

# The John Fisher School

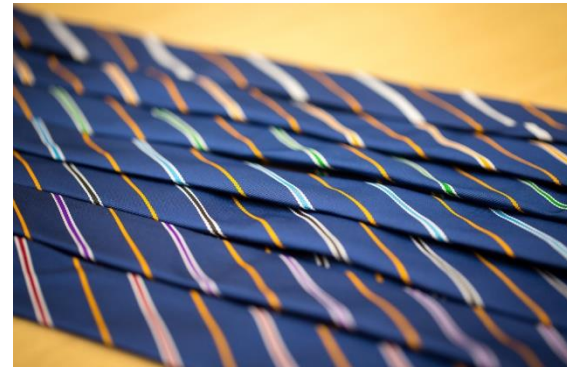


## Curriculum

Key Stage 3

&

Key Stage 4



# Contents



	Slide / Page
Curriculum Intent	<u>1</u>
Curriculum Design	<u>2-3</u>
Knowledge	<u>4</u>
Cultural Capital	<u>5-6</u>
Principles of Curriculum	<u>7</u>
Linking the Curriculum	<u>8</u>
Curriculum Mapping	<u>10-11</u>
Curriculum Content	<u>12</u>

- Click the numbers above to take you straight to the page. When in the document click icons for navigation through the document.

# The John Fisher School – Curriculum Intent



## The Rationale

### *Curriculum Intent: John 10:10 "Have life and have it to the full"*

*With Christ at the centre of our school, we aim to create memorable experiences that will enable all students to fulfil their God-given talent through an engaging curriculum.*

*The John Fisher School is committed to providing an inclusive curriculum that is challenging and rigorous, and which fosters a love of learning and service.*

*We match our curriculum to all abilities and interests creating excellent life opportunities for our students.*

*Our aspiration is that every student who leaves The John Fisher School is a Catholic gentleman equipped with the qualifications and character to flourish in the modern world.*



Curriculum  
Index



Contents

# The John Fisher School – Curriculum Design



**In designing our curriculum we have considered the long-term, evidence-based educational research that informs the teaching profession about what is effective and is therefore worth pursuing in terms of curriculum. From the collaborative approach to developing our curriculum our key beliefs are:**

Metacognition: the curriculum needs to be based on a fundamental principle that learning is a change to long-term memory.

1

2

We reflect and work collaboratively, focus on what works in the classroom and best practice

Knowledge matters - even in the age of internet and Google.

3

4

Cultural Capital is a currency for social mobility

Curriculum is interlinked with whole school needs

5



Curriculum  
Index



Contents

# The John Fisher School – Curriculum Design



In order to influence a change to long-term memory we want our students to be 'knowledge-engaged' not just 'knowledge-rich.' Not learning facts for their own sake but understanding how to put them to use to build and communicate a rich argument or solve a problem.



If knowledge rich content is not in our students' long-term memory then it has not been learned.



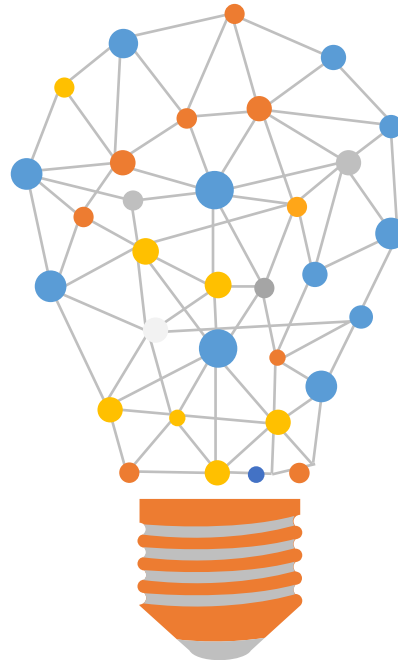
Curriculum  
Index



Contents



We understand learning tasks takes a long time to happen and is invisible to see in the short term.



Our approach is linked with cognitive science, focusing specifically on metacognition.



We understand that spaced repetition over time with constant retrieval helps to make learning stick.

# The John Fisher School – Knowledge



Knowledge precedes creativity and we want our students to be as creative as possible. With the use of the internet it is often thought that there is no need for knowledge.

The third reason is that knowledge acts as its own gravity; the more one has the easier it is to understand new things and to retrieve them.

With access to the internet and Google our students can just look up anything they need to know (and they should) instead of being fed knowledge, be taught to think.

The second reason is that it is impossible to think without knowledge (just give it a go - think about something you don't know anything about); the more knowledge one has the more one can think.

