



# CANNOCK CHASE HIGH SCHOOL

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

## CURRICULUM STATEMENT 2021-22

### Contents

- 1. Curriculum Overview**
  - a. Principles and Aims
  - b. Curriculum Offer and Provision
  - c. Curriculum Design
  
- 2. Curriculum Development**
  - a. Five Year Journey
  - b. Curriculum Model
    - i. Phase 1
    - ii. Phase 2
    - iii. Phase 3
    - iv. Level 3 Pathway
  - c. Curriculum Subject Information
  - d. Whole School Curriculum
  - e. Skills
  
- 3. Monitoring of Effectiveness**
  
- 4. Assessment and Homework**
  
- 5. Curriculum Impact**
  
- 6. Further Information**

## Curriculum Overview

### Principles and Aims

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

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

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

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

Ofsted (2018) noted:

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

### Curriculum Offer and Provision

Curriculum can be divided into two distinct sections:

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

curriculum at each Phase is fit for purpose, with regular reviewing of key policies. We also conduct student, 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** (Years 7 and 8) for core subjects. Students are in mixed band tutor groups and are mixed for non-core subjects.

In **Phase 2** (Year 9, 10 and 11) all students have access to a wide range of academic, vocational and Btec courses in school. Our curriculum is fully inclusive and offers students a diverse range of 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 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 and 8 is not viewed as a separate entity to Years 9, 10 and 11, but as a foundation on which students can secure and build upon the knowledge and skills they will need in the future, both in school and in life beyond school. This is why wider learning skills including good communication, confidence and teamwork are an essential part of the curriculum from Year 7.

In Year 9, students follow a more personalised pathway which allows them to pursue their choice of options subjects that are both enjoyable and appropriate. This has helped to raise the aspirations of a greater number of our students and has recognised their individual interests, whilst allowing us to deliver on our high expectations in terms of achievement. Far from students taking a narrower curriculum, they 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 etc. as well as a wide range of extra-curricular activities.

### Curriculum Model

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

#### Phase 1

##### *Year 7 and 8 (September 2021)*

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. In Year 8, a small group of students with very low levels of literacy have additional literacy lessons instead of French.

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

#### Phase 2

##### *Year 9 (September 2021)*

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

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

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

<b>*Option A</b>	<b>*Option B</b>	<b>*Option C</b>
<b>2 lessons</b>	<b>2 lessons</b>	<b>3 lessons</b>
History Geography (2 groups) Art Child Development Computer Science	History Geography Art Child Development Music Business & Enterprise	French Creative I Media Health and Social Care Drama Religious Education Sociology Statistics

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

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

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

### *Year 10 (September 2021)*

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.

<b>*Option A</b>	<b>*Option B</b>	<b>*Option C</b>
<b>3 lessons</b>	<b>3 lessons</b>	<b>2 lessons</b>
History (2 groups) Geography Art Child Development Computer Science	History Geography Art Child Development Music Business & Enterprise	French Creative I Media Health and Social Care (2 groups) Drama Religious Education Sociology

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

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

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

### *Year 11 (September 2021)*

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.

<b>Option A</b>	<b>Option B</b>	<b>Option C</b>
<b>3 lessons</b>	<b>3 lessons</b>	<b>3 lessons</b>
History Geography (2 groups) Art Child D Computer Science	History Geography Art Child D Music Business Studies	French Travel and Tourism Creative I-Media Health and SC Drama Psychology

### Phase 3

#### *Year 12 and 13 (September 2018)*

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

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

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

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

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

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

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), a range of sports, work experience, Young Enterprise and specific bespoke workshops.

