



# CANNOCK CHASE HIGH SCHOOL

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

## CURRICULUM STATEMENT

# 2023-24

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## Curriculum Overview

### Principles and Aims

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

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

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

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

Ofsted (2023) noted:

*“The curriculum is ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND). At key stage 3, it is broad and balanced for all pupils. In key stage 4, leaders offer pupils a range of subjects to study.”*

### Curriculum Offer and Provision

Curriculum can be divided into two distinct sections:

- 1 **Curriculum Offer** – what we provide for all of our students in terms of courses and extra-curricular activities. This involves a full annual curriculum review to ensure that our curriculum at each Phase is fit for purpose, with regular reviewing of key policies. We also conduct student, staff and parent surveys to ensure that we are offering the best courses and activities to meet the needs

and interests of our students. For example, we offer two GCSE Art groups in Year 9 because this is a popular and successful subject. We also ensure that students and parents are given the necessary information and guidance about our curriculum offer through options evenings, taster sessions, and meetings with senior staff. The extra-curricular curriculum is updated half-termly and is published on our school website.

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

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

## **Curriculum Design**

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

Each academic year from Year 7 to Year 11 is currently divided into two mixed ability bands taking account of gender, ethnicity and individual needs. Students are set in Maths in Year 7. However, setting is reviewed throughout the year to ensure that students are in the most appropriate groups to support their needs. We no longer set in year in English in Year 7 and 8 because we believe that mixed-ability groups work best in this subject to ensure success for all students. The bands are taught separately in **Phase 1** (Key Stage 3: Years 7, 8 and 9) for core subjects. Students are in mixed band tutor groups and are mixed for non-core subjects.

In **Phase 2** (Key Stage 4: Year 10 and 11) all students have access to a wide range of academic, vocational and Btec courses in school. Our curriculum is fully inclusive and offers students a diverse range of subjects that all students can opt for. Students can choose a fully academic pathway or a pathway in which they also choose vocational subjects. All students study both English Language and English Literature, Maths, Combined Science, PE and three additional options subjects, including at least one EBacc subject (French, Geography, History or Computer Science). It is not compulsory for students to study French in Phase 2 because we believe that this may not be appropriate for every student although every student can opt for French if they so wish and this is highly-promoted to our students alongside other subjects.

## **Curriculum Development**

### **Five Year Journey**

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

When designing the Phase 1 (Key Stage 3) curriculum, subject leaders carefully consider the core knowledge, skills and understanding that students need to develop deeply, whilst also considering the journey that students will make until they complete their studies through careful mapping of the curriculum. This has ensured that Year 7, 8 and 9 is not viewed as a separate entity to Years 10 and 11, but as a foundation on which students can secure and build upon the knowledge and skills they will need in the future, both in school and in life beyond school. This is why wider learning skills including good communication, confidence and teamwork are an essential part of the curriculum from Year 7.

In Year 10, students follow a more personalised pathway which allows them to pursue their choice of options subjects that are both enjoyable and appropriate. This has helped to raise the aspirations of a greater number of our students and has recognised their individual interests, whilst allowing us to deliver on our high expectations in terms of achievement. Students have a broad choice and as well as being able to choose EBACC subjects, they can also pursue a diverse range of academic and vocational subjects including: Art, Music, Drama, Computing, Child Development, Business & Enterprise, Food Technology etc. as well as a wide range of extra-curricular activities.

## Curriculum Model

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

### Phase 1

#### *Key Stage 3: Year 7, 8 and 9(September 2023)*

Phase 1 consists of two years of introducing and learning the relevant core knowledge and skills required in the future. This is based around the KS3 National Curriculum, but is not constrained by it and also encompasses a range of personal, learning and thinking skills. The Phase 1 curriculum has been carefully mapped and planned in order to prepare students for their five-year journey. All students in Years 7, 8 and 9 have 1 lesson of PSHE each week as part of their timetabled lessons.

Year	Art	Technology	English	French	Geography	History	Music & Drama	Maths	Computing	PE	RE	Sci	PSHE	Total
7	1	1	4	2	2	2	1	4	1	2	1	3	1	25
8	1	1	3	2	2	2	1	4	1	2	1	4	1	25
9	1	1	4	2	2	2	1	3	1	2	1	4	1	25

### Phase 2

From 2023-24, students in Year 9 will make their Options' choices to start their KS4 journey in Year 10.

#### *Year 10 (September 2023)*

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

*Option A	*Option B	*Option C
<b>3 lessons</b>	<b>3 lessons</b>	<b>2 lessons</b>
History History	History Geography	French Creative I Media

Geography Art Child Development Computer Science Business	Geography Art Child Development Music Business & Enterprise Food Technology	Health and Social Care Drama Religious Education Psychology Statistics **Food Technology
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\*Option C reduces from 3 to 2 periods in Year 10.

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

\*In Year 11 PE will reduce to 2 periods.

\*\* Food Technology in this block has one twilight lesson to ensure 3 lessons are provided.

### Year 11 (September 2023)

In Year 11, all students take: English Language and English Literature (5 lessons), Maths (4 lessons), Science (5 lessons), \*PE (2 lessons) and one option from each of the following blocks, including at least one Ebacc subject. Each option subject has eight lessons over three years. PSHE is delivered as part of afternoon tutor time for 1 hour per week in Year 10 and Year 11.

Option A 3 lessons	Option B 3 lessons	Option C 3 lessons
History Geography Geography Art Child Development Computer Science	History Geography Art Child Development Music Business Studies	French Creative I-Media Health and SC Drama Sociology Religious Education Statistics

### Phase 3

#### Year 12 and 13 (September 2022)

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

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

In our 2023 Ofsted inspection, inspectors commented that *‘Sixth-form students have access to a wide range of A-level and level 3 BTEC qualifications. Enrichment activities supplement their academic studies. All sixth-form students complete a work experience placement.’*

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

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

Our PSHE programme is designed to support students as they move to become more independent and cover a range of world issues including sexual educational, financial planning and politics and governance. Students are encouraged to debate real-world issues with their peers. The Sixth Form

also benefits from a wide variety of outside speakers to support the Guidance Programme, including advice from universities, the NHS and the Samaritans amongst others. Students who wish to pursue specific pathways are also supported to undertake additional qualifications during weekly enrichment time including the Extended Project Qualification (designed to extend students' writing, communication, research and self-motivation skills), Core Mathematics, Work Experience and the LAMDA Qualification in Speaking in Public, as well as a variety of workshops and seminars from external providers.

