



## Sydenham School Curriculum Subject Coverage Overview

For more detailed information about the curriculum please see the Key Stage 4 Preferences booklet and the SFH6 courses booklet.

Subject	Overview	Key Stage Three Outline	Key Stage Four Outline	Key Stage 5 Outline
<b>MATHS</b>	From day to day finances, to predicting the behaviour of large groups of people, from designing bridges to the language of computers, from understanding the evidence for the efficacy of a new medicine to working out how environmentally friendly your next car will be, mathematics underpins every aspect of modern life. A beautiful and interesting subject worthy of study for its own sake, mathematics is also a practical tool for a better understanding of our world. In an ever-changing world, a sound understanding of mathematical principles backed up with excellent qualifications is essential for continuing education and employment.	At Sydenham School, we aim to enthuse young people to enjoy maths, to prepare them thoroughly for public examinations and to equip them with mathematical skills for the 21st century. Students study Number, Algebra, Ratio and Proportion, Geometry and Measures, Probability and Statistics.	Throughout Key Stage 3 and 4, in a five-year preparation for their GCSE, students study Number, Algebra, Ratio and Proportion, Geometry and Measures, Probability and Statistics.	At Key Stage 5, Sydenham is fortunate to be able to offer both A Level Mathematics as well as A Level <b>Further</b> Mathematics courses. These build on the foundations laid down in GCSE with increasingly abstract 'Pure' mathematics but also explore how mathematical models can be used in Statistics and Mechanics to solve genuine real world problems that arise in diverse fields such as Engineering, Psychology, Medicine.
<b>ENGLISH</b>	Studying English allows students to imagine and discover experience worlds without boundaries and to experience life from different perspectives. At Sydenham, the English curriculum aims to inspire a love of literature as well as equipping students with the means to express themselves clearly and coherently, so that they are well prepared for further study and employment.	At KS3, we follow a broad curriculum, which builds on the skills students have developed at primary school. Students write in a range of forms and for different purposes and audiences, and read a wide range of texts including Shakespeare, poetry through time, modern drama, and contemporary novels.	At KS4 students prepare for their GCSE English Language and English Literature exams, studying Macbeth, A Christmas Carol, An Inspector Calls, and a selection of Love and Relationships poetry from the 19th, 20th and 21st centuries. Students also master how to read an unseen text analytically and how to write for a range of purposes and contexts, with a focus on coherence and technical accuracy.	At A-level AQA Specification B offers a new challenge to students with a focus on critical reading and genre. Texts studied include Othello, Death of a Salesman, and the poetry of John Keats, seen through the lens of tragedy, and Hamlet, When Will There Be Good News, and the poetry of Oscar Wilde, George Crabbe, and Robert Browning, examined as examples of the crime genre.
<b>SCIENCE</b>	Science involves the study of nature and requires experimentation, creativity and imagination in order to understand the universe at its deepest level.	All students will study Chemistry, Physics and Biology modules that	During Year 9, all students will be learning the Triple	At Key Stage 5, we offer Biology, Chemistry and Physics A Levels.



# Sydenham School Curriculum Subject Coverage Overview

For more detailed information about the curriculum please see the Key Stage 4 Preferences booklet and the SFH6 courses booklet.

	<p>There are three main branches of Science. Physics deals with the mechanics of how the universe works - what keeps planes 'up', us 'down' and the Earth spinning! Chemistry is the study of what things are made of and how they react. Everything from the explosions during Fireworks Night, to the materials we use every day. Biology involves studying living things and how they relate to each other in nature. You will also learn of how humans are impacting nature and the environment based on our activities.</p>	<p>are interleaved through the year.</p> <p>The units studied in Year 7 are:  Cells - the building blocks of life  Eating, drinking and breathing  Elements, compounds and reactions  Energy transfers and Sound  Magnetism and electricity  Mixing, dissolving and separating  Forces and Effects 1</p> <p>The units studied in Year 8 are:  Explaining Physical Changes  Explaining Chemical Changes  Explaining Forces 2  Getting the Energy your Body Needs  Looking at Plants and Ecosystems  Waves and Energy</p>	<p>Science content for the following topics:</p> <p><b>In Biology:</b>  Cells and Transport  Control of Cell Growth  Genetics</p> <p><b>In Chemistry:</b>  States of Matter and Atomic Structure  The Periodic Table  Ionic and Covalent Bonding and Types of Substance  Acids and Alkalis</p> <p><b>In Physics:</b>  Motion and Forces  Conservation of Energy  Waves and the EM spectrum</p> <p>In Year 10 and Year 11, students will either continue to study Combined Science (worth two GCSEs), or may be selected to study Triple Science - Chemistry, Physics and Biology.</p> <p>Students who demonstrate that they have the aptitude and interest to achieve well in Triple Science will be selected to study this course. They will cover significantly more content in the same</p>	<p>In Biology students study the following topics:  <b>Year 12</b>  Development of Practical Skills  Foundations in Biology  Exchange and Transport  Biodiversity, Evolution and Disease  <b>Year 13</b>  Communications, Homeostasis and Energy Genetics, Evolution and Ecosystems</p> <p>In Chemistry students study the following topics:  <b>Year 12</b>  Development of Practical Skills  Foundations in Chemistry  Periodic Table &amp; Energy  Core Organic Chemistry  <b>Year 13</b>  Physical Chemistry and Transition Element  Organic Chemistry and Analysis</p> <p>In Physics students study the following topics:  <b>Year 12</b>  Development of Practical Skills  Foundations of Physics  Forces and Motion  Electrons, Waves and Photons  <b>Year 13</b>  Newtonian World and Astrophysics</p>
--	--	---	--	--