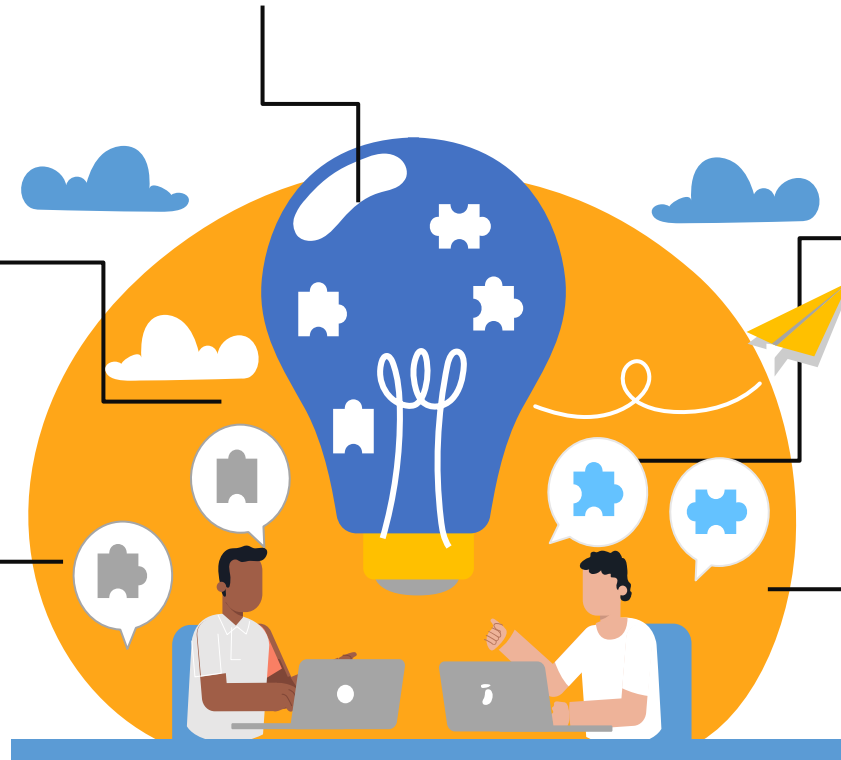
We believe knowledge is important for three reasons. The first is that Google isn't knowledge - it is a database of information. Schema theory tells us that all knowledge is based in meaningful groups and has semantic strength - this is what we mean by learning.



Curriculum  
Index



Contents



# The John Fisher School – Cultural Capital



Cultural Capital is a currency for social mobility: the better ones knowledge of the wider world the better one will be able to link things together.

Our curriculum breadth enables students to link things from different subjects and topics together.

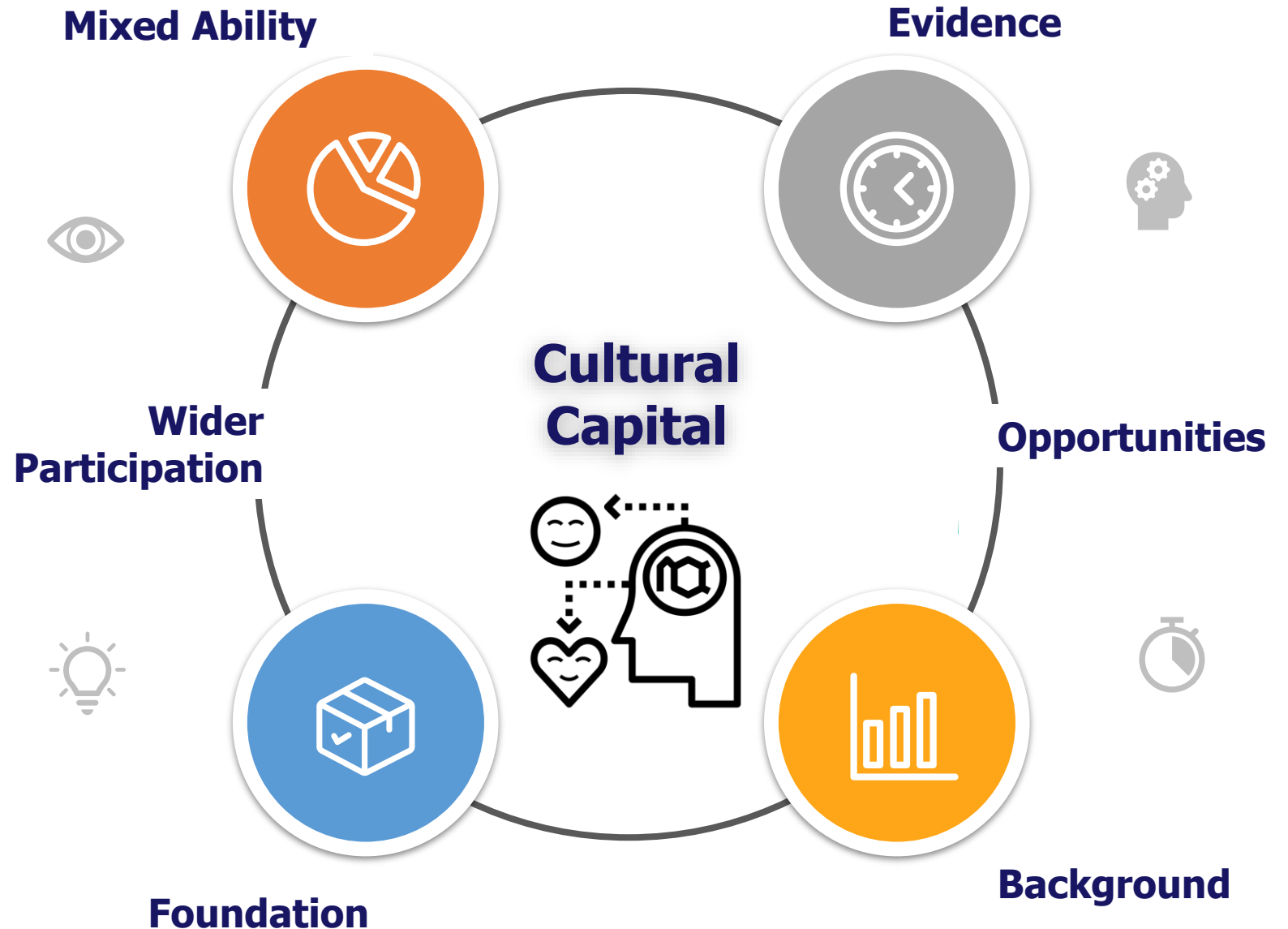
Breadth helps our students to understand concepts that are sometimes beyond the syllabus.