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

### Level 3 Pathway

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

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

We encourage students to choose the equivalent of four qualifications in Year 12 and continue with three in Year 13. All our Level 3 qualifications are planned to cover a two-year Sixth Form provision, with students taking exams at the end of Year 12. The AS Level and BTEC National Certificate is no longer studied in most curriculum areas, due to the changes to the A Level and Level 3 BTEC qualifications.

Level 3 courses currently offered include\*:

#### **Academic (A level)**

Art and Design (Fine Art) Biology Business Studies Chemistry Computer Science	English Language English Literature French Geography History	Law Maths Maths (Further)	Physical Education Physics Psychology Sociology
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#### **Applied General (BTEC)**

Law Science Child Development	Criminology Health and Social Care Music	Performing Arts (Acting) Sport/PE IT
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*\*All curriculum offers are provisional and subject to change.*

## **Curriculum Subject Information**

### **English Learning Community Curriculum**

At Cannock Chase High School students will be taught English Language and English Literature from Year 7.

The purpose of the English Curriculum is to provide opportunities to develop students as critical and analytical readers, imaginative creative writers and thoughtful speakers and listeners. Students are given the opportunity to develop these key skills across KS3 and KS4.

We believe in a knowledge-driven curriculum. A secure understanding of key English Language and English Literature terms gives students the tools needed to access the variety of texts and materials that they are presented with not only in an exam but as a citizen within the world. We also combine this with a relentless focus on Grammar by ensuring that all students within the school experience a dedicated hour purely focused on the teaching of grammatical concepts.

Our curriculum includes opportunities for key terminology and text-based knowledge to be interleaved and re-visited across a student's time in KS3 and KS4. Regular testing of this knowledge, alongside opportunities for re-testing and mastery, ensure that each student can develop a strong understanding of all key areas in the English curriculum.

We also foster (and encourage) our students to be critical readers. Once a fortnight, students take part in a reading lesson. This includes at least thirty minutes of reading and is then followed by a discussion of the reading and recommendations for future texts. Students are also supported in making their reading choices through our close relationship with the Library.

### Year 7

Subject title	Subject Content
English Language and English Literature  Theme of the year is: Identity. All topics are taught through this lens.	Core Curriculum: Key Grammatical terms and Key Literature terms. Advanced Curriculum: Key additional Language terms and Key additional Literature terms. Students are tested weekly on terms. The knowledge-based curriculum is then taught through the following topics: <ul style="list-style-type: none"> <li>- Mythology (tracing back the origins of Literature);</li> <li>- War Poetry;</li> <li>- Macbeth;</li> <li>- Ghost Boys;</li> <li>- Spoken Language assessment;</li> <li>- BookBuzz.</li> </ul> Students also have one lesson a week that is devoted to the teaching of Grammar. Within this, students also cover creative and transactional writing.

### Year 8

Subject title	Subject Content
English Language and English Literature  Theme of the year is: Society. All topics are taught through this lens.	Core Curriculum: Key Grammatical terms and Key Literature terms. Advanced Curriculum: Key additional Language terms and key additional Literature terms. Students are tested weekly on terms. The knowledge-based curriculum is then covered under the following topics: <ul style="list-style-type: none"> <li>- Medieval Literature (building on Mythology unit in previous year);               <ul style="list-style-type: none"> <li>- Culture and Diversity Poetry;</li> </ul> </li> <li>- Much Ado about Nothing (building on Shakespeare play in previous year);</li> <li>- Oliver Twist (building on prose text in previous year);</li> <li>- Spoken Language assessment;</li> <li>- BookBuzz.</li> </ul> Students also have one lesson a week that is devoted to the teaching of Grammar. Within this, students also cover creative and transactional writing.

### Year 9

Subject title	Subject Content
English Language and English Literature	Core Curriculum: Key Grammatical terms and Key Literature terms. Advanced Curriculum: Key additional Language terms and Key additional Literature terms. Students are tested weekly on terms. The knowledge-based curriculum is covered via the following topics: <ul style="list-style-type: none"> <li>- Romantic Literature (building on Medieval unit in previous year);</li> <li>- Unseen Poetry (building on poetry in previous year);</li> <li>- The Taming of the Shrew (building on Shakespeare play in previous year);</li> </ul>

	<ul style="list-style-type: none"> <li>- Noughts and Crosses (building on prose text in previous year);</li> <li>- Spoken Language Assessment.</li> </ul> <p>Students also have one lesson a week that is devoted to the teaching of Grammar. Within this, students also cover creative and transactional writing.</p>
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### Year 10

Subject title	Subject Content
GCSE English Language and English Literature (EDUQAS)	<p>Knowledge-based curriculum that includes knowledge organisers on key texts (A Christmas Carol, Anthology Poetry and An Inspector Calls) and the Language components for the GCSE Eduqas exams. Knowledge tests include all elements (as covered in Curriculum plan) and are delivered weekly.</p> <p>Curriculum includes:</p> <ul style="list-style-type: none"> <li>- Poetry Anthology (a selection of nine thematically linked poems);</li> <li>- Language Component 1 (20<sup>th</sup> Century Literature Reading);</li> <li>- A Christmas Carol;</li> <li>- An Inspector Calls;</li> <li>- Language Component 2 (Pre-1900 Non-Fiction Reading).</li> </ul> <p>Students also have one lesson a week that is devoted to the teaching of Grammar. Within this, students also cover creative and transactional writing.</p>

### Year 11

Subject title	Subject Content
GCSE English Language and English Literature (EDUQAS)	<p>Knowledge-based curriculum that includes knowledge organisers on key texts (A Christmas Carol, An Inspector Calls, Romeo and Juliet and the Anthology Poetry) and the Language components for the GCSE Eduqas exams. Knowledge tests include all elements (as covered in Curriculum plan) and are delivered weekly.</p> <p>Curriculum includes:</p> <ul style="list-style-type: none"> <li>- Poetry Anthology (the remaining nine thematically linked poems);</li> <li>- Romeo and Juliet;</li> <li>- Language Component 2 (Transactional Writing);</li> <li>- Interleaved revision of all topics required for examinations.</li> </ul> <p>Students also have one lesson a week that is devoted to the teaching of Grammar. Within this, students also cover creative and transactional writing.</p>

### Year 12

Subject title	Subject Content
AQA English Language	<p>Representation</p> <p>Individuality and Sociolinguistics</p> <p>Child Language – spoken language acquisition</p> <p>Gender Theories</p> <p>Occupational Language</p> <p>Age and Language</p> <p>Opinion Articles</p> <p>NEA Original Writing</p> <p>NEA Investigation</p> <p>Exam practice</p>
Edexcel English Literature	<p>Great Gatsby-Scott Fitzgerald (NEA support) and various texts to be used as comparisons</p> <p>A Streetcar Named Desire- Tennessee Williams</p> <p>Frankenstein- Mary Shelley</p> <p>Edexcel Post Modern Poetry Anthology</p> <p>Romantic Poetry – William Blake</p> <p>Unseen Poetry</p> <p>NEA Preparation</p>
Resit GCSE English Language	Eduqas