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)	English Literature	Maths (Further)
Biology	French	Philosophy and Ethics
Business Studies	Geography	Physical Education
Chemistry	History	Physics
Computer Science	Law	Psychology
English Language	Maths	Sociology

### Applied General (BTEC)

Law	Music
Science	Performing Arts (Acting)
Child Development	Sport/PE
Health and Social Care	IT
Criminology	

*\*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.	<p>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.</p> <p>The knowledge-based curriculum is then taught through the following topics:            Mythology (tracing back the origins of Literature)            Macbeth;            Ghost Boys;            Other Cultures Poetry/Prose;            Spoken Language assessment based on the theme of 'Identity'.</p> <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 8

Subject title	Subject Content
English Language and English Literature  Theme of the year is: Society. All topics are taught through this lens.	<p>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.</p> <p>The knowledge-based curriculum is then covered under the following topics:            Medieval and Renaissance Literature (building on Mythology unit in previous year);            An Inspector Calls;            Much Ado about Nothing;            Oliver Twist;            War Poetry and short stories;            Spoken Language assessment based on the theme of 'Society'.</p> <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 9

Subject title	Subject Content
English Language and English Literature	<p>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.</p> <p>This then includes knowledge terms based on the Blood Brothers text and Poetry Anthology that is covered in the Summer Term.</p> <p>The knowledge-based curriculum is covered via the following topics:            Medieval and Renaissance Literature (building on Mythology unit in previous year);            Shakespeare Villains;            Unseen Poetry;            Unseen Prose Extracts;            Noughts and Crosses;            Spoken Language Assessment;            Blood Brothers (Summer Term);            Eduqas War/Love Poetry from the Anthology (Summer Term).</p> <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 10

Subject title	Subject Content
English Language and English Literature (EDUQAS)	<p>Knowledge-based curriculum that includes knowledge organisers on key texts (A Christmas Carol, Anthology Poetry and Blood Brothers) 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:            Medieval and Renaissance Literature (building on Mythology unit in previous year);            Poetry Anthology (recapping of Love and War themes covered in Year 9);            A Christmas Carol;            Interleaved revision of Blood Brothers;            Language Component 2 (Pre 1900 Non-Fiction and Transactional Writing);            Unseen Poetry            Spoken Language Assessment.</p> <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
English Language and English Literature (EDUQAS)	<p>Knowledge-based curriculum that includes knowledge organisers on key texts (A Christmas Carol, Blood Brothers, 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:            Language Component 1 (20<sup>th</sup> Century Fiction and Prose Writing);            Romeo and Juliet;            Interleaved revision of all topics required for examinations.</p> <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	Representation Individuality and Sociolinguistics Child Language Gender Theories Opinion Articles NEA Original Writing NEA Investigation Exam practice
Edexcel English Literature	Great Gatsby-Scott Fitzgerald (NEA support) A Streetcar Named Desire- Tennessee Williams Frankenstein- Mary Shelley Edexcel Post Modern Poetry Anthology Unseen Poetry  NEA Preparation
Resit GCSE English Language	Eduqas

English Learning Community Extra-curricular activities offered:  
 Poetry and Creative Writing competitions  
 Blood Brothers Trip (two years running)

Reading Club  
 Reading Challenges  
 Carnegie Reading Group  
 Library support

## **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*

<b>Subject title</b>	<b>Subject Content</b>
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*

<b>Subject title</b>	<b>Subject Content</b>
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*

<b>Subject title</b>	<b>Subject Content</b>
GCSE Mathematics Edexcel	Number: Calculations Geometry Algebra: Expressions, Equations & Formulae Ratio and Proportion Algebra: Sequences Number: FDP Algebra: Graphs Statistics
GCSE Statistics Edexcel	Collection of data Processing and representing data Summarising data Scatter diagrams and correlation Time series Probability

## Year 10

Subject title	Subject Content
GCSE Mathematics Edexcel	<p><b>Foundation:</b></p> <p>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</p> <p><b>Higher:</b></p> <p>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</p>

## Year 11

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

## 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 Edexcel	<b>Pure:</b> Algebraic methods Functions and graphs Sequences and series Binomial expansion Radians Trigonometric functions Parametric equations Differentiation Numerical methods Integration Vectors	<b>Statistics and Mechanics:</b> Regression, correlation and hypothesis testing 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

## 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 Reproduction Movement Interdependence Inheritance and variation	Particles Separating mixtures Acids and alkalis Earth structure and rock cycle	Energy stores and pathways Forces Density Magnetism

#### Year 8

Subject title	Subject Content		
Science	Digestive system Gas exchange & circulation Respiration & photosynthesis Drugs	Atoms, elements & compounds Chemical reactions Earth as a resource	Waves Speed Electricity