# Sydenham School Curriculum Subject Coverage Overview

For more detailed information about the curriculum please see the Key Stage 4 Preferences booklet and the SFH6 courses booklet.

			<p>timeframe given to Combined Science students, and will achieve three separate 9-1 grades of each of the three Sciences.</p> <p>All students have the potential to achieve highly and access Key Stage 5 Science courses, and taking Combined Science at a Higher Tier does not limit your options at Key Stage 5.</p>	Particles and Medical Physics
<b>GEOGRAPHY</b>	<p>Geography encompasses the study of people and the physical world and the way in which human’s impact upon it. Geography is a very dynamic and relevant subject, covering many of the world’s current issues. At Sydenham School students study challenging and up to date topics that help them make sense of the world around them. They study a broad range of human and physical topics, incorporating many case studies, from global to local scale.</p> <p>Students develop and demonstrate a variety of geographical skills at each key stage. This involves using a range of resources such as Ordnance Survey maps, photographs, climate graphs and statistical information. They undertake fieldwork enquires to collect, present, describe, analyse, and evaluate primary data. Assessments are focused on knowledge and understanding, analysis, evaluation and geographical skills to prepare students for GCSE’s and A-levels.</p>	<p>In Year 7 students study Antarctica and Oceania (physical focus), Europe (Human focus), North America (Physical focus), Asia (Human focus), Africa (Human and physical interaction) And South America (Geographical Issues). In Year 8 students study Rocks, Weathering and Erosion, Rivers and Coasts, Impossible Places, Population and Environmental Issues.</p>	<p>Students study The Challenge of Natural Hazards, The Living World, Physical Landscapes in the UK, Urban Issues and Challenges, The Changing Economic World, The Challenge of Resource Management, Geographical Applications and Skills.</p>	<p>Students study topics Coastal landscapes, Changing space; making places, Geographical debates, Earth’s life support systems, Trade, Human Rights and Geographical skills.</p>



## Sydenham School Curriculum Subject Coverage Overview

For more detailed information about the curriculum please see the Key Stage 4 Preferences booklet and the SFH6 courses booklet.

<p><b>HISTORY</b></p>	<p>History Subject Statement: History is stimulating, engaging and intellectually provoking. Our History curriculum at Sydenham, strives to challenge our students on social, moral, spiritual and cultural issues through our diverse and inclusive teaching strategies and thought provoking schemes of work. Students use a variety of skills to investigate a range of topics, such as analysing different source materials, using empathy to understand different societies and forming and creating their own opinions and arguments. Students develop literacy, knowledge and comprehension skills by producing various written pieces throughout the key stages.</p>	<p>At KS3, in Yr 7, students study the Sinking of the Titanic, The Battle of Hastings, Medieval Life and Religion, King John and the Magna Carta, the Reign of Elizabeth I and The English Civil War. At KS3, in Yr8, students study The British Empire, The Trans-Atlantic Slave Trade, The Industrial Revolution, World War One and the Suffragettes.</p>	<p>At KS4, students study Medicine in Britain, c.1250-1500, Early Elizabethan England, 1558-1588, Weimar and Nazi Germany, 1918-1939 and Superpower Relations, 1941-1991.</p>	<p>At KS5, students study topics such as Democracies in Change, America; Boom and Bust, Witchcraft in Early Modern Europe and a controversial issue from History for their Coursework Unit.</p>
<p><b>RELIGIOUS EDUCATION</b></p>	<p>Religious Education encourages students to develop as individuals. It gives students the opportunity to work out what they believe in and question why they do. It allows them to discuss their views on a range of ethical issues, from euthanasia to the death penalty. Importantly, it encourages students to empathise with those who hold opposing to different views to their own. The academic benefits of students following Religious Studies courses have been well documented. A Level Religious Studies is recognised as a 'Facilitating Subject' by Russell Group universities, as it develops critical thinking skills amongst students. Through the study of religion, students are encouraged to think critically and it provides them with the skills to develop, analyse</p>	<p>In Year 7, students study: Philosophy; including the design argument of William Paley, and; religious and secular responses to the problem of evil: Sikhism; including, Guru Nanak, the Gurdwara, Guru Granth Sahib, Sewa, and, the Khalsa: The Golden Rule in the world religions and how to put it into practice.  In Year 8, students study: Feasts and Festivals; including Diwali, Eid Ul Fitr, Rosh Hashanah, Pesach, and Christmas: Buddhism; including Siddhartha Gautama; The</p>	<p>At Key Stage 4 students study Religion, Philosophy and Ethics (RPE). Students study the following topics:  Christianity: Beliefs and teachings Islam: Beliefs and teachings Religion, Philosophy &amp; Ethics -Relationships, Life &amp; Death  At KS4, students study Christianity: beliefs and Practices; Islam: Beliefs and practices and Religion, Philosophy and Ethics;</p>	<p>At KS5, students study Christianity, Philosophy and Ethics and this includes; arguments for and against the existence of God, Issues of Religious experience and miracles; Religious language; free will and determinism; natural law; situation ethics; virtue theory; Jesus birth and resurrection; Religious concepts such as the nature of God, the trinity and atonement; Religion and Science; Liberation theology and the Charismatic movement.</p>