Subject title	Subject Content
AQA English Language	Representation Individuality and Sociolinguistics Child Language – reading and writing and SLA revision Language and Ethnicity Language and Class Global Englishes Language Change Gender Theories Revision Language Comparisons Opinion Articles NEA Original Writing – Completion NEA Investigation – Completion Exam practice
Edexcel English Literature	A Streetcar Named Desire- Tennessee Williams - Revision Frankenstein- Mary Shelley and The Handmaid’s Tale – Comparative study Edexcel Post Modern Poetry Anthology and comparisons to unseen poetry Othello - William Shakespeare Romantic Poetry – Blake, Wordsworth, Keats, Byron and Shelley NEA Completion Exam practice
Resit GCSE English Language	Eduqas

### English Learning Community Extra-curricular activities offered:

- Poetry and Creative Writing competitions
- Theatre Trips
- Reading Club
- Reading Challenges
- Carnegie Reading Group
- Library support
- BookBuzz

### Mathematics Learning Community Curriculum

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

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

#### Year 7

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

### Year 8

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

### Year 9

Subject title	Subject Content
Mathematics	Number: Calculations Algebra: Expressions, Equations & Formulae Ratio and Proportion Algebra: Sequences Number: FDP Algebra: Graphs Statistics Geometry

### Year 10

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

### Year 11

Subject title	Subject Content	
GCSE Mathematics Edexcel	<b>Foundation:</b> Ratio Proportion	<b>Higher:</b> Multiplicative reasoning Similarity and congruence in 2D and 3D

	Right-angled triangles: Pythagoras and trigonometry Probability Multiplicative reasoning Plans and elevations Constructions, loci and bearings Quadratic equations: expanding and factorising Quadratic equations: graphs Circles, cylinders, cones and spheres Fractions and reciprocals Indices and standard form Similarity and congruence in 2D Vectors Rearranging equations, graphs of cubic and reciprocal functions and simultaneous equations	Graphs of trigonometric functions Further trigonometry Collecting data Cumulative frequency, box plots and histograms Quadratics, expanding more than two brackets, sketching graphs, graphs of circles, cubes and quadratics Circle theorems Circle geometry Changing the subject of formulae (more complex), algebraic fractions, solving equations arising from algebraic fractions, rationalising surds, proof Vectors and geometric proof Reciprocal and exponential graphs; Gradient and area under graphs Direct and inverse proportion
GCSE Statistics Edexcel	Collection of data Processing and representing data Summarising data Scatter diagrams and correlation Time series Probability Index numbers Probability distributions	Collection of data Processing and representing data Summarising data Scatter diagrams and correlation Time series Probability Index numbers Probability distributions

### Year 12

Subject title	Subject Content	
Mathematics Edexcel	<b>Pure Paper:</b> Equations and inequalities Graphs and transformations Straight line graphs Circles Differentiation Integration Algebraic expressions Quadratics Algebraic Methods Binomial expansion Trigonometric ratio Trig identities Vectors Exponentials and logs	<b>Statistics and Mechanics Paper:</b> Data Collection Measures of location Representation of data Correlation Probability Statistical distributions Hypothesis testing Modelling in mechanics Constant acceleration Forces and motion Variable acceleration
Further Mathematics Edexcel	<b>Further Pure Mathematics:</b> Complex numbers Argand diagrams Matrices Series Roots of polynomials Volumes of revolution Linear transformations Proof by induction Vectors	<b>Decision:</b> Algorithms Graphs and networks Algorithms on graphs Route inspection The travelling salesman problem Linear programming The simplex algorithm Critical path analysis

### Year 13

Subject title	Subject Content	
A Level Mathematics	<b>Pure:</b> Algebraic methods	<b>Statistics and Mechanics:</b> Regression, correlation and hypothesis testing

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

### Maths Learning Community Extra-Curricular Offer:

Junior Maths Challenge – Years 7 and 8

Intermediate Maths Challenge – Years 9 and 10

Senior Maths Challenge – Sixth Form

National Cipher Challenge – All Year groups

### Science Learning Community Curriculum

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

#### Year 7

Subject title	Subject Content		
Science	Cells and organisation Reproduction Muscular Skeletal System	Particles Separating mixtures Acids and alkalis	Energy stores and pathways Forces Speed Charge Circuits

#### Year 8

Subject title	Subject Content		
Science	Gas exchange & circulation Respiration Drugs and Microbes	Atoms, elements & compounds The Periodic Table Chemical reactions Acids and Metals Earth structure, rock cycle	Sound Speed Electricity Space

#### Year 9

Subject title	Subject Content		
Science	Transporting substances Enzymes	Acid and Metal reactions Energy Changes	Particle model Heat transfer

	Inheritance	Material Science	Pressure in fluids Forces at work
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### Year 10

Subject title	Subject Content		
GCSE (9-1) Combined Science Edexcel	Cell division Health Inheritance Evolution	Groups Calculations Acids and bases Ores and extraction	Energy conservation Newton's laws Radiation

### Year 11

Subject title	Subject Content		
GCSE (9-1) Combined Science Edexcel	Plant structure and function Animal coordination and control Respiration and Circulation Revisit of all previous topics from Years 9 and 10	Calculating mass Energetics and equilibria Fuels Revisit of all previous topics from Years 9 and 10	Matter Radiation Magnetism & electromagnets Revisit of all previous topics from Years 9 and 10

### Year 12

Subject title	Subject Content
AS Biology AQA	Topic 1 – Biological Molecules Topic 2 – Cells Topic 3 – Organisms exchange substances with their environment Topic 4 – Genetic Information, variation and relationships between organisms
AS Chemistry AQA	Topic 1 – Physical chemistry Topic 2 – Organic chemistry Topic 3 – Inorganic chemistry
AS Physics AQA	Measurements and the errors Particles and radiation Waves Mechanics and energy Electricity
Btec L3 National Certificate in Applied Science	Unit 1 – Principles and applications of applied science Unit 2 – Practical scientific procedures and techniques

### Year 13

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

### Science Learning Community Extra-Curricular Provision:

Science Club

Potentially Mine craft education.