Curriculum  
Index



Contents



# The John Fisher School – Cultural Capital



**1 Mixed ability** teaching in Key Stage 3 and our Key Stage 4 offer can contribute to our disadvantaged students closing the vocabulary gap as they are mixed with our knowledge rich students.

**2**

**Evidence** suggests this helps with the vocabulary instruction (particularly of Tier 2 words), put simply the disadvantaged students develop their vocabulary from the knowledge rich students.

**3**

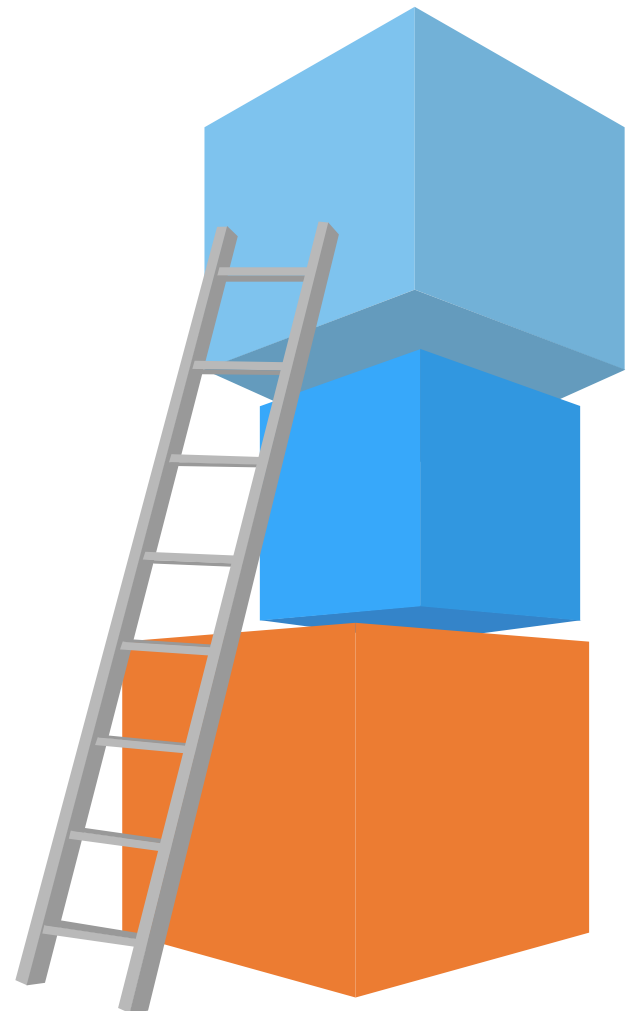
**Opportunities** through our curriculum are created so that our students are able to hear language being used by students of their own age and in ways that they might not otherwise encounter.

**4**

**Background & Foundation:** we have students from a range of backgrounds. Some come from a setting that is not knowledge-rich. Therefore, these students do not develop this foundation of cultural capital – perhaps do not do as well in school because new knowledge and skills have nothing to stick to or build upon.

**5**

**Wider Participation** also plays a significant role in helping students to have a range of experiences in and out of the classroom and in different settings.



# The John Fisher School – Principles of Curriculum



**Vertically Integrated** – Focuses on progression by our staff carefully sequencing across key stages; provides clarity about how to progress and improve.



**Coherent** – Makes explicit connections and links between the different subjects/experiences encountered. Staff work collaboratively, including with local KS2 teachers.



**Rigorous** – develop disciplined habits of mind; our staff teach subject matter in a way that is relevant to its content.



**Balanced** – Promotes the intellectual growth, creative, aesthetic, spirituality, faith, and physical development of our students as equally important.

