

## KS3/KS4 CURRICULUM OVERVIEW

### SUBJECT: ART

### KS3

KS3 students focus on one project per term (Approximately 6/7 double lessons). The projects are not necessarily taught in this order.			
	Year 7	Year 8	Year 9
Autumn Term	<b>Dinosaur Project</b> Students create a range of dinosaur activities from oil pastel drawings, dry point and mono printing, dinosaur skin making!! Student look at digital animation from the Disney film Dinosaur.	<b>Natural Forms</b> Clay sculptures with decorative features are made in response to the sculpture of Louise Hibbert and Sarah Parker Eaton. Drawings from natural forms support this work.	<b>Emotional Portraits</b> Students look at the work of Julie Bennett and Rachel Rickert. They take photos of distorted portraits which feed into a painting activity with focusses on expressive painting technique and skin tone colour mixing.
Spring Term	<b>Surreal Portraiture</b> using Photoshop activity followed up with drawn and painted image. Students study the work of Salvador Dali and Rene Magritte.	<b>The Mexican Day of the Dead</b> The theme is interpreted using a range of materials and processes. It is a vibrant project which uses skeleton imagery in a quirky style. Students complete a face painting exercise which feeds into the design of a Mexican Shadow Box.	<b>Steam Punk</b> Students are introduced to this contemporary art theme. Drawing and relief work using clay and plaster of Paris help build an exciting project using personalised themes.
Summer Term	<b>African Art Project</b> Clay masks are produced following an introduction to the culture and a range of different pattern making processes.	<b>Still Life</b> Students explore a range of drawing materials in response to this theme. Cake and sweet images are the project theme. Artists such as Eric Joyner and Sarah Graham are used to support the art work.	<b>Anatomy Project</b> Students look at the anatomical drawings of Leonardo da Vinci and Gray's Anatomy to understand how scientific discoveries have been made. They then recreate their own studies in relation to the composition of the human body and produce clay organs and card relief images.

## KS4 ART

<p>GCSE Art projects are rarely repeated and are often designed to suit the nature of the group.          60% Coursework 40% Externally Set Task (Exam)          The coursework element includes all homework and classwork activities from the start of Year 10          The Externally Set Task is set in January of Year 11.</p>	
Year 10	Year 11
<p><b>Term 1</b> How to develop a coursework unit focussing on the enhancement of basic skills in a range of materials. The theme for this project is <b>Human Form</b> and the visit to Broomhill Sculpture Gardens helps to cement the activities back in the classroom.</p> <p><b>Term 2 Natural Forms.</b> A print based project looking at the work of Karl Blotfeld and Angie Lewin. Or <b>Distorted Portraits.</b></p> <p><b>Term 3</b> This unit of work is to be decided. It may be designed to fit in with one of the exhibitions showing in London during this time as several of our students will be attending this trip.</p>	<p><b>Term 1.</b> Mexican Day of the Dead Shadow Boxes based on the Life of Frida Kahlo or <b>Anatomy Based Sculpture.</b></p> <p><b>Term 2</b> The final Art exam paper is set in January. There is an 8-week preparatory period including all homework activities and twilight sessions. This is followed by a 10 hour exam which takes place over two days in school.</p> <p><b>Term 3</b> There is a small amount of time to review the previous coursework pieces in time for the completion date in early May.</p>

## KS4 PHOTOGRAPHY

<p>GCSE Art projects are rarely repeated and are often designed to suit the ability of the group.          60% Coursework 40% Externally Set Task (Exam)          The coursework element includes all homework and classwork activities from the start of Year 10</p>	
Year 10	Year 11
<p><b>Term 1 Barnstaple Fair.</b> Students attend the fair during the day and the night to take photos which will be developed back in the classroom and ICT Suite.</p> <p><b>Term 2</b> How to develop a coursework unit focussing on the enhancement of basic skills in a range of materials. The theme for this project was <b>Human Form</b> and the visit to Broomhill Sculpture Gardens. Students use Photoshop to enhance and develop their work.</p> <p><b>Term 3 Surreal Portraits</b> – Students look at the work of Lara Zankoul and Thomas Burbey to inspire their own presentation themes. Photoshop activities support every aspect of this project.</p>	<p><b>Term 1</b> Develop some of the work from Yr. 10 until half term. Then the mock exam is set. Distorted Portraits. Students look at the work of Rachel Rickert and Antonio Guttieze.</p> <p><b>Term 2</b> The final Art exam paper is set in January. There is an 8-week preparatory period including all homework activities and twilight sessions. This is followed by a 10 hour exam which takes place over two days in school.</p> <p><b>Term 3</b> There is a small amount of time to review the previous coursework pieces in time for the completion date in early May.</p>

## SUBJECT: CHILD DEVELOPMENT

### KS4:

Year 10	Year 11
<p>Cambridge Nationals Level 1/2 (Code J818).</p> <p><u>Autumn Term</u> Health and wellbeing for Child Development.</p> <ul style="list-style-type: none"><li>- Understanding reproduction and the roles and responsibilities of parenthood.</li><li>- Understanding antenatal care and preparation for birth.</li><li>- Understanding postnatal checks, postnatal provision and conditions for development.</li></ul> <p><u>Spring Term</u> Child Safety. Assessed unit: choosing equipment for children.</p> <p><u>Summer Term</u> Understand how to recognise, manage and prevent childhood illness.</p>	<p>OCR: Home Economics Child Development (Code J441).</p> <p><u>Autumn Term</u> Basic biology: reproductive systems, puberty, menstruation, conception, contraception.</p> <p>CAT. Healthy pregnancy or choosing food for a baby.</p> <p><u>Spring Term</u> CAT. Healthy pregnancy or choosing food for a baby.</p> <p>Pregnancy, labour and birth. Safety. Family and community.</p> <p><u>Summer Term</u> Revision.</p>