## Creative and Design Learning Community Curriculum

### Art and Design

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

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

#### Year 7

Subject title	Subject Content
Art Formal Element introduction	Mark making and line Tonal blending, light reflections Colour theory, introduction to the colour wheel Artist influence and development, focus on colour and mark making Paul Cezanne still life project

#### Year 8

Subject title	Subject Content		
Art	<b>Cells</b> Observational studies Mixed media techniques Painting Artist research	<b>Gemstones</b> Colour mixing Tints, tones and shades Colour matching	<b>Triangulated portraits</b> Artist influence Josh Bryan Observing tonal variation Mark making

#### Year 9

Subject title	Subject Content	
Art	<b>Aquatic forms</b> Media exploration; watercolour, mixed media Observational studies; pencil, paint, biro and optional choices	<b>Power and Influence</b> Looking at the work of Shepard Fairey Image manipulation Mixed media Observational studies Personalised project development

#### Year 10

Subject title	Subject Content
AQA GCSE Art and Design (Fine Art) Urban project	Architecture Artist research/sampling Exploration of materials and artists techniques Personalised development Student photography and responses to architectural elements/ themes
Students begin their ‘Personal’ project	Introduction to a range of artists and media techniques associated Brainstorm of personalised thoughts, ideas and visuals for project starting points Artist research, samples and annotations Personalised photography relating to theme Development of media and techniques seen within artists work Development of ideas relating to media/ artist findings Final outcome

### Year 11

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

### Year 12

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

### Year 13

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

### Extra-curricular activities offered:

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

### Design Technology

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

### Year 7

Subject title	Subject Content
Design Technology	Puggly: Designing and making a textiles Puggly. Learning hand stitching. Mechanisms: Learn how to create mechanisms, Group work using DT equipment. Electronics: Jitterbugs.

### Year 8

Subject title	Subject Content
Design Technology	Drawing skills: One point perspective, isometric drawing and rendering skills. Race and chase game: Research, drawing, design, industrial processes and smart materials used to design and construct the components for the game. Land Racer: working in a groups to design and make a land racer using DT equipment.

### Drama

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

### Year 7

Subject title	Subject Content
Drama	"Cluedo" Murder mystery – Devising Unit "Cinderella" Pantomime – Script Unit "Three Little Pigs" courtroom drama - Devising Unit "The Cursed Child" – Script Unit

### Year 8

Subject title	Subject Content
Drama	Life Mirroring Art – Devising Unit "Annie" – Script Unit Identity – Devising Unit "Tarred and Feathered" - Script Unit

### Year 9

Subject title	Subject Content
Drama	"Our Day Out" – Script unit Immigration – Devising unit

### Year 10

Subject title	Subject Content
Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (Acting)	Component 1: Exploring the performing arts (Internally assessed, externally moderated) Component 2: Developing skills and techniques in the performing arts (Internally assessed, externally moderated)

### Year 11

Subject title	Subject Content
Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (Acting)	Component 2: Developing skills and techniques in the performing arts (Internally assessed, externally moderated) Component 3: Responding to a brief (Externally assessed/synoptic)

### Extra-curricular activities offered:

School production.



## Music

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

### Year 7

Subject title	Subject Content
Music	Performing, Composing, Listening and Appraising through: <ul style="list-style-type: none"><li>• Musicals (including singing);</li><li>• Keyboard Skills;</li><li>• Elements of music;</li><li>• Melodic composition;</li><li>• Cup song.</li></ul>

### Year 8

Subject title	Subject Content
Music	Performing, Composing, Listening & Appraising through: <ul style="list-style-type: none"><li>• Calypso;</li><li>• Ukulele;</li><li>• Reggae (including music technology).</li></ul>

### Year 9

Subject title	Subject Content
GCSE Music OCR	Performing, Composing, Listening & Appraising through: <ul style="list-style-type: none"><li>• Four chord songs</li><li>• Blues &amp; Jazz (including music technology).</li></ul>

### Year 10

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

### Year 11

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

### Extra-curricular activities offered:

KS3 choir;

KS4 voices;  
 School production (Matilda);  
 Chasefest (music and arts festival).  
 Visiting instrumental teachers for brass, strings, woodwind, guitar, percussion.

## **Global Learning Community Curriculum**

### **French**

Our French curriculum lays the foundations for creating confident, knowledge rich linguists who can use the most important communicative functions that students need to master in the real world. It focuses on developing knowledge and understanding, building vocabulary and supporting the development of key linguistic skills to create and develop enthusiastic and successful learners, who are curious about the world around them and enjoy learning about how the world is shaped by languages and the people who use them. It establishes a learning environment that encourages students to feel confident about taking risks and develop informed opinions about the world around them. It offers opportunities to find out about how learning a language can be useful for their further study or careers.

Fundamentally, its aim is to inspire, foster and nurture a love of foreign languages and a greater respect for the cultural appreciation of the countries in which French is spoken.

#### *Year 7*

<b>Subject title</b>	<b>Subject Content</b>
French	Language awareness, self and family, leisure (sports and activities), house and home.

#### *Year 8*

<b>Subject title</b>	<b>Subject Content</b>
French	School (subjects, timetables, uniforms, teachers), Europe and me (countries, weather, transport, Paris and France), Healthy eating, Media (Films)

#### *Year 9*

<b>Subject title</b>	<b>Subject Content</b>
GCSE French EDUQAS	Where we live, the world of work, identity and relationships, free time including going out and healthy lifestyle .

#### *Year 10*

<b>Subject title</b>	<b>Subject Content</b>
GCSE French EDUQAS	Festivals, healthy lifestyle, holidays and tourism, education, the world of work.

#### *Year 11*

<b>Subject title</b>	<b>Subject Content</b>
GCSE French EDUQAS	New Technologies and social media, social issues, environment, jobs and future plans

### **French Extra-curricular activities offered:**

Trip to France  
 French restaurant experience

## Geography

Without Geography we would go nowhere and not know very much. With 7 billion people on the planet, it is a big world out there and Cannock represents a tiny fraction of it. Geography is at the forefront of politics and the media. Our lessons are engaging, and exciting; they will broaden students' horizons and their knowledge about the world in which we live, allowing them to knowledgably engage with society post 16.