## Sydenham School Curriculum Subject Coverage Overview

For more detailed information about the curriculum please see the Key Stage 4 Preferences booklet and the SFH6 courses booklet.

	<p>and evaluate logical arguments and present these in a variety of formats.</p> <p>Wherever you work or live, religion plays a part in people's lives, by giving students the opportunity to study the subject, we empower them to make up their own minds about whether religion is important or not.</p>	<p>four noble truths; the eightfold path; meditation practices; and enlightenment: The miracles of Jesus; including, the feeding of the five thousand, the healing of the paralysed man, the stilling of the storm, the resurrection and David Hume's criticisms of Miracles.</p>	<p>including issues of relationships, life and death, good and evil and human rights.</p>	
<b>LANGUAGES</b>	<p>The Language Department at Sydenham School believes that language learning is a life long skill. We are not just aiming to develop students into proficient linguists, but also into individuals who can look beyond the garden gate and demonstrate a cultural knowledge and understanding of the countries where the language they learn is spoken. We teach creatively and interactively and provide the students with opportunities to experience the language they study.</p>	<p>In KS3 all students in Sydenham School study either French, German or Spanish and Latin. The learning follows a Grammar based scheme of work on a range of topics. Over the two years, students will be introduced to the basics necessary for studying a language at GCSE level.</p>	<p>In KS4 most students in Sydenham School study at least one language. They continue to study from a Grammar based scheme of work on a variety of topics.</p>	<p>In KS5, following on from GCSE, students are taught an advanced level of grammar and study the following topic areas for A-Level:</p> <ul style="list-style-type: none"> <li>• Aspects of society</li> <li>• Artistic culture</li> <li>• Multiculturalism</li> <li>• Aspects of political life</li> <li>• Literary texts and films</li> <li>• Individual research project</li> </ul>
<b>DRAMA</b>	<p>Drama is a key part of the creative and dynamic curriculum here at Sydenham and allows students to make, develop and create theatre work in a safe and supportive environment. The drama curriculum looks at key historical theatre movements as well as a range of key play texts and genres, focusing on academic literacy as well as performance skills and attributes.</p> <p>Students over the course of study are able to apply their knowledge and understanding when creating and responding to drama as well as develop a range</p>	<p>We explore topics such as Greek Theatre as well as Shakespeare and Commedia Del-Arte. Students work in groups as well as individually on tasks and get to learn about the Semiotics of theatre and how meaning is created. Students will be expected to complete homework from year 7 and undertake a range of tasks like script analysis, learning key terminology and conducting</p>	<p>We introduce the key genres of theatre in more depth, and students explore a range of texts and dramatic structures in-line with more complex theatrical techniques. Coupled with the practical work students look at the key components of the written exam and begin interleaving key questions throughout the</p>	<p>The Key Stage 5 curriculum prepares students for the professional study of theatre and a career in performance and design work in the ever -popular industry of the creative arts. The 3 components allow for a more dynamic and flexible approach to learning and explore a wider range of mature and professional works. The focus of A level is a study of the historical, social and cultural</p>



## Sydenham School Curriculum Subject Coverage Overview

For more detailed information about the curriculum please see the Key Stage 4 Preferences booklet and the SFH6 courses booklet.