**Appropriate** – We make sure to match level of challenge to the current level of maturity/knowledge.



**Focused** – Keep the curriculum manageable by teaching what matters most; our staff identify the big ideas or key concepts within a subject / topic.



**Relevant** – Students can relate to information to the world today. Provides opportunities for our students to make informed choices / form balanced opinions.



## Curriculum Design

## Principles



Curriculum Index



Contents

# The John Fisher School – Linking the Curriculum



## Engagement

We have a very clear classroom management plan that can support the well-being of students helping to maximise engagement with lessons.

## Curriculum

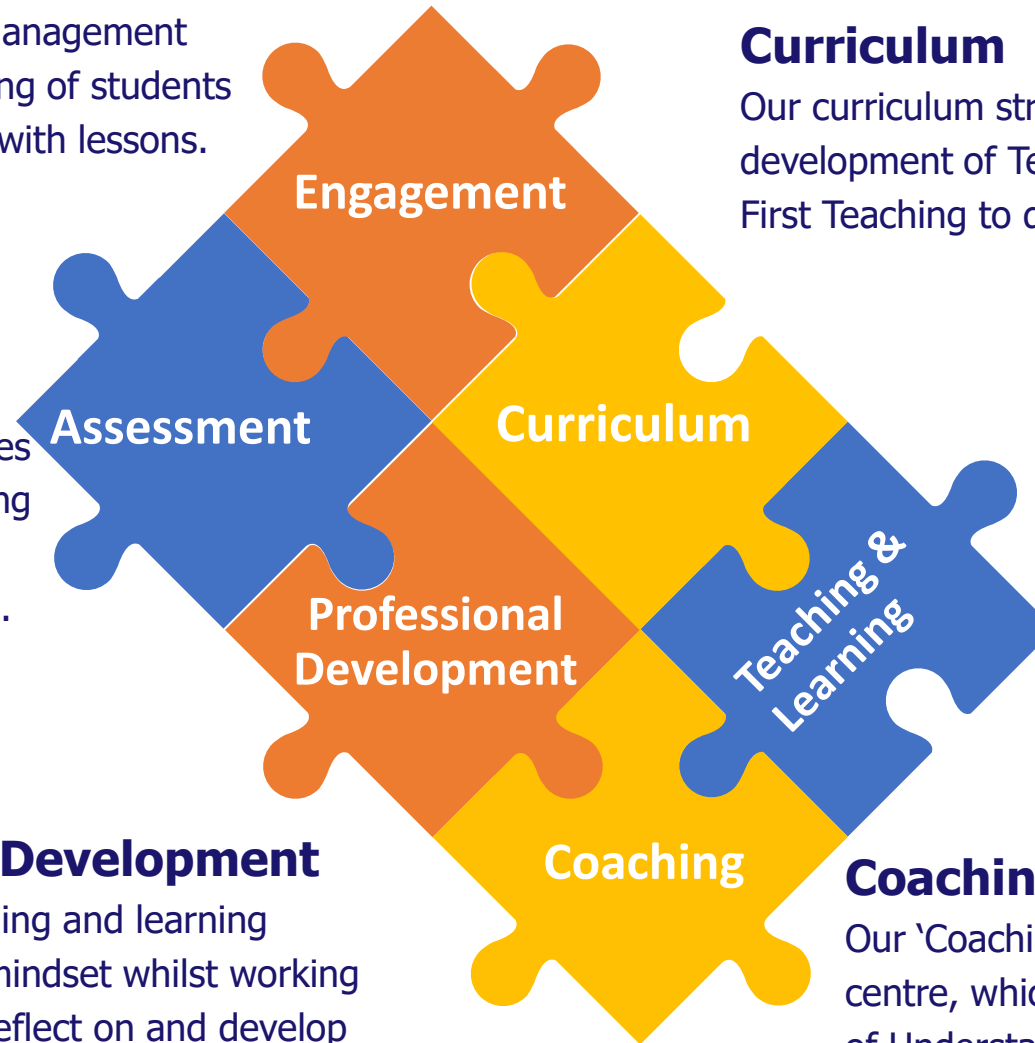
Our curriculum structure is an integral part in the development of Teaching and Learning. Staff focus on Quality First Teaching to develop their practice.

## Assessment

Summative and formative assessment also contributes to our curriculum promoting one form of quality assurance of the provision.

## Teaching & Learning

Teaching staff work on achieving professional development targets which links departmental priorities and whole school priorities with professional development.



## Professional Development

The link with teaching and learning promotes growth mindset whilst working collaboratively to reflect on and develop best practice in coaching triads.

## Coaching

Our 'Coaching' supports the key principle of Christ at the centre, which expresses itself as a Love of Learning, Love of Understanding and Love of Service. Through our teacher triads, our 'Coaching' becomes the means for reflection, discussion and sharing of practice.