### Year 7

Subject title	Subject Content
Geography	<ul style="list-style-type: none"> <li>• Map Skills</li> <li>• My place in the world- UK physical and human geography, continents, countries, oceans.</li> <li>• Development (Africa)</li> <li>• Rivers</li> <li>• Fieldwork (Physical)</li> </ul>

### Year 8

Subject title	Subject Content
Geography	<ul style="list-style-type: none"> <li>• Risky Business</li> <li>• Geography in the News (Climate Change, Syrian and the Middle East)</li> <li>• Cold Environments (Russia)</li> <li>• Urbanisation (India)</li> <li>• Economic Activity (China)</li> <li>• Fieldwork (Human)</li> </ul>

### Year 9

Subject title	Subject Content
Geography	<ul style="list-style-type: none"> <li>• Coasts</li> <li>• Climate Change</li> <li>• Weather</li> <li>• Plate Tectonics</li> <li>• End of Year 9 Exam</li> </ul>

### Year 10

Subject title	Subject Content
GCSE Geography AQA	<p><b>Paper 1: Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Coasts</li> <li>• Tropical Rainforests</li> <li>• Cold Environments</li> <li>• Urban LIC</li> <li>• Fieldwork (Physical)</li> <li>• Urban HIC</li> <li>• End of Year 10 exam</li> </ul>

### Year 11 (2021)

Subject title	Subject Content
GCSE Geography AQA	<p><u>Paper 2: Human Geography</u></p> <ul style="list-style-type: none"> <li>• Resource Management</li> <li>• Fieldwork (Human)</li> <li>• Global Water</li> </ul> <p>Mock Exams</p> <ul style="list-style-type: none"> <li>• Economic Activity (Development, Nigeria, UK)</li> </ul> <p><u>Paper 1: Physical Geography</u></p>

	<ul style="list-style-type: none"> <li>Rivers</li> </ul> <p><u>Paper 2: Human Geography</u></p> <ul style="list-style-type: none"> <li>Revision in preparation for GCSE exams</li> </ul>
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### Year 12

Subject title	Subject Content
A Level Geography AQA	<p><u>Paper 1 Physical Geography</u></p> <ol style="list-style-type: none"> <li>Hazards</li> <li>Water and Carbon Cycles (split across Y12+Y13)</li> </ol> <p><u>Paper 2 Human Geography</u></p> <ol style="list-style-type: none"> <li>Resource Security</li> <li>Changing Places</li> </ol> <p>Geography Fieldwork Investigation (Non-Examined Assessment) (Split across Y12+Y13)</p> <ul style="list-style-type: none"> <li>Assessments including exam question style practice and techniques</li> <li>Year 12 mock exam (+ revision)</li> <li>In class mock exam (+ revision homework)</li> <li><u>POTENTIAL</u> Fieldwork visits to (minimum two days fieldwork):</li> </ul> <ol style="list-style-type: none"> <li>River Trent (Cotton Dell)</li> <li>Urban areas (Cannock town visit and Birmingham comparison)</li> </ol>

### Year 13

Subject title	Subject Content
A Level Geography AQA	<p>Geography Fieldwork Investigation (Non-Examined Assessment)</p> <p><u>Paper 1 Physical Geography (continued from Y12)</u></p> <ol style="list-style-type: none"> <li>Water and Carbon Cycles (split across Y12+Y13)</li> <li>Coastal Systems and Landscapes</li> </ol> <p><u>Paper 2 Human Geography</u></p> <ol style="list-style-type: none"> <li>Global Systems and Global Governance</li> </ol> <ul style="list-style-type: none"> <li>Assessments including exam question style practice and techniques</li> <li>Year 13 mock exam (+ revision)</li> <li>In class mock exam (+ revision homework)</li> <li>Data collection for Geographical Fieldwork Investigation</li> <li>Revision in preparation for A Level Exams</li> </ul>

### Geography Extra-curricular activities offered:

GCSE trip- Coastal trip to Blackpool

### History

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

Students will be taught about some of the most interesting events from history and we will use a range of skills including causation, consequences, significance, source evaluation and interpretation analysis to help to bring the subject to life.

### Year 7

Subject title	Subject Content
History	<p>Historical Skills</p> <p>The Succession Crisis of 1066</p> <p>Did the Norman Conquest change peoples' lives?</p> <p>Was King John Evil?</p>

	Medieval Medicine The Black Death The Peasants are Revolting! The lives of the Native Americans
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### Year 8

Subject title	Subject Content
History	King Henry VIII, his wives and a new church Does Mary I deserve the Nickname 'Bloody Mary'? How successful was Elizabeth I? The Gunpowder Plot Medicine – The beginnings of change in the Renaissance The Great Plague A Revolution in Industry and Medicine Empire – Case Study – India Slavery

### Year 9 (AQA GCSE History 8145GA)

Subject title	Subject Content
History	Causes, events and consequences of World War One The Inter-war world Causes, events and consequences of World War Two The Holocaust The Rise of Hitler

### Year 10 (AQA GCSE History 8145GA)

Subject title	Subject Content
GCSE History – Conflict & Tension, 1981-1939	Part two: The League of Nations and international peace
Britain: Health and the People: c1000 to the Present day.	Part two: The beginnings of change Part three: A revolution in medicine
Germany, 1890-1945: Democracy and Dictatorship	Part two: Germany and the Depression Part three: The experiences of Germans under the Nazis
Norman England 1066-1100	Part two: Life under the Normans

### Year 11 (AQA GCSE History 8145GA)

Subject title	Subject Content
GCSE History – Conflict & Tension, 1981-1939	Part three: The origins and outbreak of the Second World War
Britain: Health and the People: c1000 to the Present day.	Part three: A revolution in medicine Part four: Modern medicine
Germany, 1890-1945: Democracy and Dictatorship	Part three: The experiences of Germans under the Nazis
Norman England 1066-1100	Part three: The Norman Church and monasticism Part four: The historic environment of Norman England

### Year 12 (AQA A Level History 7402)

Subject title	Subject Content
A Level History (AQA A Level History)	<b>Unit 1H - Tsarist and Communist Russia, 1855–1964</b> <b>Part one: Autocracy, Reform and Revolution: Russia, 1855–1917</b> <ul style="list-style-type: none"> <li>Trying to preserve autocracy, 1855–1894</li> <li>The collapse of autocracy, 1894–1917</li> </ul> <b>Unit 2S - The Making of Modern Britain, 1951–2007</b> <b>Part one: building a new Britain, 1951–1979</b> <ul style="list-style-type: none"> <li>The Affluent Society, 1951–1964</li> </ul>

	<ul style="list-style-type: none"> <li>• The Sixties, 1964–1970</li> <li>• The end of Post-War Consensus, 1970–1979</li> </ul>
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### Year 13 (OCR A Level History H505)

Subject title	Subject Content
A Level History (OCR H505 History A)	<p><b>Unit Y113:</b>  <b>British Period Study: Britain 1951–1997</b></p> <ul style="list-style-type: none"> <li>• Conservative domination 1951–1964</li> <li>• Thatcher and the end of consensus 1979–1997</li> </ul> <p><b>Unit Y213:</b>  <b>The French Revolution and the rule of Napoleon 1774–1815</b></p> <ul style="list-style-type: none"> <li>• Napoleon Bonaparte to 1807</li> <li>• The decline and fall of Napoleon 1807–1815</li> </ul> <p><b>Unit Y319:</b>  <b>Thematic Study: Civil Rights in the USA 1865–1992</b></p> <ul style="list-style-type: none"> <li>• Native American Indians</li> <li>• Women</li> </ul> <p><b>Unit Y100:</b>  <b>Non exam assessment: Topic based essay</b></p> <ul style="list-style-type: none"> <li>• The Final Solution – was the Holocaust predetermined?</li> </ul>

### Extra-curricular/trips

Y10- Y13 Holocaust trip to Krakow/Auschwitz - every other year.