	<p>of theatrical skills and apply them to productions whether as a performer or designer. At Sydenham we foster a culture of working collaboratively to generate performance work and students develop communication skills so they can present ideas for performances both inside and outside the classroom. As a discrete subject, drama encourages students to be independent and reflective learners who are able to make informed choices and we constantly analyse and reflect upon the work we create.</p> <p>Many of our students take part in extra-curricular drama activities within school as well as become members of drama groups within the community. Many students take part in the whole school production, which takes place every two years and is a school wide performance that works across all the areas of performing arts including aspects of design and technology, art and textiles.</p> <p>We have strong links with a range of theatre institutions and organisations to give students access to world-class theatre practices and methodologies both within the classroom and on theatre trips and visits.</p>	<p>research into playwrights and styles of work. Home learning will also include line learning and play text analysis similar to GCSE style questions to build key vocabulary.</p> <p>There are after school drama clubs at KS3</p>	<p>year completing Mock exams in all three components.</p> <p>The core aspects of the course for GCSE are Component 1- Devising plays. Component 2 Text in Performance. Component 3 Theatre Makers in Practice. Each student is able to take a personalised path through the course choosing elements of study that suit their strengths to maximise exam success as either a performer or designer. Students will complete home learning every week looking at and practising work related to all three components.</p>	<p>contexts of a piece of theatre as well as several more detailed textual analysis of performance works and characterisation. Students also look at a range of influential theatre practitioners and use their methodologies to inform and create work.</p> <p>A timetable of activities and deadlines is set for students to work towards, building in a schedule of performance opportunities as well as academic study and rehearsal schedules.</p>
<p><b>MUSIC</b></p>	<p>“One good thing about music, when it hits you, you feel no pain” – <b>Bob Marley – Trenchtown Rock</b></p> <p>Music is one of the most important creative and expressive arts and provides the opportunity to develop skills and confidence in a number of individual and group settings. All students at Sydenham are encouraged to participate in music both inside and outside of the classroom and we</p>	<p>Topics are based on practical work and theoretical knowledge and understanding. Current topics at KS3 are a Bridging Unit, Musical Theory, Music and Media, Indian Music, Theme and Variations, The Blues, Pop Music Performance and Songwriting.</p>	<p>KS4 Students have the opportunity to study GCSE Music (AQA Exam Board) and have between 100 and 150 minutes of lessons each week. The course covers Performing (30%), Composing (30%) and Listening/Appraising (40%).</p>	<p>KS5 Students have the opportunity to study A-Level Music (AQA Exam Board) and have 300 minutes of lessons each week. The course covers Performing (35%), Composing (25%) and Listening/Appraising (40%). Performing requires students to prepare a minimum of 10 minutes</p>



## Sydenham School Curriculum Subject Coverage Overview

For more detailed information about the curriculum please see the Key Stage 4 Preferences booklet and the SFH6 courses booklet.

	<p>have a strong tradition of high-quality and diverse concerts both within school and the local and wider communities. Our curriculum is well established and develops students as performers, composers and appraisers with the overall aim being to establish a life-long appreciation of a wide range of music from different genres and cultures. The extra-curricular programme involves large ensembles such as Swing Band and Orchestra as well as smaller rock bands and a number of different choirs. Past students from Sydenham have gone on to study music at The Brit School and Goldsmiths University.</p>		<p>Performing requires students to record both a solo and ensemble performance on any instrument. Composing requires students to create two compositions (one 'free and one to a brief) in a style of their choice. Students develop their understanding and knowledge so that they are able to answer questions on unfamiliar listening examples during their final exam. They also study part of Haydn's <i>Clock Symphony</i> and three specific Beatles songs from the album <i>Sgt Pepper's Lonely Hearts Club Band</i>.</p>	<p>of repertoire on any instrument. Composing requires students to create two compositions (one 'free and one to a brief) in a style of their choice. Students develop their understanding and knowledge so that they are able to answer questions on unfamiliar listening examples during their final exam. They also study repertoire within Western Classical Music and Popular Music to be able to answer a range of questions including essays.</p>
<p><b>DANCE</b></p>	<p>Dance inspires, challenges and motivates every student, no matter what their level of ability. Dance is a powerful and inspiring subject that encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. All students at Sydenham are encouraged to participate both inside and outside of the lesson and we have a strong tradition of high quality and diverse performance both within school and the local and wider communities. Our curriculum at KS3, 4 and 5 is well established and develops students as performers, choreographers and appraisers with the overall aim being to establish a life-long appreciation of a wide range of dance from</p>	<p>In KS3 students will start to develop a secure grounding in Dance composition, performance and critical appreciation. The curriculum covers a wide range of dance styles including Contemporary, Creative dance, Ballet, Indian Dance, Musical Theatre and Jazz. Students will have the opportunity to work independently as well as in groups and will develop knowledge of how to create effective choreography and build confidence in performance skills as</p>	<p>BTEC and GCSE Dance presents students with opportunities to further develop an understanding of dance and increase their knowledge of a range of techniques and composition devices through performing, choreographing and appreciating dance. The BTEC and GCSE Dance courses are enjoyable and stimulating for candidates from diverse backgrounds. Students develop life-skills</p>	<p>At KS5, the curriculum offers both A Level Dance and BTEC Level Three Performing Arts – Dance. These courses enable all students with previous prior Dance experience to continue with their Dance Studies furthering their ability to perform, choreograph and engage critically with the work of professional In KS3 students will start to develop a secure grounding in Dance composition, performance and critical appreciation. The curriculum covers a wide range of dance styles</p>



## Sydenham School Curriculum Subject Coverage Overview

For more detailed information about the curriculum please see the Key Stage 4 Preferences booklet and the SFH6 courses booklet.