#### Year 9

Subject title	Subject Content		
Science	Cells and magnification Transporting substances Enzymes Ecosystems and humans	Atomic structure Periodic Table Formulae and equations Metals and reactivity Atmosphere and human impact	Heat transfer Waves and EM Motion Forces at work

#### Year 10

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

#### Year 11

Subject title	Subject Content		
GCSE (9-1) Combined Science Edexcel	<b>Biology</b> Ecosystems and material cycles Plant structure and function Animal coordination and control Revisit of all previous topics from Years 9 and 10	<b>Chemistry</b> Endo and exothermic reactions Dynamic equilibria Revisit of all previous topics from Years 9 and 10	<b>Physics</b> Radiation Electricity 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	Topic 1 – Physical chemistry Topic 2 – Organic chemistry		

AQA	Topic 3 – Inorganic chemistry
Btec L3 National Certificate in Applied Science	Unit 1 – Principles and applications of applied science Unit 2 – Practical scientific procedures and techniques

### Year 13

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

## Creative and Design Learning Community Curriculum

### Art and Design

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

### Year 8

Subject title	Subject Content		
Art	<b>Cells</b> Observational studies Mixed media techniques. Painting. Artist research.	<b>Insects</b> Measured drawing. Mixed media techniques. Artist research. Artist response.	<b>Ben Giles</b> Measured drawing, portraiture. Mixed media/ collage. Artist research/ response.

### Year 9

Subject title	Subject Content	
AQA GCSE Art and Design (Fine Art)	<b>Aquatic forms</b> Media exploration; watercolour, acrylic, mixed media, printing, oil pastel, chalks, text, wax resist and collage. Research and sampling a range of artists. Observational studies; pencil, paint, biro and optional choices. Final response the selected artists' works.	Architecture Artist research/sampling. Exploration of materials and artists techniques. Personalised development. Students photograph and respond to architectural elements/themes.

### Year 10

Subject title	Subject Content
AQA GCSE Art and Design (Fine Art) 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 <sup>st</sup> 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	Murder mystery Three little pigs courtroom drama Pantomime Radio plays

### Year 8

Subject title	Subject Content
Drama	Devising Script "A Journey's End" Radio plays

### Year 9

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

### 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) Component 2: Developing skills and techniques in the performing arts (Internally assessed)

### 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) Component 3: Performing to a brief (Externally assessed)

### Year 12

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

### Year 13

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

### Extra-curricular activities offered:

School production.

### Music

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

### Year 7

Subject title	Subject Content
Music	Performing, Composing, Listening and Appraising through: <ul style="list-style-type: none"><li>• Film music</li><li>• Instruments of the Orchestra</li><li>• Chair drumming</li><li>• Keyboard Skills</li><li>• Elements of music</li><li>• Melodic composition</li></ul>

	<ul style="list-style-type: none"> <li>• Samba</li> <li>• Singing – pitch perfect</li> </ul>
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### Year 8

Subject title	Subject Content
Music	Performing, Composing, Listening & Appraising through: <ul style="list-style-type: none"> <li>• Musicals</li> <li>• Instruments of the Orchestra</li> <li>• Chair drumming</li> <li>• Keyboard skills (shortened version to take account of time missed in 2020-21 academic year)</li> <li>• Calypso</li> <li>• Indian</li> <li>• Ukulele</li> <li>• Reggae (including music technology)</li> <li>• Techno</li> <li>• Musical futures</li> <li>• Performance skills</li> </ul>

### Year 9

Subject title	Subject Content
GCSE Music OCR	Blues & Jazz Arrangements Four chord songs Music theory Rhythms of the world Film music

### Year 10

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

### Year 11

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

### Year 12

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

### Year 13

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

#### Extra-curricular activities offered:

School orchestra;  
Year 7 choir;  
Year 8 choir;  
KS4 voices  
School production;  
Chasefest (music and arts festival).

### 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

Subject title	Subject Content
French	Language awareness, self and family, where we live, leisure (sports and activities), house and home.