### Social & Enterprise Learning Community Curriculum

Our community is made up of a diverse range of subjects including: Religious Education, PSHE, Business, Creative iMedia, Computer Science, EPQ, Law, Psychology and Sociology.

### Year 7

Subject title	Subject Content
Computing	Online Safety Binary and Hardware Scratch
PSHE	
RE	What is Religion Celebration and Remembering Keeping Faith Significant Journeys Christian Sources

### Year 8

Subject title	Subject Content
Computing	HTML Boolean Logic Images Logo Creation Spreadsheets
PSHE	
RE	Does religion matter Hopes and Dreams Evil and suffering Life and Death Ultimate Questions

## Year 9

Subject title	Subject Content
Computing	Python Boolean Logic Images Logo Creation Computational Thinking
<b>PSHE</b>	
Religious Education	Buddhism Social Justice [Human Rights, Poverty, Feminism, Sexism] Christianity [All denominations, Celebration & ceremony, Worship, Symbolism]

## Year 10

Subject title	Subject Content
Business Studies NCFE Level 1/2 Technical Award in Business and Enterprise (603/7004/X)	<b>Units:</b> H/616/8937: Unit 01 Introduction to business and enterprise K/616/8938: Unit 02 Understanding resources for business and enterprise planning
Business Studies Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Business (1BS0)	<b>Units:</b> Theme 1: Investigating small business (*Paper code: 1BS0/01) Theme 2: Building a business (Paper code: 1BS0/02)
Creative iMedia OCR Cambridge Nationals J834	<b>Units:</b> R093 Creative iMedia in the Media Industry R094 Visual Identity and Digital Graphics
Computer Science OCR Code: J277	<b>Paper 1: Computer Systems</b> Systems Architecture Memory & Storage Computer Network Connections Network Security System Software Ethical, Legal, Cultural and Environmental Concerns <b>Paper 2: Computational thinking, algorithms and programming:</b> Computational Thinking Programming Fundamentals Producing Robust Programs Boolean Logic Programming Languages & IDEs
Religious Studies AQA Code: 8062BA Christian & Buddhist & Islam excluding textual	<b>Component 1: The study of religions: beliefs, teachings and practices</b> Buddhism: Beliefs and practices Christianity: Beliefs and practices Islam: Beliefs and practices <b>Component 2: Thematic studies</b> Theme A: Relationships and families Theme B: Religion and life Theme C: The existence of God and revelation Theme D: Religion, peace and conflict Theme E: Religion, crime and punishment Theme F: Religion, human rights and social justice
Psychology Edexcel Code: 1PSO	<b>Paper 1 - 1PSO/01:</b> Topic 1: Development – How did you develop? Topic 2: Memory – How does your memory work? Topic 3: Psychological problems – How would psychological problems affect you? Topic 4: The brain and neuropsychology – How does your brain affect you? Topic 5: Social influence – How do others affect you? <b>Paper 2 - 1PSO/02:</b> Topic 6: Criminal psychology – Why do people become criminals? Topic 9: Sleep and dreaming – Why do you need to sleep and dream? Topic 11: Research methods – How do you carry out psychological research?

## Year 11

Subject title	Subject Content
Business Studies NCFE Level 1/2 Technical Award in Business and Enterprise (603/7004/X)	<b>Unit: Understanding business and enterprise</b> Components assessed via external exam and coursework <ul style="list-style-type: none"> <li>• Entrepreneurship, business organisation and stakeholders</li> <li>• Market research, market types and orientation and marketing mix</li> <li>• Human resource requirements for business and enterprise</li> <li>• Operations management</li> <li>• Business Growth</li> <li>• Sources of enterprise funding and business finance</li> <li>• The impact of the external environment on business and enterprise</li> <li>• Business and enterprise planning</li> </ul>
Computer Science OCR Code: J277	<b>Paper 1: Computer Systems</b> Systems Architecture Memory & Storage Computer Network Connections Network Security System Software Ethical, Legal, Cultural and Environmental Concerns <b>Paper 2: Computational thinking, algorithms and programming:</b> Computational Thinking Programming Fundamentals Producing Robust Programs Boolean Logic Programming Languages & IDEs
Creative iMedia OCR Cambridge Nationals Code: J834	<b>Units:</b> R093 Creative iMedia in the Media Industry R094 Visual Identity and Digital Graphics
Religious Studies AQA Code: 8062BA Christian & Buddhist & Islam excluding textual	<b>Component 1: The study of religions: beliefs, teachings and practices</b> Buddhism: Beliefs and practices Christianity: Beliefs and practices Islam: Beliefs and practices <b>Component 2: Thematic studies</b> Theme A: Relationships and families Theme B: Religion and life Theme C: The existence of God and revelation Theme D: Religion, peace and conflict Theme E: Religion, crime and punishment Theme F: Religion, human rights and social justice
Sociology AQA Code: 8192	<b>Paper 1: Families and Households and Education</b> Families and households Education Research methods <b>Paper 2: Crime and deviance and social stratification</b> Crime and Deviance Social Stratification Research methods

## Year 12

Subject title	Subject Content
BTEC Extended Certificate Applied Law Pearson Code: 601/9043/7	Unit 1: Dispute Solving in Civil Law (Mandatory) Unit 2: Investigating Aspects of Criminal Law and the Legal System (Mandatory)
Business Studies Edexcel Code: 8BS0	Theme 1: Marketing and people Theme 2: Managing business activities
Psychology AQA	<b>Paper 1 Introductory topics in Psychology</b> Social Influence, Memory, and Attachment



Code: 7181	<b>Paper 2 Psychology in Context</b> Psychopathology, Approaches and Research Methods
Sociology AQA Code: 7191	<b>Paper 1: Education and methods in context</b> Education and methods in context <b>Paper 2: Families and households and research methods</b> Families and households and research methods