Curriculum  
Index



Contents



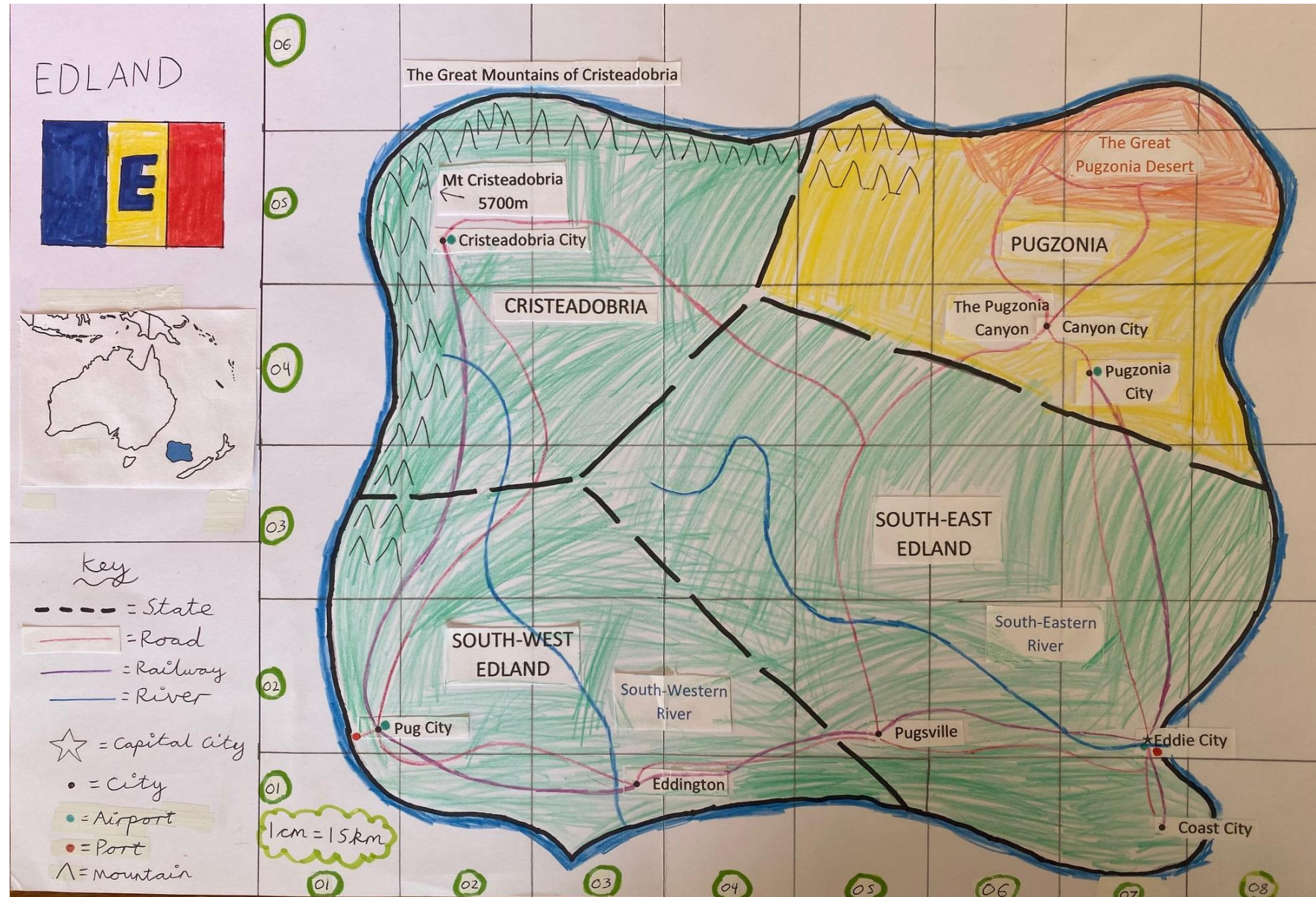
# The John Fisher School CURRICULUM KS3 & 4

# Curriculum Maps



In the case of the curriculum, the map is a map of things our students do not know yet, set out by experts who do, the staff.