#### Year 8

Subject title	Subject Content
French	School (subjects, timetables, uniforms, teachers), Europe and me (countries, weather, transport, Paris and France) World of work (jobs, CVs, interviews) Media (Films)

#### Year 9

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

#### Year 10

Subject title	Subject Content
GCSE French EDUQAS	Holidays and tourism, education, the world of work.

### Year 11

Subject title	Subject Content
GCSE French EDUQAS	The world of work, 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	Map Skills My place in the world- UK physical and human geography, continents, countries, oceans. Development (Africa) Rivers Global issues (Middle East) Fieldwork (Human)

### Year 8

Subject title	Subject Content
Geography	Risky Business- Plate Tectonics (earthquakes and volcanoes) Biomes + Natural Resources- Tropical rainforests and tundra. (Russia) Urbanisation (India) Economic Activity (China) Fieldwork (Physical)

### Year 9

Subject title	Subject Content
GCSE Geography AQA	<u>Paper 1: Physical Geography</u> <ul style="list-style-type: none"><li>Physical Landscapes of the UK- Coasts</li><li>Hazards- Earthquakes, volcanoes, tropical storms, extreme weather in the UK, climate change.</li><li>End of Year 9 exam revision</li><li>Year 9 exam</li></ul>

### Year 10

Subject title	Subject Content
GCSE Geography AQA	<ul style="list-style-type: none"><li>The Living World- Rainforests and Cold Environments</li></ul> <u>Paper 2: Human Geography</u> <ul style="list-style-type: none"><li>Urban Issues and Challenges- with focus on case studies of Mumbai and London.</li></ul> <u>Paper 3: Pre-release, skills and fieldwork</u> <ul style="list-style-type: none"><li>GCSE compulsory physical fieldwork (1): River Study, Carding Mill Valley</li><li>Fieldwork write up and evaluation</li><li>Resource Management (food, water and energy)</li><li>End of Year 10 exam revision including preparation for a pre release</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 (food, water and energy)</li><li>• Global water</li><li>• Unfamiliar fieldwork</li><li>• Pre- release preparation</li><li>• Mock exams (GCSE Papers 1-3)</li><li>• Changing Economic World- with focus on case studies of Nigeria and the UK.</li></ul> <p><u>Paper 1: Physical Geography</u></p> <ul style="list-style-type: none"><li>• Physical Landscapes of the UK (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>

### 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>1. Hazards</li><li>2. 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>1. Resource Security</li><li>2. 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>1. River Trent (Cotton Dell)</li><li>2. 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>2. Water and Carbon Cycles (split across Y12+Y13)</li><li>3. Coastal Systems and Landscapes</li></ol> <p><u>Paper 2 Human Geography</u></p> <ol style="list-style-type: none"><li>3. 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:

Years 9 and 10 Coastal Residential fieldtrip to Dorset: Postponed due to pandemic.

### 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	Historical Skills The Succession Crisis of 1066 Did the Norman Conquest change peoples' lives? Was King John Evil? Medieval Medicine The Black Death The Peasants are Revolting! The lives of the Native Americans

### Year 8

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

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

Subject title	Subject Content
GCSE History – Conflict & Tension, 1918-1939	Part one: Peace-making Part two: The League of Nations and international peace
Britain: Health and the People: c1000 to the Present day.	Part one: Medicine stands still
Germany, 1890-1945: Democracy and Dictatorship	Part one: Germany and the growth of democracy
Norman England 1066-1100	Part one: The Normans: conquest and control Part two: Life under the Normans

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

Subject title	Subject Content
GCSE History – Conflict & Tension, 1918-1939	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, 1918-1939	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 (OCR A Level History H505)

Subject title	Subject Content
AS Level History (OCR H105: AS Level History A)	<p><b>Unit Y143:</b>  <b>Enquiry Topic: Churchill 1930–1951</b>                      Churchill’s view of events 1929–1940                      Churchill as wartime Prime Minister                      Churchill and international diplomacy 1939–1951</p> <p><b>British Period Study: Britain 1951–1997</b>                      Labour and Conservative governments 1964–1979</p> <p><b>Unit Y213:</b>  <b>The French Revolution and the rule of Napoleon 1774–1815</b>                      The causes of the French Revolution from 1774 and the events of 1789                      The Revolution from October 1789 to the Directory 1795</p> <p><b>Unit Y319:</b>  <b>Thematic Study: Civil Rights in the USA 1865–1992</b>                      African Americans                      Trade Union and Labour Rights</p> <p><b>Unit Y100:</b>  <b>Non exam assessment: Topic based essay</b>                      The Final Solution – was the Holocaust predetermined?</p>