	<p>different genres and cultures. The curriculum enrichment provision includes 'SDance' –Sydenham Dance Company, Style based clubs, support, rehearsals and theatre visits. Past students from Sydenham have gone on to study dance at London Contemporary Dance School, Rambert Dance School and Laban as well as at various Universities.</p>	<p>they share their work with their class and make verbal contributions about the work they have seen. Students will then be proactive with the feedback received and work to produce their best possible dances.</p>	<p>including decision making, critical and creative thinking, aesthetic sensitivity and the ability to co-operate with others.</p> <p>Dance also offers transferable skills such as teamwork, co-operation, working to deadlines and building self-confidence.</p>	<p>including Contemporary, Creative dance, Ballet, Indian Dance, Musical Theatre and Jazz. Students will have the opportunity to work independently as well as in groups and will develop knowledge of how to create effective choreography and build confidence in performance skills as they share their work with their class and make verbal contributions about the work they have seen. Students will then be proactive with the feedback received and work to produce their best possible dances. Dance also offers transferable skills such as teamwork, co-operation, working to deadlines and building self-confidence practitioners as well as themselves and their peers. After completing their courses students regularly go on to continue with their Dance studies at Degree / Diploma level. Notably students have gone on to prestigious centres such as London Contemporary Dance School, Rambert Dance School and Laban as well as various Universities.</p>
<p><b>Physical Education</b></p>	<p>Physical Education is a key component to a student's well-being both mentally and physically. In PE, we aim to inspire all students to succeed and excel in competitive sport and physically demanding</p>	<p>We teach the main sports that lead well into choosing GCSE PE as an option. These sports cover both team and individual games, allow</p>	<p>KS4 Students have 100 minutes of core PE a week. In Year 9 and 10, we introduce new sports that students</p>	<p>Not Applicable</p>



## Sydenham School Curriculum Subject Coverage Overview

For more detailed information about the curriculum please see the Key Stage 4 Preferences booklet and the SFH6 courses booklet.

	<p>activities. We provide opportunities for students to become physically confident this will allow them to recognise the importance of an active and healthy lifestyle continuing into their future. The PE department delivers a challenging yet enjoyable curriculum across a wide range of sports and activities. There are also numerous sporting opportunities available before and after school to further develop those students who show a real passion for PE and sport.</p>	<p>students to start making decisions about their performance and take on different roles such as leader, official, and coach. Students also complete homework in relation to warming up, muscles and bones in the body and leadership.</p>	<p>have not covered in Year 7 and 8, which continue to develop their skills, knowledge and leadership skills. In Year 11, we do a year round competition with winning teams each half term receiving prizes and certificates to encourage participation, have fun and work out.</p> <p>In year 9 students can choose to study GCSE PE. This course covers two components: Fitness and body systems and Health and Performance. Students are assessed on these components and on 3 sports and 1 piece of coursework.</p>	
<b>MEDIA</b>	<p>Media Studies is an increasingly relevant subject in relation to current technological and cultural developments in our society. It helps students to understand how to analyse meaning in a broad range of media texts (including television, advertising, online, film-marketing, newspaper, magazine and video game texts) in relation to key media concepts. Media Studies also allows students to develop their own creative skills through applying their knowledge of the subject to production work (using Adobe Photoshop at GCSE and A level, as well as Adobe Premiere Pro at A level).</p>	<p>Not Applicable</p>	<p>At KS4 Media Studies GCSE focuses on developing students' knowledge and understanding of the media theoretical framework, which involves learning about the key concepts of Media Language, Representation, Media Industries, Media Audiences and Media Contexts, as well as applying this knowledge to production</p>	<p>At Key Stage 5 students study the EDUQAS A Level syllabus. Students develop a deeper understanding of media theories and study a range of texts from TV, Advertising, Film and New Media. Students also develop their practical skills by planning and producing their own media text.</p>



## Sydenham School Curriculum Subject Coverage Overview

For more detailed information about the curriculum please see the Key Stage 4 Preferences booklet and the SFH6 courses booklet.