## SUBJECT: COMPUTING

### KS3:

Year 7	Year 8	Year 9
5 modules over the year with homework set as either a Computing Theory piece or updating students own Google Sites	6 modules over the year with homework set as either a Computing Theory piece or updating students own Google Sites	8 modules over the year with homework set as either a Computing Theory piece or updating students own Google Sites
Introduction to school Network Network/email HTML 5 Flowol Python E-safety	Scratch E-Safety Python Sonic Pi Photoshop HTML/CSS	E-Safety Artificial Intelligence Python Databases Cryptograph JavaScript

### KS4:

Options:

Year 10 Edexcel Level 2 Digital Applications (CIDA)

ICT Ingots TLM exam board

GCSE Computing OCR exam board

Year 10 CIDA	Year 11 ICT Ingots	GCSE Computing
<ul style="list-style-type: none"> <li>- Electronic examination (25%) (Mandatory for L2) Developing Web Products</li> <li>- 1x Optional Unit (75%)(Coursework) from:</li> <li>- Unit 2 Creative Multimedia</li> <li>- Unit 3 Artwork and Imaging</li> <li>- Unit 4 Game Making</li> </ul>	<ul style="list-style-type: none"> <li>–Electronic examination (Mandatory for L2)</li> <li>–Improving Productivity in IT(Mandatory)</li> <li>–IT Security for Users (Mandatory)</li> <li>–Web Site Software (Coursework)</li> <li>–Video Software (Coursework)</li> <li>–Imaging Software (Coursework)</li> <li>–Using Email (Coursework)</li> <li>–Computing Games Development (Coursework)</li> </ul> <p>Students need to Pass all coursework in order to be entered for the Exam.</p>	<p>1 Written Exam (40%) Computer systems and programming.</p> <p>What is inside a computer? What is a network? How is sound sampled and stored? Wired and Wireless networks</p> <p>1 Computational Thinking, Algorithms and Programming Exam (40%) This component is focused on the core theory of computing science and the application of computer science principles, Including Translators and facilities languages, Algorithms, High and Low Level Programming Computational Logic and Data representation</p> <p>1 Programming project (20%)</p> <p>Be able to design a coded solution to a problem including the ability to:</p> <p>Develop suitable algorithms, Design suitable input and output formats, Identify suitable variables and structures, Identify test procedures.</p>

## SUBJECT: DESIGN TECHNOLOGY

### KS3

Year 7	Year 8	Year 9
All KS3 Schemes of Work cover a variety of practical activities, the theme listed is the major design and make task		
Basic drawing skills. 3 modules of work lasting 11 lessons each Food: the balanced plate Textiles: Cushion Materials: USB Light	4 modules of work lasting 11 lessons each Food: Food provenance & issues Textiles: drawstring bag Graphics: chocolate packaging Electronics: Amplifier	3 modules from the following: lasting 14 lessons each Food: feeding yourself / Foreign influenced dishes Textiles: Slouchy pants Product design: Pewter jewellery and box Graphics: Pop Up cards Electronics: Programming & torch

### KS4

Year 10	Year 11
<p><b><u>AQA GCSE Design &amp; Technology (8552)</u></b></p> <p><u>Autumn Term:</u>            Core Technical Principles: Materials and their working properties.            Specialist Technical Principles:            Textiles – shirt project, Timber - money box project.</p> <p><u>Spring Term:</u>            Core Technical Principles: New and emerging technologies, Developments in new materials, mechanical devices.</p> <p>Specialist Technical Principles: Textiles – Manufacturing project making gift bags, Timber - Lighting</p> <p><u>Summer Term:</u>            NEA: Based on briefs released from the Exam Board.</p>	<p><b><u>AQA GCSE Product Design (4555)</u></b></p> <p>CAT: MP3 Speaker based on a twentieth century design movement.            Revision.</p> <p><b><u>AQA GCSE Textiles Technology (4570)</u></b></p> <p>CAT: Garment based on a cultural theme.            Revision.</p> <p><b><u>AQA GCSE Graphics Products (4550)</u></b></p> <p>CAT: Board Player.            Revision.</p> <p><b><u>AQA GCSE Food Preparation &amp; Nutrition (8585)</u></b></p> <p>NEA1: Food Science Investigation.            NEA2: Food Preparation Task.            Revision.</p>
<p><b><u>AQA Food Preparation &amp; Nutrition (8585)</u></b></p> <p><u>Autumn Term:</u>            Practical, Theory and investigative work based on:            Food Safety &amp; Hygiene, Fruit &amp; Vegetables, Cereals &amp; Carbohydrates</p> <p><u>Spring Term:</u>            Dairy Products, Calcium &amp; Fat</p> <p><u>Summer Term:</u>            Meat, Fish &amp; Protein</p>	

## SUBJECT: DRAMA

### KS3

Year 7	Year 8
<p>The Mansion Developing character Mime Dialogue Hot-seating</p>	<p>The Incident Spontaneous Improvisation Responding in role Creating tension</p>
<p>Elsie Exploring prejudice Responding in role</p>	<p>Commedia Research theatre style Comedy Improvisation</p>
<p>Melodrama Research theatre style Performance technique</p>	<p>Shakespeare's Hamlet Exploring text Creating atmosphere</p>

### KS4 –Edexcel 2DR01

Year 10	Year 11
<p>Following the Edexcel exam board, pupils will develop the necessary skills in year 10 that they will be assessed on in year 11.</p>	<p>Controlled assessment. Unit one and two include practical and written elements, whereas unit three is practically based.</p>
<p>Term one Explorative strategies An introduction to the key skills of drama using a variety of themes and stimulus. Developing evaluative writing skills. Researching technical aspects of theatre</p>	<p>Unit two – study of a text 30% Including 4 videoed assessed practical lessons 15% 1000-word evaluation of work 5% 2000 word Review of a live performance 10%</p>
<p>Study of a text Exploring one substantial play text. Focus on style and form, character and plot. Interpretation Mock review of a professional theatre performance</p>	<p>Unit One – Study of an issue 30% Including 4 videoed assessed practical lessons 20% 2000 word evaluation 10%</p>
<p>Term two Study of an idea/ theme or issue Exploring ideas and opinions on a specific topic. Using explorative strategies to develop ideas. Appreciating the work of others. Written evaluation of the practical work.</p>	<p>Unit Three – Performance 40% Pupils work in small groups to develop their own short play, either devised or text based. This is performed to a visiting examiner before the Easter break.</p>
<p>Term three Performance skills will be developed through taking part in a performance to an audience. Skill developed include: Voice and movement Characterisation Understanding of form and style Awareness of audience and other performers</p>	

