whole-school Homework Policy. We currently use an online system called *'Show My Homework'* where both parents and students are able to view homework set.

Curriculum Impact

"Skilled senior leaders have developed a rich curriculum where every pupil can succeed. There is a strong focus on the arts and sport, and pupils are encouraged to study subjects where they have most interest. As a result, pupils are fully engaged in their learning and behaviour is exemplary." (Ofsted, 2018)

We know we have a high performing, successful curriculum because:

- Results from the parent and student surveys show that our stakeholders believe our students make good progress because the teaching of subjects is at least good;
- Progress and attainment are consistently strong. Our progress 8 score was +0.002 on best entry in 2018;
- Attainment in English and Maths is closely in line with national average;
- Progress of all students by all KS2 attainments bands is positive;
- Sixth form study programmes, both academic and vocational, achieved a positive value added score;
- We offer a broad range of subjects including: arts, sciences, technologies and language;

- A wide range of enrichment and extra-curricular activities are offered and taken up by students at all levels;
- *“The curriculum is rich and ensures that there is wide and varied provision in the arts and in sport supported through a wide range of extra-curricular activities” (Ofsted, 2018);*
- *“Leaders’ curriculum planning ensures that pupils are fully understanding and aware of topical issues. Work around e-safety and the dangers of social media are particularly strong.” (Ofsted, 2018);*
- We have developed a curriculum *“where every pupil can succeed.” (Ofsted, 2018);*
- Destinations data exceeds national averages both in Year 11 and 6th form.
- We have lower than national rates of NEETs.

Further Information

How parents or other members of the public can find out more about the curriculum:

- Parents’ Evenings, intake and transition days, Options’ Evenings;
- Parents can make additional appointments with subject staff, subject leads, Directors of Year and members of the Leadership Team;
- Our curriculum is published on our school’s website.