### 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>                      Conservative domination 1951–1964                      Thatcher and the end of consensus 1979–1997</p> <p><b>Unit Y213:</b>  <b>The French Revolution and the rule of Napoleon 1774–1815</b>                      Napoleon Bonaparte to 1807                      The decline and fall of Napoleon 1807–1815</p> <p><b>Unit Y319:</b>  <b>Thematic Study: Civil Rights in the USA 1865–1992</b>                      Native American Indians                      Women</p> <p><b>Unit Y100:</b>  <b>Non exam assessment: Topic based essay</b>                      The Final Solution – was the Holocaust predetermined?</p>

#### 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, computing, creative iMedia, computer science, business studies, sociology, psychology, travel & tourism and law.

#### Year 7

Subject title	Subject Content
Computing	Online Safety Binary & Hardware Scratch
RE	What is religion Celebration and remembering Keeping Faith

	Christian Sources
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### Year 8

Subject title	Subject Content
Computing	HTML Photoshop Computational Thinking
RE	Does religion matter Hopes and Dreams Evil and suffering Life & Death Ultimate Questions

### Year 9

Subject title	Subject Content
Creative iMedia OCR Cambridge Nationals Creative iMedia J384	Units: R093 Creative iMedia in the media industry R094 Visual Identity & Digital Graphics R095 Characters & Comics
Business Studies NCFE Level 1/2 Technical Award in Business and Enterprise 603/2955/5	Units: H/616/8937: Unit 01 Introduction to business and enterprise K/616/8938: Unit 02 Understanding resources for business and enterprise planning
Sociology AQA Code: 8192	Topics to be covered 1. The sociological approach 2. Social structures, social processes and social issues 3. Families 4. Education 5. Crime and deviance 6. Social stratification 7. Sociological research methods
Religious Studies AQA Code: 8062BA Christian & Buddhist excluding textual	Two components <b>Component 1:</b> The study of religions: beliefs, teachings and practices Buddhism: Beliefs and practices Christianity: Beliefs and practices <b>Component 2:</b> Thematic studies 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
Computer Science OCR Code: J277	<b>Topics:</b> <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

## Year 10

Subject title	Subject Content
Business Studies NCFE Level 1/2 Technical Award in Business and Enterprise 603/2955/5	Units: H/616/8937: Unit 01 Introduction to business and enterprise K/616/8938: Unit 02 Understanding resources for business and enterprise planning
Creative iMedia OCR Cambridge Nationals Creative iMedia J817	Units: R081 Pre Production Methods R082 Digital Graphics R084 Storytelling with a Comic Strip R085 Creating a multipage website
Computer Science OCR Code: J277	<b>Topics:</b> <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 excluding textual	Two components <b>Component 1:</b> The study of religions: beliefs, teachings and practices Buddhism: Beliefs and practices Christianity: Beliefs and practices <b>Component 2:</b> Thematic studies 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	Topics to be covered 1. The sociological approach 2. Social structures, social processes and social issues 3. Families 4. Education 5. Crime and deviance 6. Social stratification 7. Sociological research methods

## Year 11

Subject title	Subject Content
Business Studies NCFE Level 1/2 Technical Award in Business and Enterprise 603/2955/5	Units: H/616/8937: Unit 01 Introduction to business and enterprise K/616/8938: Unit 02 Understanding resources for business and enterprise planning
Computer Science OCR	<b>Topics:</b> <b>Paper 1: Computer Systems</b>