## SUBJECT: ENGLISH

**KS3:** assessed through twice half-termly Knowledge Quizzes and termly skills-based reading and writing assessments

Year 7	Year 8	Year 9
MI6 Spies – Transactional Writing	The Island – Transactional Writing	The Avatar – Transactional Writing
WW1 Poetry	The Play – Educating Rita / Frankenstein (the play) / Our Day Out / Death of a Salesman	The Victorian Novel – Hard Times / Frankenstein / Journey to the Centre of the Earth / The Hounds of the Baskervilles
Victorian Gothic Fiction	Of Mice and Men	The New Magazine – Non-Fiction Analysis / Writing
The Tempest / Much Ado About Nothing	Creative Writing	Unseen Poetry / Poetry Anthology
Fantasy Writing	Dystopian Fiction Analysis	Shakespearean Extracts Analysis
Analysis of 20 <sup>th</sup> Century Children’s Literature	Dystopian Writing	Speaking and Listening
Speaking and Listening	Speaking and Listening	

**KS4:** Eduqas GCSE English Language and Eduqas GCSE English Literature – 100% examination

Year 10	Year 11
English Literature GCSE Component 2a Post-1914 Prose / Drama – Lord of the Flies / The Woman in Black / An Inspector Calls (20%)	English Literature GCSE Component 2b 19 <sup>th</sup> Century Prose – War of the Worlds / A Christmas Carol (20%)
English Language GCSE Component 2b Transactional Writing (30%)	English Language GCSE Component 2a 19 <sup>th</sup> and 21 <sup>st</sup> Century Non-Fiction Analysis (30%)
English Language GCSE Component 1b Creative Writing (20%)	English Language GCSE Component 1b Creative Writing REVISITED (20%)
English Literature GCSE Component 1b Poetry Anthology (20%)	English Literature GCSE Component 2c Unseen Poetry CONTINUED (20%)
English Literature GCSE Component 2c Unseen Poetry (20%)	English Literature GCSE Component 1b Poetry Anthology CONTINUED (20%)
English Language GCSE Component 1a 20 <sup>th</sup> Century Fiction Analysis (20%)	Revision Programme of all GCSE Literature and Language Components
English Literature GCSE Component 1a Shakespeare – Macbeth / Romeo and Juliet (20%)	

## SUBJECT: GEOGRAPHY

### KS3

_Term	1	2	3	4	5	6
Year 7 Themes	Geography skills	Urban and Rural Environments	Energy and Environmental issues	The Geography of the UK	Weather and climate	Countries and Cities
Lesson Titles	How do I use an atlas? Mapping the UK Using O/S maps Distance and direction Contours Environmental survey of school	Describing my environment Urban environments – city stress Cities in the UK Greenfield/Brownfield Urban greening and regeneration Urban Transport solutions Sustainable cities Rural environments Rural issues <b>Local Fieldwork</b>	Energy sources Energy issues Fossil fuels Carbon Footprint Renewable energy Global warming causes and evidence Global warming effects and futures Food management Water management Living sustainably- Recycling	What is Geography? Geography of the UK: -Cities and Transport -Rivers and Relief Mapping my community Describing UK landscapes Barnstaple sketching Comparing Landscapes	What is weather and climate? Types of weather Types of rain Measuring and forecasting weather Hydrographs Extreme weather – UK Floods and Bangladesh Floods	Studying Africa Locating and visiting countries (plan a trip to Kenya (ICT) Horn of Africa Piracy Geography of Kenya Rural Kenya Urban Kenya Economic Activities in Kenya
Year 8 Themes	Migration	Zombie Apocalypse & Globalisation	Ecosystems and Management	Microclimate Study China	Oceans and Coasts	Atmospheric Hazards Geography Olympiad
Lesson Titles	How has the world's population changed? What is changing world population? Global Migration examples? Urbanisation Migration to Europe. Migration-Poles to UK Ageing Population- UK Migration – Mexico to USA	Zombie Apocalypse mini unit (Map skills revision) Types of jobs – Employment pie charts Farming - location Manufacturing - location The service industry – location Deindustrialisation North/South Divide UK Impact of industry Future jobs/industry Multinationals- Nike Fair trade in Kenya	What makes environments special? Ecosystems and food webs How do humans impact environments? The UK's Ecosystems- case study deciduous woodland What is the Amazon like? Equatorial climates Rainforest destruction Sustainably managing the Amazon Ecotourism case study	MICROCLIMATE Fieldwork and study of how weather components vary around the school site  China Country Study Location Physical features Population Distribution History	Oceans on the Edge. Threats to the ocean Coastal features Coastal processes Managing coasts – Swanage Managing coasts – Westward Ho!  <b>CROYDE FIELDWORK</b>	GEOGRAPHY OLYMPIAD 6 Lessons including Class final Monday 10 <sup>th</sup> July School final What is atmospheric circulation What is a hurricane What are the primary and secondary effects of hurricanes- Bangladesh? Planning for a hurricane What is drought What are the effects of drought?
Year 9 Themes	Rivers	Extreme Environments	Tectonic processes	Development Dark Tourism	Settlement	Population
Lesson Titles	Hydrological cycle River processes Upper course Middle course Lower course Flood protection UK Flood protection Bangladesh Water Management <b>LYNMOUTH FIELDWORK</b>	Biomes and ecosystems globally Polar regions - Antarctica Desert regions – Sahara To include: Climate, Location, Use, Issues, Management, Futures	Tectonics 101 Earth structure Types of volcano Volcano case study – Etna primary and secondary effects Earthquake case study – Haiti primary and secondary effects Tsunami- primary and secondary effects Disaster planning	What is development Measuring development – GDP - HDI Comparing development Debt and trade Tourism and development Study of Ghana- AID Dark Tourism A series of lessons reflecting on the positives and negatives and ethics of tourism to places that have experienced war and disaster	Why do settlements grow? Urbanisation - maps Rural –urban migration Settlement growth- Models Mega Cities Squatter settlements- Kibera Cities in the UK Problems in MEDC's Counter-urbanisation Sustainable cities –	China's one child policy Assignment to include: Geography of the UK Geography of EU Global Geography Map Skills