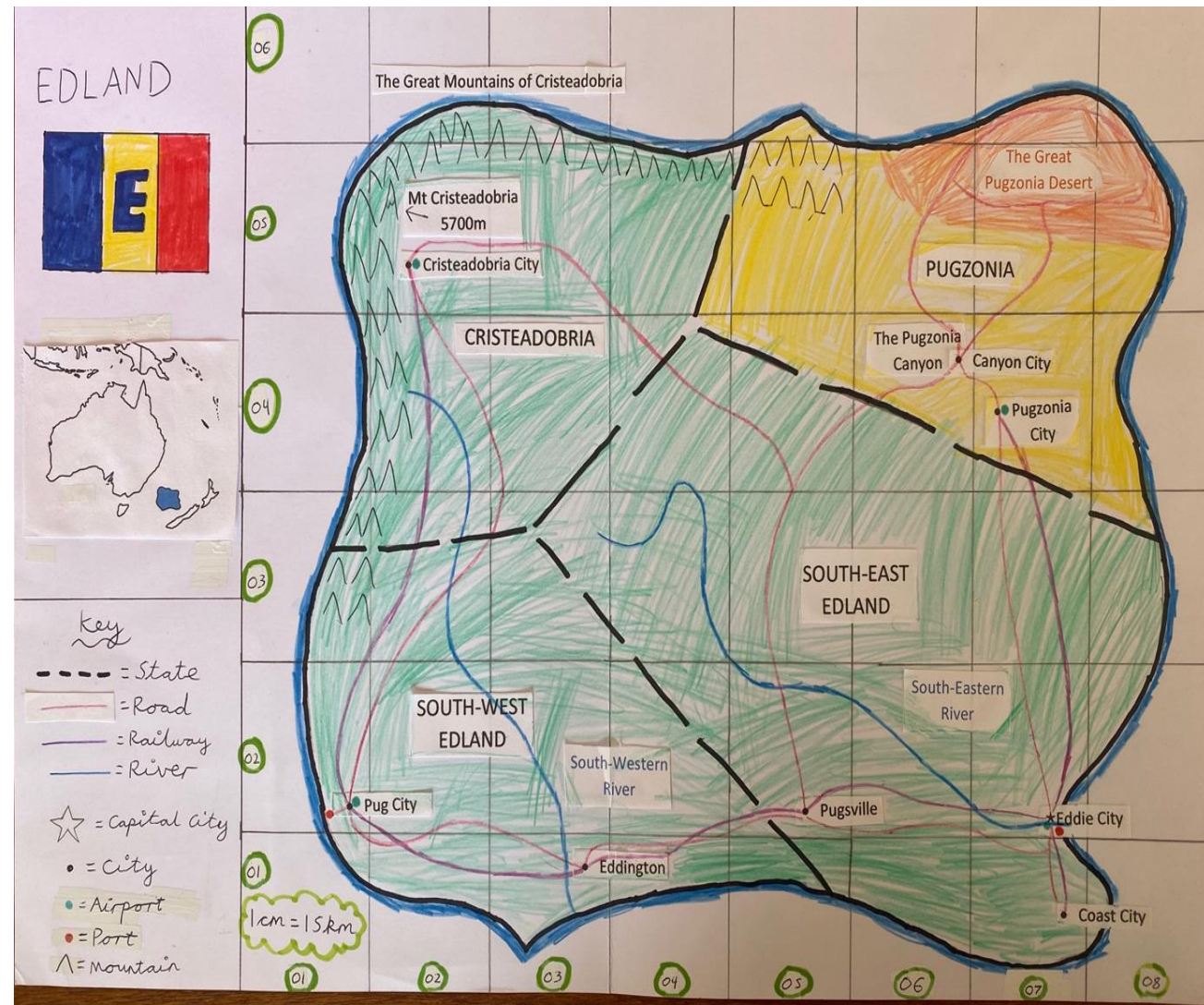
We can guide students, help them to get their bearings and give them a sense of what matters – the locations that might provide a good foundation for 'knowing.'





# How can this map help us?

- **Knowledge:** Specific places on the map, connected to other places.
- **Subjects:** Types of terrain. Each one is different in the way we define locations – the types of knowledge.
- **Modes of Thinking (Pedagogy):** The mode of transport in each domain is dictated by the type of terrain.
- **Memory and Schemata:** The more often you go somewhere, the more you get to know it.
- **Fluency and Expertise** Exploring a terrain like a snowy mountain requires specialist knowledge about the process of navigation.



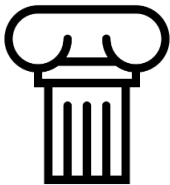
# Implementation

## Curriculum Maps & Content Index

### KS3 & 4



Art



Ancient  
History



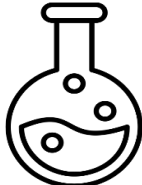
Biology



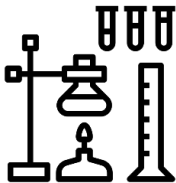
Business  
Studies



Careers



Chemistry



Combined  
Science



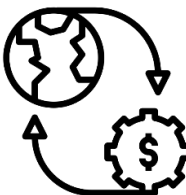
Computer  
Science



Design  
Technology



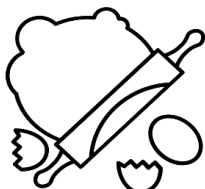
Drama



Economics



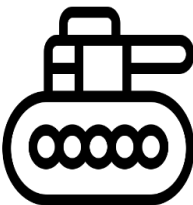
English



Food  
Technology



Geography



History



Mathematics



Media Studies



Modern  
Foreign  
Languages



Music



Physics



Physical  
Education



Religious  
Education



RSHE



## **Who makes the decision about content/specifications?**

Through discussions in department and based on our experience/knowledge/understanding of the examinations and transitions from Key stage 2 through to Key Stage 5.