Code: J277	<p>Systems Architecture Memory &amp; Storage Computer Network Connections Network Security System Software Ethical, Legal, Cultural and Environmental Concerns</p> <p><b>Paper 2: Computational thinking, algorithms and programming:</b> Computational Thinking Programming Fundamentals Producing Robust Programs Boolean Logic Programming Languages &amp; IDEs</p>
Creative iMedia OCR Cambridge Nationals Creative iMedia J817	<p>R081 Pre Production Methods R082 Digital Graphics R084 Storytelling with a Comic Strip R085 Creating a multipage website</p>
BTEC Tech Award in Travel and Tourism Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism 603/3038/7	<p>Units: Component 1: Travel and Tourism Organisations and Destinations. Learning Aim A - Investigate the aims of UK travel and tourism organisations. Learning Aim B - Explore travel and tourism and tourist destinations. Component 2: Influences on Global Travel and Tourism. Component 3: Customer Needs in Travel and Tourism. Learning Aim A - Investigate how organisations identify travel and tourism trends. Learning Aim B - Explore how to meet the needs and preferences of travel and tourism customers.</p>
Psychology Edexcel Code: 1PSO	<p><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?</p> <p><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?</p>

### Year 12

Subject title	Subject Content
BTEC Extended Certificate Applied Law Pearson 601/9043/7	<p>Unit 1: Dispute Solving in Civil Law (Mandatory) Unit 2: Investigating Aspects of Criminal Law and the Legal System (Mandatory)</p>
Psychology AQA 7181	<p><b>Paper 1</b> Psychopathology Approaches, psychopathology, research methods. <b>Paper 2</b> Biopsychology Social Influence, memory, biopsychology and attachment.</p>
Sociology AQA Code: 7191	<p>Contemporary UK society</p> <ul style="list-style-type: none"> <li>• Education with Methods in Context</li> <li>• Research Methods</li> </ul> <p>Topics in Sociology</p> <ul style="list-style-type: none"> <li>• Families and Households</li> </ul>
Business Studies Edexcel 8BS0	<p>AS themes covered: Theme 1: Marketing and people Theme 2: Managing business activities</p>

### Year 13

Subject title	Subject Content
BTEC Extended Certificate Applied Law Pearson QAN: 601/9043/7	Unit 3: Applying the Law Unit 7: Aspects of Tort
Business Studies Edexcel 9BS0	A level themes covered: Theme 3: Business decisions and strategy Theme 4: Global business
Psychology AQA 7182	<b>Paper 1</b> Psychopathology Approaches, psychopathology, research methods. <b>Paper 2</b> Biopsychology Social Influence, memory, biopsychology and attachment. <b>Paper 3 Issues and options</b> Issues and debates, gender, schizophrenia, and forensic.
Sociology AQA 7192	Contemporary UK society Education with Theory and Methods Education <ul style="list-style-type: none"><li>• Methods in Context</li><li>• Theory and Methods</li></ul> Topics in Sociology <ul style="list-style-type: none"><li>• Families and Households</li><li>• Beliefs in Society</li></ul> Crime and Deviance with Theory and Methods <ul style="list-style-type: none"><li>• Crime and Deviance</li><li>• Theory and methods</li></ul>
Extended Project Qualification AQA 7993	Presentation Written report

### Social & Enterprise Extra-curricular activities offered:

Daily homework club each lunchtime

### Sport and Healthy Lifestyles Learning Community Curriculum

#### Physical Education

##### Year 7

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

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

##### Year 8

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

regulations. Students will also take part in our alternative PE curriculum where they will learn and demonstrate teamwork and leadership skills within a variety of sporting activities.

Subject title	Subject Content
Physical Education	Sports covered: Netball, Trampolining, Football, Basketball, Athletics, Rounders, Tennis, Cricket, Orienteering, Fitness, Benchball, Indoor tennis, Team building activities.

*Years 9, 10 and 11*

### GCSE PE

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>

*Years 9, 10 and 11*

### NCFE Health and Fitness

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 ½ Technical Award in Health and Fitness NCFE	<p><b>Unit 01:</b> Introduction to body systems and principles of training in health and fitness</p> <p><b>Unit 02:</b> Preparing and planning for health and fitness</p>

## Year 12 and 13

### A-Level PE

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 GCE in Physical Education Edexcel	<b>Component 1:</b> Scientific Principles of Physical Education, applied anatomy and physiology and exercise physiology and applied movement analysis. <b>Component 2:</b> Psychological and Social Principles of Physical Education, skill acquisition, sport psychology and sport and society. <b>Component 3:</b> Practical Performance. <b>Component 4:</b> Performance Analysis.