## SUBJECT: GEOGRAPHY

### KS4 – GCSE AQA 8035

Year 10	Year 11
<b>The Challenge of Natural Hazards</b> Weather Hazards – Tropical storms Tectonic Hazards – Earthquakes and Volcanoes UK Weather Extremes Climate Change	<b>The Living World</b> Ecosystems Tropical Rainforest Hot Deserts
<b>Urban Issues and Challenges</b> Urban Change Comparison of A UK city and a city in a LIC Urban regeneration and sustainability Bristol Fieldwork	<b>The Changing Economic World</b> Measuring Development Causes of uneven development Strategies to reduce the development gap Rapid economic change in a LIC UK Economic Futures
<b>Physical Landscapes in the UK – Coasts</b> Coastal Processes and Landforms Coastal Management	<b>The Challenge of Resources Management</b> Global inequalities in the supply of resources Demand for a resource: Water Strategies to increase water supply
<b>Fieldwork Skills</b> Westward Ho! Fieldwork Fieldwork Planning Fieldwork Techniques & Evaluation Presentation Techniques & Analysis	<b>Issue Evaluation</b> Critical thinking and problem-solving about a geographical issue. Resources are released 12 weeks prior to the exam
<b>Physical Landscapes in the UK - Rivers</b> Fluvial Processes and Landforms Flood Management	

## SUBJECT: HISTORY

### KS3

Pupils will undertake a series of investigations to hone the skills required to work effectively as Historians both at KS4 and beyond.

Year 7	Year 8	Year 9
<p>How to be a Time Lord -Skills Unit How did the Neolithic revolution change society? What have the Romans done for us? How was Anglo-Saxon Life different to ours? Why did William win the Battle of Hastings? How did William maintain control? (Castles, Feudal System, Domesday Book) What can we learn from the Black Death about Medieval Medicine? How did the Black Death change Britain?</p>	<p>Who was the most successful Tudor monarch? Why did our knowledge of the world develop so quickly during the 16<sup>th</sup> Century? Why was slavery abolished? How did our approach to civil rights change in the 20<sup>th</sup> Century? How did the Industrial Revolution Change Britain? Why did the sun never set on the British Empire?</p>	<p>“Scott’s expedition to the South Pole was a failure.” How far do you agree? What can we learn about class attitudes, from the Titanic disaster? ½ Term How did two bullets kill 20 million people? (Causes of WW1). How difficult was it to be a surgeon in WW1? How did the treaty of Versailles cause WW2? Suffragettes vs Suffragists – Who had more impact?</p>
<p><b>Key Skills</b> Inference Analytical Narrative Key Features</p>	<p><b>Key Skills</b> Purpose Utility Portrayal</p>	<p><b>Key Skills</b> Judgement Investigation Interpretation</p>

### KS4 – GCSE Edexcel History 2016

Pupils will complete the modules below. All formal external assessment takes place via 3 exams sat at the end of Y11.

Year 10	Year 11
<p><b>The History of Medicine</b> <b>Development Study</b> How have medicine and public health developed between the Middle Ages and the 20<sup>th</sup> Century? Pupils examine the key themes of knowledge of disease, anatomy, and public health evaluating change and continuity between time periods.</p>	<p><b>The American West</b> <b>Period Study</b> How did the immigration of white European settlers lead to the erosion of the way of life of the Native American peoples? Pupils will contrast the ways of life of the Native Americans and European settlers in order to understand why the two were unable to coexist. Pupils will evaluate the significance of push and pull factors of migration and evaluate the effectiveness of the laws passed by the US Government to control the West. Finally pupils will consider – was the West Really Wild?</p>

<p><b>Surgery in the Trenches</b>  <b>Environment Study</b>          What challenges did the environment of the Western Front pose for surgeons?          Pupils must apply their knowledge of the conditions and the progress made to evaluate the utility of sources and to design a follow up investigation.</p>	<p><b>Germany 1918-39</b>  <b>International Depth Study</b>          How did Hitler seize control of Germany?          In this fascinating depth study pupils will evaluate the impact of economic turmoil upon the decision making of a society. They will consider the challenges faced by a young democracy and the threats posed by populist extremism. Pupils will debate the role of nationalism in creating state sponsored terror and why there was so little open opposition to the Nazis.</p>
<p><b>Anglo-Saxon and Norman Britain</b>  <b>British Depth Study</b>          How was William the conqueror able to successfully invade England?          Pupils will learn about life in Anglo-Saxon Britain before 1066. They will study the succession crisis of 1066 and investigate how William the Conqueror became the last leader to successfully invade England. Pupils will examine the role of the Church and determine how much life changed due to the Norman conquest.</p>	