### Year 13

Subject title	Subject Content
BTEC Extended Certificate Applied Law Pearson QAN: 601/9043/7	Unit 3: Applying the Law Unit 7: Aspects of Tort
BTEC Information Technology Code: 601/7575/8	Unit 1 Information Technology Systems Unit 5 Data Modelling
Business Studies Edexcel Code: 9BS0	Theme 3: Business decisions and strategy Theme 4: Global business
Extended Project Qualification Edexcel Code: 7993	Presentation Written report
Psychology AQA Code: 7182	<b>Paper 1 Introductory topics in Psychology</b> Social Influence, Attachment, Memory and Psychopathology <b>Paper 2 Psychology in Context</b> Approaches, Biopsychology and Research Methods Paper 3 Issues and options Issues and debates, Gender, Schizophrenia, and Forensic
Sociology AQA Code: 7192	<b>Paper 1: Education and theory and methods</b> Education and theory and methods <b>Paper 2: Families and households and beliefs in society</b> Families and Households and Beliefs <b>Paper 3: Crime and deviance and theory and methods</b> Crime and deviance and theory and methods

## Sport and Healthy Lifestyles Learning Community Curriculum

### Physical Education

#### *Key Stage 3 and Key Stage 4 Core PE*

Students will participate in a range of sports and health and fitness activities developing their skills and understanding of how to keep the body and mind healthy. The variety of sports will also allow them to demonstrate a variety of skills and qualities such as teamwork and communication. They will learn how to play games effectively by developing tactics and understand how the games are controlled through development of their knowledge of the rules and regulations.

Subject title	Subject Content
Physical Education	Sports covered: Netball, Football, Rugby, Orienteering, Basketball, Badminton, Fitness, Trampolining, Athletics, Rounders, Tennis, Cricket

### GCSE PE

#### *Years 10 and 11*

Students taking GCSE PE will continue to participate in a range of team and individual sporting activities throughout the year, while starting to study the theoretical aspects of fitness, the body systems and health and performance. They will also analyse their sporting performance within a chosen sport and will create a training programme that is specific to their needs to help them develop fitness and performance within the sport.

Subject title	Subject Content
GCSE PE Exam board: Edexcel	<p><b>Component 1:</b> Applied anatomy and physiology, movement analysis, physical training and the use of data.</p> <p><b>Component 2:</b> Health, fitness and well-being, sports psychology, socio-cultural influences and the use of data.</p> <p><b>Component 3:</b> Practical performance. Students will be assessed on 3 sports.</p> <p><b>Component 4:</b> Personal Exercise Programme. Student will design their own training programme to develop a fitness component that they feel needs improving to help them perform better within their sport. Students will then analyse the results of the training programme.</p>

## NCFE Health and Fitness

*Years 10 and 11*

Students will learn about how exercise affects the body systems and understand the importance and the role that the body systems play when doing physical activity. They will look at different lifestyle factors that can impact an individual's health and fitness and grasp the importance of the effect that a good lifestyle has on an individual's health and well-being. Students will be able to participate in a range of fitness tests to establish their own fitness level and create a training programme that is specific to them and will carry out the training programme to develop the area that they wish to work on. They will analyse their performance and look at future recommendations that can develop their health and fitness further.

Subject title	Subject Content
NCFE Level 1/2 Technical Award in Health and Fitness NCFE	<p><b>Content area 1:</b> Structure and function of body systems</p> <p><b>Content area 2:</b> Effects of health and fitness activities on the body</p> <p><b>Content area 3:</b> Health and fitness and the components of fitness</p> <p><b>Content area 4:</b> Principles of training</p> <p><b>Content area 5:</b> Testing and developing components of fitness</p> <p><b>Content area 6:</b> Impact of lifestyle on health and fitness</p> <p><b>Content area 7:</b> Applying health and fitness analysis and setting goals</p> <p><b>Content area 8:</b> Structure of a health and fitness programme and how to prepare safely</p>

## A-Level PE

*Year 12 and 13*

This course seeks to develop the students' knowledge, understanding, skills and application for physical education and sport. They will understand the roles the body systems, developing knowledge on how to control stress so the body systems are not affected in a negative way and how the concepts of energy and laws relate to physical activity and sport. Skills in sport will be developed either as a performer or a coach and they will learn how learning theories relate to development of skill along with using data, practices and feedback to develop skill acquisition.

Subject title	Subject Content
Advanced Subsidiary GCE/Advanced	<p><b>Component 1:</b> Scientific Principles of Physical Education, applied anatomy and physiology and exercise physiology and applied movement analysis.</p>

GCE in Physical Education Edexcel	<p><b>Component 2:</b> Psychological and Social Principles of Physical Education, skill acquisition, sport psychology and sport and society.</p> <p><b>Component 3:</b> Practical Performance.</p> <p><b>Component 4:</b> Performance Analysis.</p>
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### Physical Education Extra-curricular activities offered:

Netball club for Years 7-11.

Football club for Years 7-11.

Basketball club for Years 7-11.

Indoor football for Years 7-11

Rugby club for Years 7-11.

Trampolining club for Years 7-11.

Climbing club for Years 7-9.

Rounders club for Years 7-11.

Girls Football club for Years 7-11.

Girls Rugby club for Years 7-11

Cricket club for Years 7-11

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

### Child Development

#### *Years 10 and 11*

Students will develop knowledge and understanding of how children develop and support their well-being in a variety of settings with children 0-5 years of age. The course will teach them how to prepare for working in childcare or education settings and how to adapt when children move through different settings. Students will understand how different factors impact children's development and will develop the knowledge on how to support children with different individual needs in a safe way.

Subject title	Subject Content
NCFE CACHE Level 2 Award in Child Development and Care	<p><b>Unit 1:</b> An introduction to working with children aged 0-5 years.</p> <p><b>Unit 2:</b> Development and well-being 0-5 years.</p> <p><b>Unit 3:</b> Child care and development 0-5 years.</p>

#### *Year 12 and 13*

Students will develop an understanding of the specific roles of professionals within diverse childcare settings and child education, learning the different roles, responsibilities, skills and attributes that are required to be effective within children's development. Students will identify the educational frameworks, relevant legislation and guidance that must be applied within childcare and education settings and analyse how they support optimal outcome for children and young people.

Subject title	Subject Content
NCFE CACHE Level 3 Applied General Certificate for Early Years, Childcare and Education (603/2988/9)	<p><b>Unit 01:</b> The role of the early years, childcare and education practitioner</p> <p><b>Unit 02:</b> Human Development from conception to 19 years</p> <p><b>Unit 03:</b> Key legislation, policy and procedures</p> <p><b>Unit 04:</b> Statutory educational frameworks</p> <p><b>Unit 05:</b> Play and learning</p>

## Health and Social Care

### Year 10 and 11

This qualification will promote students understanding of the different services within health and social care and how they operate to ensure that health and social provision is safe and effective. They will gain knowledge of the different roles and responsibilities that individuals will need when working within the health sector to ensure that service users needs are met and that appropriate care is given. Students will also identify how humans develop across the different life stages, so they have the knowledge of how the health and social care provisions can support these individuals to help improve their health and well-being.