## **What does this look like in each Key Stage?**

Key Stage 3 is seen as both transitional and transactional. Transitional - going from junior school where we provide consistent skill development rooted in our rich subject tradition. Likewise a focus on introducing an intellectual rigour that encourages students to engage with the world of ideas. Transactional – we understand the importance of relationships where ‘teacher’ is a guide in the learning process. For deep learning to take place there must be a symbiosis of the learner and that which is being learnt. In its broadest sense this is a process which leads to deeper knowledge, understanding and practice. Key Stage 4 extends the learning opportunities and the student is encouraged to develop his practice through reflection, experimentation and questioning. Art as a broader cultural phenomena is discussed and reflected upon and used as a means to understand the world of ideas, images and culture.

## **On what basis are your decisions made?**

On the basis of our discussions on pedagogy and practice. These are ongoing, organic and student-centred. We start from the premise that each student is unique and seeks to find ways to open paths to learning; content always ‘serves’ in this relationship.

## **How is curriculum content quality assured?**

We believe that artistic ‘process’ is paramount in our curriculum area. Through regular discussion we review our approach to pedagogy. From this ‘content’ is revised when necessary (e.g. at GCSE and A-level all portfolio work is a response to centre devised tasks).

## **How does your subject help with transitioning through the year groups?**

Art is non-linear (not in a series) but immersive and parallel (it is the depth of understanding that is the key feature). In practice this could mean that students at different stages could be looking at similar ‘content’ or developing similar skills. The competency/ confidence/ maturity might be different (though the beauty of our subject is that this is often turned on its head where younger students excel and chronological age becomes irrelevant).

## **How does curriculum content meet the needs of students in your subject area?**

We are fortunate that the majority of content is set within the department. Our specifications are skills based and these include knowledge and understanding. We have broad themes and tasks that are adjusted according to the dynamic of a group and individual needs. The emphasis is on the educational experience and from this outcomes ‘unfold’.



Curriculum map



Index page

# Art – Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<b>Identity</b> Skills and elements of art introduction	<b>Identity</b> Personal response: Composition	<b>Graphic Design</b> Introduction to colour/text/image	<b>Graphic Design</b> Packaging	<b>Horror of War</b> Propaganda and War Artists	<b>Horror of War</b> Response.
Year 8	<b>Sustainability</b> Artists Response	<b>Sustainability</b> Personal Composition	<b>Design</b> Islamic Pattern Contextual	<b>Design</b> Islamic Pattern Response	<b>Social Justice</b> Contextual Awareness	<b>Social Justice</b> Personal Response
Year 9	<b>Introduction</b> The formal elements of art drawing to understand the visual and tactile world	<b>Introduction</b> foundation of core skills	<b>Investigative</b> contextual and cultural studies	<b>Record</b> Gather, select, organise and communicate	<b>Present</b> Make explicit connections	<b>Present</b> Consider different presentational format
Year 10	<b>Focused Research</b> approaches of artists, craftspeople or designer	<b>Purposeful Development</b> develop ideas selecting and critically analysing sources	<b>Creative Journey</b> meanings, ideas and intentions communicated	<b>Creative Journey</b> drawing to understand the visual and tactile world	<b>Creative Journey</b> Critically reflect on work as it progresses	<b>Selection and Presentation</b> personal, imaginative final outcome
Year 11	<b>Unit 1 – Personal Portfolio</b>  Review and refine	<b>Unit 1 – Personal Portfolio</b>  Review and refine	<b>Unit 2 – Set Task Exam Board generated task</b>	<b>GCSE Set Task 10 Hour Sitting (April)</b>	<b>Year 11 Exam Preparation</b>	



Index page



Content

# Biology (separate science) - Content



## Who makes the decision about content/specifications?

Content taught in Science is decided collaboratively by the Science department but spearheaded by the Subject Leaders in Biology, Chemistry and Physics. We have many experienced staff members in the department, many of whom have worked as examiners. We are confident the content and specifications we have chosen are in the students' best interests.

## What does this look like in each Key Stage?

In Key Stage 3, Subject Leaders in all three sciences have an understanding of what modules to study that has a link between Key Stage 2 Science through to Key Stage 4 Science. For example, the study of plants in Biology. This Key Stage 3 content is in preparation for moving onto the GCSEs. During Key Stage 5 Biology, content begins in topics that have been covered in the GCSE modules and builds upon this, e.g. Biodiversity, cells and magnification, stretching deeper into the subject. The start of each topic begins with revision and workbooks with checklists, topic maps and questions. This helps with metacognition as students are aware of what will be in the topics.

## On what basis are your decisions made?

In Biology, the decision to teach in the order shown on the curriculum map is so that the math and technical skills can be developed over the course. The allocation of topics is based on teacher subject knowledge, and also to build in increasing difficulty content. The order of modules is also taught to ensure there is a level of practical activity assessed by PAGS taking place regularly.

## How is curriculum content quality assured?

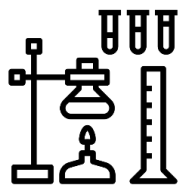
Students have a knowledge foundation which is used as a springboard to teach skills. Ultimately, the outcomes at Key Stage 4 and uptake at Key Stage 5 to study for A-levels. We usually ask for student feedback after each year to see what improvements can be made through a student prospective.