## SUBJECT: FRENCH

### KS3

Year 7	Year 8	Year 9
<p>Term 1:</p> <ul style="list-style-type: none"><li>- Likes and dislikes</li><li>- Survival kit</li><li>- Items in your bag</li><li>- Description of self</li><li>- Description of others</li><li>- School subjects and opinions on them.</li><li>- Timetable</li><li>- Telling the time</li></ul> <p>Term 2:</p> <ul style="list-style-type: none"><li>- Telling the time</li><li>- Sports</li><li>- Leisure activities</li><li>- The present tense</li></ul> <p>Term 3:</p> <ul style="list-style-type: none"><li>- Local area and where you live.</li><li>- Places in town</li><li>- Shops</li><li>- Activities in town</li><li>- Countries</li><li>- Holidays + the future tense</li></ul>	<p>Term 1:</p> <ul style="list-style-type: none"><li>- Family and descriptions</li><li>- Jobs</li><li>- Weather</li><li>- The past tense and what you did last weekend.</li><li>- TV programmes</li></ul> <p>Term 2:</p> <ul style="list-style-type: none"><li>- Outings</li><li>- Clothes</li><li>- Food and drinks</li><li>- Quantities</li></ul> <p>Term 3:</p> <ul style="list-style-type: none"><li>- A past holiday</li><li>- Pocket money</li><li>- Shopping</li><li>- Tenses revisions</li></ul>	<p>Term 1:</p> <ul style="list-style-type: none"><li>- Relationships with family and friends.</li><li>- Marriage and partnerships</li><li>- Social media</li></ul> <p>Term 2:</p> <ul style="list-style-type: none"><li>- Technology</li><li>- Music, cinema and TV</li><li>- Eating out</li><li>- Sports</li><li>- France and customs</li><li>- Francophone festivals</li></ul> <p>Term 3:</p> <ul style="list-style-type: none"><li>- France and customs</li><li>- Francophone festivals</li><li>- Home</li><li>- Where I live</li></ul>

### KS4 - AQA

Year 10	Year 11
<p>Term 1:</p> <ul style="list-style-type: none"><li>- Charity and voluntary work</li><li>- Healthy and unhealthy living</li><li>- Environment</li><li>- Poverty and homelessness</li></ul> <p>Term 2:</p> <ul style="list-style-type: none"><li>- Holidays and travel</li><li>- Regions of France</li></ul> <p>Term 3:</p> <ul style="list-style-type: none"><li>- School and subjects</li><li>- Life at school and college</li><li>- School uniform</li><li>- School rules</li></ul>	<p>Term 1:</p> <ul style="list-style-type: none"><li>- University or work?</li><li>- Jobs and places of work</li><li>- Advantages and disadvantages</li></ul> <p>Term 2:</p> <ul style="list-style-type: none"><li>- Preparation for speaking examination</li><li>- Role play practice</li><li>- Photo card practise</li><li>- Conversation practise</li></ul> <p>Term 3:</p> <ul style="list-style-type: none"><li>- Listening and reading exam preparation</li><li>- Written exam practise</li></ul>

# SUBJECT: MATHEMATICS

## KS3

YEAR 7	YEAR 8
<p>All students study the following topics at an appropriate level to their ability.</p> <ol style="list-style-type: none"> <li>1. Unit – Number 1</li> <li>2. Unit – Perimeter, Area and 2D shapes</li> <li>3. Unit – Scale Drawings and Measurements</li> <li>4. Unit – Angles, Lines and Shapes</li> <li>5. Unit – Expressions, Functions and Formulae</li> <li>6. Unit – Factors and Powers</li> <li>7. Unit – Number 2</li> <li>8. Unit – Sequences and Graphs</li> <li>9. Unit – Fractions, Decimals and Percentages</li> <li>10. Unit - Statistics</li> </ol>	<p>All students study the following topics at an appropriate level to their ability.</p> <ol style="list-style-type: none"> <li>1. Unit – Expressions and Equations</li> <li>2. Unit – Volume and 3D shapes</li> <li>3. Unit – Fractions, Decimals and Percentages</li> <li>4. Unit – Probability</li> <li>5. Unit – Ratio and Proportion</li> <li>6. Unit – Construction and Loci</li> <li>7. Unit – Real life graphs and compound measures</li> <li>8. Unit – Indices, Standard Form and Surds</li> <li>9. Unit – Pythagoras, Trig, Congruence and Similarity</li> <li>10. Unit - Transformations</li> </ol>

## KS4

Foundation – Year 9	Higher – Year 9
<p>Unit 1 – Number</p> <p>Unit 2 – Angles</p> <p>Unit 3 – Collecting and Recording Data</p> <p>Unit 4 – Algebra 1</p> <p>Unit 5 – Decimals and Rounding</p> <p>Unit 6 – 2D Shapes</p> <p>Unit 7 – Angles 2</p> <p>Unit 8 – Fractions</p> <p>Unit 9 – Algebra 2</p> <p>Unit 10 – Using a Calculator</p> <p>Unit 11 – Measure</p> <p>Unit 12 – Processing, Representing and Interpreting Data</p> <p>Unit 13 – Sequences</p> <p>Unit 14 – Perimeter and Area of 2D Shapes</p> <p>Unit 15 – Graphs 1</p> <p>Unit 16 – Averages and Range</p> <p>Unit 17 – Circles</p> <p>Unit 18 – Construction and Loci</p>	<p>Unit 1 – Number</p> <p>Unit 2 – Sequences</p> <p>Unit 3 – Fractions</p> <p>Unit 4 – Decimals and Estimation</p> <p>Unit 5 – Angles and Polygons</p> <p>Unit 6 – Collecting and Recording Data</p> <p>Unit 7 – Measure</p> <p>Unit 8 – Congruence, Symmetry and Similarity</p> <p>Unit 9 – Expanding Brackets and Factorising</p> <p>Unit 10 – Area and Volume 1</p> <p>Unit 11 – Averages and Range</p> <p>Unit 12 – Construction and Loci</p> <p>Unit 13 – Linear Equations</p> <p>Unit 14 – Percentages</p> <p>Unit 15 – Graphs</p> <p>Unit 16 – Ratio and Proportion</p> <p>Unit 17 – Transformations</p> <p>Unit 18 – Processing, Representing and Interpreting Data</p> <p>Unit 19 – Inequalities and Formulae</p> <p>Unit 20 – Pythagoras and Trigonometry</p>