Subject title	Subject Content
NCFE CACHE Level 1/2 Technical Award in Health and Social Care (603/7013/0)	<b>Unit 01 and Unit 02:</b> Health and Social care provision and services Job roles in health and social care and care values for professional practice Legislation, policies and procedures in health and social care Human development across the lifespan The care needs of the individual How health and social care services are accessed Partnership working in health and social care The care planning cycle

### Year 12 and 13

Students will be able to develop and use a range of skills and knowledge in areas relating to Health and Social Care within practice by gaining hands on experience in a work setting. They will understand patterns of human growth and development, factors that can have a positive or negative impact and the roles that health and social care workers play on supporting and improving an individual's health and well-being. Students will learn different theories and models to help explain and interpret behaviour through human development and look at research completed by health and social care experts to understand how research is completed and how research findings may benefit those individuals using the health and social care services.

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

### Health and Social Care Extra-curricular activities offered:

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

## Food Technology

Food technology is an exciting new curriculum offer that students study in year 7, 9 and in year 10. We currently offer NCFE Level ½ Technical Award in Food and Cookery as the qualification for this subject.

## Year 10

Content area title
Health and safety relating to food, nutrition and the cooking environment
Food legislation and food provenance
Food groups, key nutrients and a balanced diet
Factors affecting food choice
Food preparation, cooking skills and techniques
Recipe amendment, development and evaluation
Menu and action planning for completed dishes

## Whole School Curriculum

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

- The taught curriculum (main lessons);
- PSHE/RSE/SMSC is a progressive model covering the following strands from Year 7-11: Positive and Healthy friendships and families, Being Safe Online and Offline, Intimate and sexual relationships, Physical and Mental Well-being, Living in the Wider World: careers and employment. Students in Year 7-9 also have Character Education sessions for 1 hour per week as part of their tutor time each week.
- Cross-curricular literacy and numeracy;
- Additional literacy lessons in Year 8;
- Scholars' Programme;
- Enrichment curriculum which may support the taught curriculum or PSHE/SMSC/RSE;
- Themed assembly weeks and outside speakers, including Road Safety, the Police, NHS etc.;
- Action for Happiness daily reflections;
- Tutor Reading sessions;
- Student Council, Perfects and Student Leadership Team;
- Library Assistants and Ambassadors;
- Peer Mentoring;
- Clubs and activities including: code club, orchestra, school choir, gardening club, science club;
- Emerge Young Artists programme (Arts);
- Carnegie Shadowing Reading Group;
- Preparation for education, employment and training destinations;
- School trips and experiences including the annual Year 7 and 8 residential, ski trip, zoo visit, France trip;
- Full careers' programme from Years 7-13.

Suggestions and guidance for best practice are given by the Assistant Headteacher (Curriculum and Learning & Teaching). The Deputy Headteacher along with the Lead Teacher for PSHE, the CIAEG lead, the Safeguarding Lead and the Deputy Headteacher - Pastoral, have developed and mapped a comprehensive, progressive and engaging PSHE (including RSE) and SMSC programme of study that is delivered by specialist staff in year 7-9 and by tutor teams in year 10 and year 11, and during assemblies by a range of staff, students and outside speakers. Close attention is also paid to the active promotion of British Values. This, along with Character Education, is led by the Deputy Headteacher – Pastoral. Literacy and numeracy skills are also delivered weekly in tutor time, for example through weekly Reading Time, Word of the Week and timetabled visits to the library as

well as through the identification of key vocabulary on Knowledge Organisers and pre-teaching of vocabulary in lessons. Further delivery takes place as part of drop-down days and, with selected students as necessary, through additional time in the timetable.

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

## Skills

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

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

## Monitoring of Effectiveness

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

## Assessment and Homework

*“Curriculum leaders and their teams identify what they want pupils to learn in each subject. They sequence learning to build on what pupils already know. Teachers use ‘end point’ assessments to check for any gaps in pupils’ knowledge. They then address such gaps in subsequent lessons.” (Ofsted, 2023)*

Assessment is continuous by providing students with regular opportunities to deliberately practise in lessons, complete interleaved knowledge tests and through end of topic and unit assessments as

well as mock exams and end of year exams. These are standardised and moderated within subjects by staff and are quality assured. All subjects and communities are expected to follow the whole-school Assessment and Homework principles. As educationalist Daisy Christodoulou said, *“what matters is how the information from an assessment is used”* and therefore, what happens following an assessment is key for us. It is absolutely essential that students not only know how they have done but that they are given an opportunity to improve. Engagement in action cycles where students of all year groups are provided with their assessment feedback and, most importantly, have the opportunity to respond to and engage with the feedback to improve their work is a key part of the assessment process.

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

Following our Assessment without Levels consultation, we reviewed our assessment processes and systems in KS3. We use a banding system that communicates a common language with students and parents. The focus for students in KS3 is on developing and mastering their knowledge whilst practising the key skills needed in order to be successful. At different points in the year, students in KS3 complete knowledge tests, because we believe that true mastery of knowledge underpins and leads to successful and transferable learning, which is at the heart of our knowledge-rich curriculum. This, in conjunction with skills-based assessment means that our method of assessment is robust and effective.

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

We believe that homework is crucial in enabling students to progress and all subjects are expected to set homework in line with our whole-school Homework Policy. We currently use an online system called *Frog (our school’s Virtual Learning Environment)* to set work. Both parents and students are able to view homework set at any time and there is also a mobile phone app that students and parents can use.

## **Curriculum Impact**

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

- Results from the parent and student surveys show that our stakeholders believe our students make good progress because the teaching of subjects is at least good;
- We have developed a curriculum *“where every pupil can succeed.” (Ofsted, 2018);*
- The 9-5 Basics English and Maths measure has shown a three-year positive trend of improvement when considering the academic years with nationally comparable attainment measures (2023: 35%; 2019: 33%; 2018: 21%).
- Similarly, the 9-4 Basics English and Maths measure has also increased (2023: 58%; 2019: 56%; 2018: 48%)

- Despite a national drop in grades for the 2022/23 exam series our average A Level grade remained consistent at a C+ with an average grade point per student of 73.46 compared to 70 in 2021/22. This is an increase on the average A Level grade in 2019 of a C.
- All of our sixth for leavers went on to positive destinations with 65% going to university and 14% going to Russell group universities.

*Please see separate PSHE policy for PSHE Curriculum content.*

## **Further Information**

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

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

<b>Implementation date:</b>	September 2023
<b>Last review date:</b>	
<b>Next Review date:</b>	September 2024
<b>Statutory Policy:</b>	No