			coursework. The subject involves the analysis of a wide range of media texts relating to television, advertising, websites, newspapers, magazines, video games and film marketing	
<b>PERSONAL AND SOCIAL EDUCATION</b>	Specialist teachers deliver PSE as a discreet subject. This enables us to meet our targets in this area. It is the aim of the PSE and Citizenship department at Sydenham School to provide all key stage 3 and 4 students with a broad, balanced and relevant Personal, Social and Health education. Through the study of PSE we encourage students to develop interpersonal skills, gain a greater knowledge and understanding. It further encourage all students to reach their potential.	At KS3 students study Rights and Responsibilities, Sex and Relationships Education ,Economic Wellbeing, Careers, Drugs Education and Health  At KS 4 students study Rights and Responsibilities, Sex and Relationships Education ,Economic Wellbeing, Careers, Drugs Education and Health	At KS4, students can choose Citizenship as an option and undertake the OCR GCSE exam. The study of Citizenship is about enabling students to make their own decisions; to take responsibility for their own lives and their communities. This subject encourages active citizenship and empowers students to consider local, national and international issues.  Unit 1 – Citizenship in perspective Unit 2 – Citizenship in action Unit 3 – Our society and our links with the wider world, rights, responsibilities and the law	At Key Stage 5 all students have one taught tutor period each week in addition to registration time. The curriculum includes coverage of careers and progression, study and revision skills, healthy living, sex and relationships education, democracy and British Values, current affairs and Academic Literacy.
<b>CHILD DEVELOPMENT</b>	The miracle of life what could be more fascinating? Studying Child Development will give students the desire to question how we got here, how we are	Not Applicable	This course has 3 units. A single written exam covering topics such as	Not Applicable



## Sydenham School Curriculum Subject Coverage Overview

For more detailed information about the curriculum please see the Key Stage 4 Preferences booklet and the SFH6 courses booklet.

	<p>born and how we develop from a tiny ball of cells into a fully-grown and functioning adult human being. The subject integrates scientific knowledge, psychology and health education in a context of human growth and development.</p>		<p>reproduction, parenthood, antenatal care, development, childhood illnesses and safety.</p> <p>Two pieces of coursework where students can apply theory into practice. One on based on knowledge and understanding of nursery equipment and one based on studying a child and their development.</p>	
<b>PSYCHOLOGY</b>	<p>The study of psychology is a fascinating journey through the how's and why's of human behaviour and the true study of human minds, behaviours, experiences and relationships. Students will have a real-world experience by learning how psychological knowledge is applied to real-world personal and social issues</p>	Not Applicable	<p>Our engaging course will cover interesting topics such as:</p> <p>Development - How did you develop?          Memory – How does your memory work?          Psychological problems How would psychological problems affect you?          The brain and neuropsychology – How does your brain affect you?          Social influence – How do others affect you?          Criminal psychology – Why do people become criminals?          The self – what makes you who you are?</p>	<p>At Key Stage 5 we follow the AQA A Level curriculum.</p> <p>In the first year we study units on Social Influence, Memory and Attachment, Psychopathology, Research methods, approaches and Bio Psychology.</p> <p>Year two units covers issues and debates. At Sydenham we teach relationships, stress and forensic Psychology some statistical testing tuition.</p> <p>Both years have terminal exams.</p>



## Sydenham School Curriculum Subject Coverage Overview

For more detailed information about the curriculum please see the Key Stage 4 Preferences booklet and the SFH6 courses booklet.

			<p>Research Methods – How do you carry our psychological research?</p> <p>The qualification is made up of two written examinations where students have the opportunity to link their learning to multiple-choice, short open and open-response questions and extended open-response questions.</p>	
<b>SOCIOLOGY</b>	<p>Studying sociology allows students to explore their place in society, by studying the interactions, structures and systems that influence and shape lives. The sociology curriculum at Sydenham School strives to embed in all students of the subject an inquisitive interest in the world around them, immediate and beyond; to explore changes and trends over time as well as make predictions about what the future may hold for people and society. The course content and related work develops a range of skills that enables students to express themselves effectively both verbally and through their written work.</p>	Not Applicable	<p>We follow the AQA GCSE curriculum (9-1) which covers families, education, social stratification and crime and deviance as well as a range of primary and secondary research methods.</p>	<p>We follow the AQA A Level curriculum which includes compulsory units in Education and crime and deviance. We also learn about families and media as well as research methods in context of education and crime and deviance and a range of theories exploring society such as functionalism, Marxism, feminism, interactionism and postmodernism. Students are encouraged to engage in wider reading, particularly of current affairs to support their understanding of sociological theories and concepts and apply this to contemporary society</p>
<b>BUSINESS</b>	<p>Studying Business will allow students to understand how the commercial world around them works. It will stimulate creative and entrepreneurial thinking, while developing critical skills of analysis and</p>	Not Applicable	<p>At Key Stage 4, we offer the Edexcel Business GCSE course.</p> <p>This course has 2 units:</p>	<p>At Key Stage 5, we offer the OCR Cambridge Technical Level 3 Extended Certificate in Business. The course is equivalent to one A</p>



## Sydenham School Curriculum Subject Coverage Overview

For more detailed information about the curriculum please see the Key Stage 4 Preferences booklet and the SFH6 courses booklet.