## Year 12 and 13

### BTEC Sport

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

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

### Physical Education Extra-curricular activities offered:

Netball club for Years 7-11.

Football club for Years 7-11.

Basketball club for Years 7-11.

Indoor football for Years 7 and 8.

Rugby club for Years 7-11.

Trampolining club for Years 7-11.

Gymnastics club for Years 7-11.

Rounders club for Years 7-11.

Girls Football club for Years 7-11.

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

## Child Development

### *Years 9, 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	<b>Unit 1:</b> An introduction to working with children aged 0-5 years. <b>Unit 2:</b> Development and well-being 0-5 years. <b>Unit 3:</b> Child care and development 0-5 years.

### *Year 12 and 13*

Students will learn and demonstrate skills required to care for young children. It focuses on providing students with information on how children develop from birth to 11 years of age, looking at their development of speech, communication, literacy and numeracy skills and the impact that a range of factors may have on development. Students will look at the roles in child care and a variety of practices and strategies that will help them support young children in learning and development in a safe environment.

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

## Health and Social Care

### *Years 9, 10 and 11*

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

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

### *Year 12 and 13*

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

## 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 (RN), Living in the Wider World: economic well-being, British Values, careers and employment
- 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;
- Everyone Reads in Class tutor sessions;
- Student Council, Perfects and Student Leadership Team;
- Library Ambassadors;
- Peer Mentoring;
- Clubs and activities including: code club, orchestra, school choir, gardening club, science club (please note: some of these cannot be offered this year due to COVID-19 restrictions);
- Emerge Young Artists programme (Arts);
- Preparation for education, employment and training destinations;
- School trips and experiences including the annual Year 7 and 8 residential, ski trip, zoo visit, France trip;
- Full careers' programme from Years 7-13.

Suggestions and guidance for best practice are given by the Assistant Headteacher (Curriculum and Learning & Teaching). The Assistant Headteacher along with Directors of Year, have developed and mapped a comprehensive, progressive and engaging PSHE (including RSE) and SMSC programme of study that is delivered by tutors in tutor time and during assemblies by a range of staff, students and outside speakers. Close attention is also paid to the active promotion of British Values. Literacy and numeracy skills are also delivered weekly in tutor time, for example through weekly Everyone Reads in Class time and timetabled visits to the library 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) as well as visits to our school from Year 4 and 5 students for specially themed days including Global day and Science day. Students are given the opportunity to have options, Connexions and college interviews and a work experience placement. They utilise the careers guidance available both onsite from the Careers Information and Guidance Manager and via the Entrust service.

## **Skills**

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

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

## **Monitoring of Effectiveness**

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

## Assessment and Homework

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

Assessment is continuous 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 Years 7 and 8. We now use a banding system that communicates a common language with students and parents. The focus for students in Years 7 and 8 is on developing and mastering their knowledge whilst practising the key skills needed in order to be successful. At different points in the year, students in Years 7 and Year 8 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

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

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

- Results from the parent and student surveys show that our stakeholders believe our students make good progress because the teaching of subjects is at least good;
- Progress and attainment are consistently strong. Our progress 8 score was +0.002 on best entry in 2018;
- Attainment in English and Maths is closely in line with national average;
- Progress of all students by all KS2 attainments bands is positive;
- Sixth form study programmes, both academic and vocational, achieved a positive value added score;
- We offer a broad range of subjects including: arts, sciences, technologies and language;
- A wide range of enrichment and extra-curricular activities are offered and taken up by students at all levels;
- *“The curriculum is rich and ensures that there is wide and varied provision in the arts and in sport supported through a wide range of extra-curricular activities” (Ofsted, 2018);*
- *“Leaders’ curriculum planning ensures that pupils are fully understanding and aware of topical issues. Work around e-safety and the dangers of social media are particularly strong.” (Ofsted, 2018);*
- We have developed a curriculum *“where every pupil can succeed.” (Ofsted, 2018);*
- Destinations data exceeds national averages both in Year 11 and 6<sup>th</sup> form.
- We have lower than national rates of NEETs.

## Further Information

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

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