Foundation – Year 10	Higher – Year 10
Unit 19 – Percentages Unit 20 – 3D Shapes Unit 21 – Equations and Inequalities Unit 22 – Graphs 2 Unit 23 – Transformations Unit 24 – Ratio and Proportion Unit 25 – Scatter Graphs Unit 26 – Probability Unit 27 – Pythagoras Unit 28 – Formulae Unit 29 – Standard Form Unit 30 – Trigonometry 1	Unit 21 – More Graphs and Equations Unit 22 – Quadratic and Simultaneous Equations Unit 23 – Area and Volume 2 Unit 24 – Line Diagrams and Scattergraphs Unit 25 – Indices, Standard Form and Surds Unit 26 – Similar Shapes Unit 27 – Proportion 2 Unit 28 - Probability Unit 29 – Pythagoras and Trigonometry 2 Unit 30 – Transformations of Functions Unit 31 – Circle Geometry Unit 32 – Algebraic Fractions and Algebraic Proof
Foundation – Year 11	Higher – Year 11
Unit 31 – Standard Form Unit 32 – Algebra – Quadratics, Rearranging Formula Unit 33 – Direct and Inverse Proportion Unit 34 – Trigonometry Unit 35 - Vectors	Unit 33 – Vectors Unit 34 – Functions Unit 35 – Growth and Decay Unit 36 – Equations of Circles Unit 37 – Pre Calculus

## SUBJECT: MUSIC

### KS3

The KS3 curriculum is designed for students to study a wide variety of different music styles and genres. The year 7 and 8 curricula cover a wide variety of topics to lay the foundations for musical performance, composition and knowledge/understanding. Although much of the work in year 7 and 8 the Year 7 and 8 curricula also cover enough basic music theory and vocabulary to prepare students for further study in year 9.

The year 9 curriculum allows students to study music in more depth. Each topic is designed for both traditional and contemporary musicians to reach their full potential and (should they choose to) prepare them for the appropriate KS4 course. Students who go on to study music in year 9 will fall into two main categories:

- GCSE musicians. Students with a more formal/traditional musical background who are likely to have taken graded exams in their instrument. They may wish to take A level music at KS5.

*OR*

- Contemporary rock/pop musicians. Wishing to pursue music technology or specialist performance courses.

An outline of the current KS3 curriculum is shown below:

	Year 7	Year 8	Year 9
Term 1	The voice, singing and learning to play an instrument	Film Music	Stand by Me Performance Project
Term 2	The Western Classical Tradition	Blues Music	Student specific program to prepare for KS4 - GCSE or Rock School qual.
Term 3	Samba Music	Music of South America La Bamba	Student specific program to prepare for KS4 - GCSE or Rock School qual.

## KS4

### **Component 1: Understanding Music**

#### **What's assessed**

Listening

Contextual understanding

#### **How it's assessed**

Exam paper with listening exercises and written questions using excerpts of music.

#### **Questions**

Section A: Listening – unfamiliar music (68 marks)

Section B: Study pieces (28 marks)

**The exam is 1 hour and 30 minutes.**

This component is worth 40% of GCSE marks (96 marks).

### **Component 2: Performing Music**

#### **What's assessed**

Music performance

#### **How it's assessed**

As an instrumentalist and/or vocalist and/or via technology:

Performance 1: Solo performance (36 marks)

Performance 2: Ensemble performance (36 marks).

**A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.**

This component is 30% of GCSE marks (72 marks).

Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA. Performances must be completed in the year of certification.

### **Component 3: Composing Music**

#### **What's assessed**

Composition

#### **How it's assessed**

Composition 1: Composition to a brief (36 marks)

Composition 2: Free composition (36 marks).

**A minimum of three minutes of music in total is required.**

This component is 30% of GCSE marks (72 marks).

Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA.

### **AQA GCSE Music Specification Overview**

*As well as completing the course outlined above, Park School Music Students will play a central role to school concerts and productions. They are also expected to receive individual or small group tuition on an instrument. Extra-Curricular music is vital in supporting student's performing skills and developing their overall musicianship.*



## SUBJECT: P.E.

### KS3

Year 7	Year 8	Year 9
All groups do the following modules (6 – 8 lessons) Invasion games (football/hockey) Rugby, Gymnastics, net-wall (short tennis/badminton), Athletics and striking and fielding games (cricket, softball and rounders)	(6 – 8 lessons) Invasion games (football/hockey and basketball) Rugby, Gymnastics, net-wall (tennis/badminton), Athletics and striking and fielding games (cricket, softball and rounders)	(6 - 8 lessons) in Football, hockey, basketball, volleyball, weight training and gymnastics, handball and fitness. Rugby is offered to the A band and to any in B band who are keen to do it.
During the key stage, all groups will be taught key P.E. terms which are part of the GCSE P.E. theory syllabus (e.g. fitness components, principles of training, training methods).		

### KS4 –CORE – students are grouped according to ability/interest

Competitive pathway	Healthy life-style pathway
Boys modules – Football, basketball, Rugby, volleyball, badminton, softball, cricket, athletics and tennis  Girls modules – Netball, hockey, weights, volleyball, rounders, athletics and tennis.	Boys- table tennis, badminton, dodgeball, softball, athletics, weight training, handball  Girls modules - Dance-a-cise, body toning, weights, body pump, cheerleading, dance, badminton, power walking

### G.C.S.E. P.E. - AQA

Theory	Practical
60% of overall grade – 2 papers. There are 7 units to be covered - Applied Anatomy and Physiology, Movement Analysis, Physical Training, Use of Data, Sports Psychology, Socio-Cultural Influences, Health, Fitness & Wellbeing.	40% of overall grade. Each student will be assessed on their performance in 3 activities – either 1 individual and 2 team activities or 2 individual and 1 team activity.  Individual Activities: Athletics, badminton, cycling, dance, golf, diving, gymnastics, equestrian, rock climbing, skiing, snow-boarding, swimming, squash, table tennis and trampolining.  It may be possible to be assessed if the activity is done in a club outside of school. This must be given as audio-visual evidence and clearly show how the student has met the criteria for that activity.
Y9 P.E. Option: This is a theory and practical course which covers some of the GCSE theory topics. All of the practical work will be applying the theory to develop understanding of the topics.	
Topics covered – Health and Fitness, Components of Fitness, Fitness Testing, Principles of Training, Types of Training, Prevention of Injury, Warming Up and Cooling Down, SMART Principles.	