	<p>evaluation. Students will explore topical issues from the economy, to globalization and business ethics. The subject allows students to gain insight into the working world, how corporate businesses function and what qualities are required to succeed in an increasingly competitive environment.</p>		<p><i>Theme 1: Investigating Small Business</i> - comprised of enterprise, spotting a business opportunity, putting an idea into practice, how to make a business effective and external influences on business  <i>Theme 2 : Building the Business</i> - comprised of growing a business, marketing, operations, finance and human resources</p>	<p>Level. Students study five units over 2 years to achieve this qualification  <i>2 examined units</i> - Unit 1 The Business Environment (double weighted) and Unit 2 Working in Business  <i>3 coursework units</i> - Unit 4 Customers and Communication, Unit 5 Marketing and Market Research and Unit 17 Responsible Business Practices</p>
<p><b>HEALTH AND SOCIAL CARE</b></p>	<p>The combination of human development and health, through each life stage; community inclusion through support and intervention, in an expanding and ageing population.</p> <p>Studying Health and Social Care will equip students with the knowledge to question lifestyle factors like diet, work/life balance, relationships, employment, and housing and relate this to how each affects our health and wellbeing, throughout each stage in our lives. The subject integrates sociology, psychology and health education in the context of human growth and development.</p>	<p>Not Applicable</p>	<p><b>This course has 4 units:-</b>  A single written exam for one unit, covering topics including care values, individual rights, legislation, safety and security.  Three units of coursework where students will apply theory into practice. One unit focuses on communicating and working with people in health and social care / early years settings; one unit on understanding the development and protection of young children in an early years setting; one unit that uses basic first aid procedures, to assess scenes</p>	<p>This course is offered at Level 3, over 2 years. Students complete either a Diploma (2 A Levels), or the Extended Diploma (3 A Levels). The Diploma has a total of 8 units: 4 are examined; 4 are coursework assessed. The Extended Diploma has a total of 13 units: 4 are examined; 9 are coursework assessed.  There is also a Level 2 award which is offered, alongside resits for compulsory subjects - this comprises 8 units in one year and is all coursework-based.</p>



## Sydenham School Curriculum Subject Coverage Overview

For more detailed information about the curriculum please see the Key Stage 4 Preferences booklet and the SFH6 courses booklet.

			of accidents and identify risks or potential dangers.	
<b>ICT</b>	<p>Studying Computer Science equips students in this Digital Age to use computational thinking and creativity to understand and change the world. The subject has deep links with Mathematics, Science, and Design and Technology, and provides insights into both natural and artificial systems.</p> <p>At Sydenham the Computer Science curriculum aims to ensure that students become digitally literate and to enthuse them about the principles of information and computation, how digital systems work, and how to use information technology to create programs, systems and a range of content.</p>	<p>At KS3, students are introduced to Computer Science through practical involvement in a range of activities. Topics covered: Using computers safely, effectively and responsibly; Intro to coding through Kodu; Spreadsheet Modelling; App Development in AppShed; Control Systems with Flowol; Coding with Python; Computer crime and cyber security; Creating web pages with HTML and CSS; Understanding Computers; Networks; and Graphics.</p>	<p>At KS4, students further develop their knowledge and understanding of Computer Science through studying the importance of computation in the world and how it will evolve in the future. Topics covered are:</p> <ul style="list-style-type: none"> <li>Principles of Computer Science</li> <li>Application of Computational Thinking</li> <li>Programming.</li> </ul>	<p>At KS5, students pursue a vocational qualification that will help prepare them for a huge range of careers in Information Technology. Topics covered: Information Technology Systems; Creating systems to manage information; Using social media in business; and Website development</p>
<b>FOOD TECHNOLOGY</b>	<p>Our school recognises the importance of a healthy diet and the significant connection between a healthy diet and a student's ability to learn effectively. We are dedicated to providing an environment that promotes healthy eating and enable all students to make informed food choices. This is being achieved by the whole school approach to healthy food provision and a comprehensive Food and Nutrition education curriculum.</p>	<p>As part of their work with food, pupils are taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. In years 7 and 8 we: *Study the principles of nutrition and health. *Cook a repertoire of predominantly savoury dishes so that they are able to feed</p>	<p>The GCSE Food Preparation and Nutrition course enables students to make connections between theory and practice so that they are able to apply their understanding of food science and nutrition to practical cooking. The course includes:</p> <ol style="list-style-type: none"> <li>Food commodities – studied in food groups to represent into all areas of the Eatwell Guide</li> </ol>	Not Applicable



## Sydenham School Curriculum Subject Coverage Overview

For more detailed information about the curriculum please see the Key Stage 4 Preferences booklet and the SFH6 courses booklet.