## SUBJECT: PHILOSOPHY, THEOLOGY AND ETHICS

### KS3 – Students start studying GCSE Religious Studies, OCR Syllabus

Year 7	Year 8	Year 9
<p>Introduction to the six major world faiths (1 term)</p> <ul style="list-style-type: none"> <li>• Symbols</li> <li>• Places of worship</li> <li>• Holy Books</li> <li>• Leaders</li> <li>• Key beliefs</li> </ul>	<p>Authority (1 term)</p> <ul style="list-style-type: none"> <li>• Sources of authority</li> <li>• Religious sources of authority</li> <li>• Faith changes lives</li> <li>• Prayer</li> <li>• Holy Books</li> </ul>	<p>Religion, Peace and Conflict (1 term)</p> <ul style="list-style-type: none"> <li>• Attitudes to war</li> <li>• Violence and pacifism</li> <li>• Terrorism</li> <li>• Social injustice</li> <li>• Social justice</li> <li>• Forgiveness and reconciliation</li> </ul>
<p>Beliefs and concepts (1 term)</p> <ul style="list-style-type: none"> <li>• Faith</li> <li>• Describing God</li> <li>• Why are humans important?</li> <li>• Why is there suffering?</li> </ul>	<p>Ethics and relationship (1 term)</p> <ul style="list-style-type: none"> <li>• Ethics and morality</li> <li>• The life and work of Martin Luther King</li> </ul>	<p>The existence of God (1 term)</p> <ul style="list-style-type: none"> <li>• The question of God</li> <li>• The nature of reality</li> <li>• Experiencing God</li> </ul>
<p>Expressing spirituality (1 term)</p> <ul style="list-style-type: none"> <li>• Expressing spirituality through the body, art, drama, music</li> </ul>	<p>Global Issues (½ term)</p> <ul style="list-style-type: none"> <li>• Equality</li> <li>• Sikhism</li> </ul> <p>Rights and Responsibilities (½ term)</p> <ul style="list-style-type: none"> <li>• United Nations Declaration of Human Rights</li> <li>• Human Rights issues</li> <li>• Our rights and responsibilities</li> </ul>	<p>Judaism (1 term)</p> <ul style="list-style-type: none"> <li>• The nature of G-d</li> <li>• The divine presence.</li> <li>• The covenant of Sinai</li> <li>• The Messiah</li> <li>• Promised Land</li> <li>• Key moral principles</li> <li>• Sanctity of life</li> <li>• Death</li> </ul>

## SUBJECT: PHILOSOPHY, THEOLOGY AND ETHICS - Continued

### KS4

Year 10	Year 11
<p>Relationships and Families (1 term)</p> <ul style="list-style-type: none"><li>• Role and purpose of the family</li><li>• Sexual relationships</li><li>• Marriage</li><li>• Divorce</li><li>• Equality of men and women</li><li>• Prejudice and discrimination</li></ul>	<p>Dialogue between religious and non-religious beliefs and attitudes (1 term)</p> <ul style="list-style-type: none"><li>• Challenges for religion</li><li>• Secularism</li><li>• The role of religion in public life</li><li>• The monarchy</li><li>• Humanism</li><li>• Atheism</li><li>• Agnosticism</li><li>• Medical ethics</li><li>• Inter-faith dialogue</li></ul>
<p>Christianity – Beliefs and Traditions (1 term)</p> <ul style="list-style-type: none"><li>• The nature of God</li><li>• The problem of evil and suffering</li><li>• Creation</li><li>• Jesus Christ</li><li>• Salvation</li><li>• Eschatological beliefs</li></ul>	<p>Revision of all the topics covered in Years 9, 10 and 11.</p>
<p>Christianity – Practices (1 term)</p> <ul style="list-style-type: none"><li>• Worship</li><li>• Sacraments</li><li>• Prayer</li><li>• Pilgrimage</li><li>• Celebrations</li><li>• The role of the church in local community</li><li>• Rites of passage</li><li>• Mission</li><li>• The role of the church in the wider world</li></ul>	<p>Exams 2 x 2 hour papers</p>

## SUBJECT: SCIENCE

### KS3

Year 7	Year 8	Year 9
12 modules through which classes rotate: 4 each Biology, Chemistry, Physics	12 modules through which classes rotate: 4 each Biology, Chemistry, Physics	6 modules until final exam and practical assessments at Spring half term: 2 x biology, 2 x chemistry, 2 x physics. GCSE work begins after Christmas
Topics covered include Cells, Reproduction, Ecology, Chemical reactions, Particle models, Acids and Alkalis, Energy, Electricity, Solar System, Forces	Topics covered include Microbes, Digestion, Respiration, Elements and Compounds, Geology, Heat, Magnetism, Light and Sound	KS3 topics include Fitness and Health, Plant Biology, Metals, Reactivity, Gravity and Space, Pressure and Moments  KS4 topics include Inheritance and Genetics, Atomic Structure and Metal Extraction, Forces and Motion

### KS4

Year 10 and 11	Year 10 and 11
AQA GCSE COMBINED SCIENCE (Double Award = 2 GCSEs)  <b>Biology</b>  1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response	AQA GCSE SEPARATE SCIENCES (3 GCSEs)  <b>Biology</b>  1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response

6. Inheritance, variation and evolution

7. Ecology

**Chemistry**

8. Atomic structure and the periodic table

9. Bonding, structure, and the properties of matter

10. Quantitative chemistry

11. Chemical changes

12. Energy changes

13. The rate and extent of chemical change

14. Organic chemistry

15. Chemical analysis

16. Chemistry of the atmosphere

17. Using resources

**Physics**

18. Forces

19. Energy

20. Waves

21. Electricity

22. Magnetism and electromagnetism

23. Particle model of matter

24. Atomic structure

**Assessments**

There are six 1 hr 15 min papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Students must take all papers at either Foundation (Grades 1-5) or Higher (Grades 5-9)

Paper B1: Topics 1-4

Paper B2: Topics 5-7

Paper C1: Topics 8-13

Paper C2: Topics 13-17

Paper P1: Topics 18,20,22    Paper P2: Topics 19, 21, 23, 24

6. Inheritance, variation and evolution

7. Ecology

NB Each of the above topics contains extra content compared with the Combined Science versions.