		<p>themselves and others a healthy and varied diet. *Develop competence in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] *Explore the source, seasonality and characteristics of a broad range of ingredients.</p>	<ol style="list-style-type: none"> <li>2. Principles of nutrition – Macronutrients and micronutrients</li> <li>3. Diet and good health – specific dietary needs at all stages of the life cycle</li> <li>4. The science of food – he working characteristics and the chemical properties</li> <li>5. Provenance- where food comes from</li> <li>6. Cooking and food preparation- to include a wide range of technical skills</li> </ol>	
<b>TEXTILES</b>	<p>Design and Technology Textiles allows students to learn and explore practical making techniques in a safe and supportive Textiles workroom. Students learn a range of design strategies and realise these designs into high quality, creative and functional products. They consider the needs of others and the effect products can have on society and the environment, this knowledge will help them develop into responsible designers and consumers.</p>	<p>KS3 DT Textiles: Through practical design-and-make projects, students develop their skills to realise their design ideas. Students study DT Textiles for one term each year. In Year 7, we learn how to design and make a high quality re-usable shopping bag made from sustainable materials and inspired by the early 20th Century Design Movement Art Deco. Students learn key skills in using the sewing machine safely, independently and accurately, hand embroidery, pattern design and sublimation printing. We consider the impact of our product on the environment. We encourage resilience and perseverance in a</p>	<p>GCSE DT Textiles: Standing of the foundations of the KS3 projects, students study more complex theory and practical techniques in the Textiles workroom with more detail and breadth of scope. Year 9 students explore a variety of different fabrics and make a patchwork toiletries bag or kit bag incorporating Textiles process such as Digital machine embroidery, block printing and reverse applique. They move on to creatively manipulate a large black T-shirt into a Little Black Dress and design and make a complementary removable</p>	Not Applicable



## Sydenham School Curriculum Subject Coverage Overview

For more detailed information about the curriculum please see the Key Stage 4 Preferences booklet and the SFH6 courses booklet.

		<p>safe and supportive environment. In Year 8, we learn how to design and make a tie-dye skirt with a bias-bound casing for elastic and optional applique detail. Students build on skills from year 7 and develop greater accuracy and finish in their work. Students research a chosen theme and use this to inspire the pattern/motifs which will be applied to their skirt. We explore the impact of dying on the environment and look into fashion history.</p>	<p>belt or collar using a variety of different wet and dry processes and fastenings. Year 10 students learn technical pattern cutting and dressmaking techniques used in industry and create a totally wearable summer dress from an 'own choice' fabric. Students move on to design and make a complex and challenging soft furnishing for a teenager's bedroom.</p>	
<p><b>PRODUCT DESIGN</b></p>	<p>Products that we use every day are ever changing. This course will teach you how to identify a problem or need, design a product to solve it or meet the need. You will learn a range of techniques to make effective products and meet specific briefs.</p>	<p>Through practical design-and-make projects, students learn real-world higher-order thinking and skills. The focus is on learning new practical and thinking skills through deliberate practice, then putting them into action to develop collaborative working, resilience, adapting to failure and reflecting on failures and successes throughout the project. This sets the foundation for further development at KS4 and 5, of both skills and higher-order thinking processes, which are such vital tools for children to take into adult life.</p>	<p>Standing of the foundations of the KS3 projects, student study more complex theory and practical techniques in the workshop, with more detail and breadth of scope. For instance, CAD (Computer Aided Design) and CAM (Computer Aided Manufacture) are integral parts of this stage of their Product Design journey. Following the AQA GCSE (8552) specification, students end the key-stage with a large design-and-make project which is worth 50% of the course, and write an</p>	<p>The A-Level Product Design course is led by the AQA A-Level (7552) specification. The first year is spent on design-and-make mini-projects to set up the knowledge and skills for a successful final year. The second year sees students designing and making a product which solves a problem for a client, recording evidence of your work in an e-portfolio. Theory work is taught in conjunction with the design and make work. There are also Mathematics and Science skills and knowledge which are taught and applied in designing and manufacturing contexts.</p>



## Sydenham School Curriculum Subject Coverage Overview

For more detailed information about the curriculum please see the Key Stage 4 Preferences booklet and the SFH6 courses booklet.

			exam which is worth the remaining 50%.	
<b>VISUAL ART</b>	Studying Art and design will equip students with the knowledge and skills to developing creative thinking and making skills. Students will learn about the history of art throughout their courses to engage and inspire them to understand, express and challenge the world around them. We believe that every person can get better at Art. With the right type of practice and focus, every single student can improve their art skills.	KS3 Art teaching will build students' knowledge of art techniques including drawing, designing and making. Art history and contextual studies underpin our enquiry question, in supporting students to reflect on and respond to the world around them in creative ways. Students explore themes such as 'Identity' and Psychogeography in response to the local community to create a range of two- and three-dimensional works.	GCSE Art and Design is a practical course, full of challenging activities to develop students' art skills. Being creative with a range of materials and techniques including drawing, printing, ceramics, painting, sculpture, photography, the digital arts and collage. Using a deliberate practise approach students develop high levels of technical skill for in-depth visual expression. An introduction to art history is taught and students develop skills for artists' analysis.	KS5 Students are offered the Fine art and art history pathways. A Level Art courses are broad and expressive, designed to develop and nurture students critical thinking, creative and analytical skills, through a range of art making experiences. Students are expected to work independently to steer their thematic ideas and personal approach to materials. Students showcase their work at the Young London Artists Award exhibition in January, presenting their ideas to visiting professional judges. Students move into the creative sector through FE courses at both degree and foundation level.