**Assessment:** There are two 1hr 45 min exam papers assessing Topics 1-4 and 5-7

**Chemistry**

1. Atomic structure and the periodic table

2. Bonding, structure, and the properties of matter

3. Quantitative chemistry

4. Chemical changes

5. Energy changes

6. The rate and extent of chemical change

7. Organic chemistry

8. Chemical analysis

9. Chemistry of the atmosphere

10. Using resources

NB Each of the above topics contains extra content compared with the Combined Science versions.

**Assessment:** There are two 1hr 45 min exam papers assessing Topics 1-5 and 6-10

**Physics**

1. Forces

2. Energy

3. Waves

4. Electricity

5. Magnetism and electromagnetism

6. Particle model of matter

7. Atomic structure

8. Space physics

NB Each of the above topics contains extra content compared with the Combined Science versions.  
: There are two 1hr 45 min exam papers assessing Topics 1,4,6 and 7 and Topics 2,3,5 and 8

## SUBJECT: SPANISH

### KS3

Year 7	Year 8	Year 9
<p>Term 1:</p> <ul style="list-style-type: none"> <li>- Greetings</li> <li>- Alphabet</li> <li>- Family members</li> <li>- Dates and birthdays</li> <li>- Pets</li> <li>- Nationalities and languages</li> <li>- Describing yourself and others</li> <li>-</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>- School subjects and opinions</li> <li>- Telling the time</li> <li>- School uniform</li> <li>- The weather</li> <li>- Free time activities</li> <li>- Daily routine</li> <li>- Present tense</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>- Where you live</li> <li>- Directions</li> <li>- Describing your house</li> <li>- Food and healthy eating</li> <li>- Holidays</li> <li>- Means of transport</li> </ul>	<p>Term 1:</p> <ul style="list-style-type: none"> <li>- The past tense</li> <li>- Describing what you did last weekend</li> <li>- Weather in past tense</li> <li>- Describing what can/can't be done in your region</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>- Places in town</li> <li>- Present and near future</li> <li>- Activities in the near future tense</li> <li>- Describing a future visit</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>- Clothes and fashion</li> <li>- Talking about a visit</li> <li>- Barcelona</li> </ul>	<p>Term 1:</p> <ul style="list-style-type: none"> <li>- Relationships with family and friends.</li> <li>- Marriage and partnerships</li> <li>- Social media</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>- Technology</li> <li>- Music, cinema and TV</li> <li>- Eating out</li> <li>- Sports</li> <li>- France and customs</li> <li>- Francophone festivals</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>- France and customs</li> <li>- Francophone festivals</li> <li>- Home</li> <li>- Where I live</li> </ul>

### KS4 - Edexcel

Year 10	Year 11
<p>Term 1:</p> <ul style="list-style-type: none"> <li>- Charity and voluntary work</li> <li>- Healthy and unhealthy living</li> <li>- Environment</li> <li>- Poverty and homelessness</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>- Holidays and travel</li> <li>- Regions of France</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>- School and subjects</li> <li>- Life at school and college</li> <li>- School uniform</li> </ul> <p>School rules</p>	<p>Term 1:</p> <ul style="list-style-type: none"> <li>- University or work?</li> <li>- Jobs and places of work</li> <li>- Advantages and disadvantages</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>- Preparation for speaking examination</li> <li>- Role play practice</li> <li>- Photo card practise</li> <li>- Conversation practise</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>- Listening and reading exam preparation</li> </ul> <p>Written exam practise</p>

## SUBJECT: BTEC Construction

### KS4

Edexcel BTEC Level 1 Award/Certificate in Construction

<b>Year 10</b>	Unit 13: Developing Bricklaying Skills Unit 14: Developing Carpentry Skills
<b>Year 11</b>	Unit 1: Producing a Timber Product Unit 3: Developing Home Improvement Skills

## SUBJECT: SOCIOLOGY

### KS3

This subject is not taught at KS3.

### KS4 – Year 10: AQA

### Year 11: OCR

Year 10	Year 11
<p>Sociology Basics (1 term)</p> <ul style="list-style-type: none"><li>• Investigating society</li><li>• Collecting and using information and evidence</li><li>• Culture</li><li>• Socialisation</li><li>• Identity</li></ul>	<p>Family (1 term)</p> <ul style="list-style-type: none"><li>• Family and identity</li><li>• Structural changes in the family</li><li>• Traditional definitions of the family</li><li>• Changing family relationship</li></ul>
<p>Families (1 term)</p> <ul style="list-style-type: none"><li>• Functions of families</li><li>• Family forms</li><li>• Conjugal role relationships</li><li>• Changing relationships within families</li><li>• Criticisms of families</li><li>• Divorce</li><li>• Relevant areas of social theory and methodology</li></ul>	<p>Applying Sociological Research techniques (1 term)</p> <ul style="list-style-type: none"><li>• Analysis of pre-released research material</li></ul>
<p>Education (1 term)</p> <ul style="list-style-type: none"><li>• Roles and functions of education</li><li>• The relationship between education and capitalism</li><li>• Educational achievement</li><li>• Processes within schools</li></ul>	<p>Revision for all three papers</p>