## How does your subject help with transitioning through the year groups?

Our spiral curriculum helps influence the Key Stage 3 to Key Stage 4 curriculum. By the time students reach Key Stage 5, we aim to have instilled a true thirst of Biology to them.

## How does curriculum content meet the needs of students in your subject area?

Students studying A-level Biology engage with a suitability test to ensure they have the basic skills to study at A-level. This is based on content taught at GCSE as part of the spiral curriculum, which overlaps with content taught in the first three weeks of Year 12. Students are given a study pack over the summer with creative but also academic tasks to enable them to bridge the gap and demonstrate their suitability in the tasks assigned. This helps students understand the rigour of A-level Biology and also the method of teaching / learning taking place.



Curriculum map



Index page

# Business Studies (GCSE only) – Content



## Who makes the decision about content/specifications?

After careful consideration with the rest of the department, the Subject Leader decided which specification best suits the cohort we have at the school. This decision is usually in line with what is required from the National Curriculum.

## What does this look like in each Key Stage?

Business Studies is a Key Stage 4 and Key Stage 5 subject and most of our intakes often have very little knowledge of Business studies when they start. We therefore ensure that the start of the course builds a solid foundation of key business concepts such as; Enterprise/Entrepreneurships; Business structures/ownership; Stakeholders; Aims and objectives; Business plan etc. The fundamental understanding of this will be amalgamated with the external influences that affect business, such as: Economic cycle; interest rates; exchange rates; Business ethics etc. We then build on this with an in-depth understanding of the various functional areas, such as: Marketing; Human Resource Management; Finance; Operations.

## On what basis are your decisions made?

Our decision is based upon the need to ease the students into the subject, focusing solely on the understanding of key terminologies, many of which will be new to them. As the course progresses, the skills needed for assessment will be an added feature of their learning.

## How is curriculum content quality assured?

We use a mixture of assessment and analysis tool to quality assure our provision. Teachers' professional judgments are also taken into consideration, when assessing the suitability for our students. Our exam analysis is fundamental for our quality assurance, as we use this to judge whether our students are finding the exams more challenging compared to previous years.

## How does your subject help with transitioning through the year groups?

As there are no Business Studies at Key Stage 3, we run a Business club mainly for Year 7, 8 and 9, in order to generate interest in the subject. This allow us to begin to introduce the idea of enterprise and entrepreneurship to the participant by taking part in several business-like challenges over the course of the academic year. About 75% of the students who do GCSE Business also apply to do either Btec or A-level Business.

## How does curriculum content meet the needs of students in your subject area?

The curriculum challenges our students to become entrepreneurial in their way of thinking. Considering the foundation on what it looks like to start-up a business, allowing them to be imaginative and creative altogether. Apart from the GCSE Business Studies, we also provide vocational options for our students to allow a much research-based approach to studying the subject. This can also be pursued at Key Stage 5.



Curriculum map



Index page

# Business Studies – Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<b>Production methods</b> Lean Production/Just In Time Managing stock: JIT/Just in Case Choosing of suppliers/Procurement and logistics	<b>Introduction to HRM</b> Recruitment and selection	<b>Motivation</b> - monetary/non monetary Training and Development	<b>Motivation</b> - monetary/non monetary Training and Development Organisational Structure	<b>Pre-Public examination preparation</b>	<b>Business Enterprise Project</b>
Year 11	Element of marketing mix and integrated nature of the marketing mix	Sources of finance / cash flow / financial terms and break- even	Analysing the financial performance of a business – Profit and Loss	Topics recap	<b>Year 11 Exam Preparation</b>	



Index page



Content

# Careers (Year 9)



## Why do students have a careers lesson in Year 9?

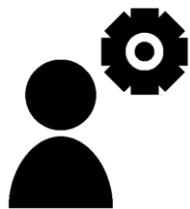
In Year 9 students follow a 9 week programme on careers. The aim for this programme is to inform students about the following:

- How do I choose the right Career for me?
- Choosing the right GCSE options
- Introduction to Writing your CV
- Competencies and Transferable skills
- Work Experience
- Workplace Rights and Responsibilities
- Careers in STEM
- Introduction to Unifrog
- Reflection on Writing your CV

We believe that this unit of work will better prepare students for their Key Stage 4 Pathway and life beyond Year 13.

Below are some links that parents/carers may find helpful for GCSE and post 18 options.

- GCSE Options information from the BBC: click [here](#)
- Ebacc information: click [here](#)
- Russell Group University information: click [here](#)
- Post 18 Apprenticeships: click [here](#)



Curriculum map



Index page

# Chemistry (separate science) - Content



## Who makes the decision about content/specifications?

Content taught in Science is decided collaboratively by the Science department but spearheaded by the Subject Leaders in Biology, Chemistry and Physics. We have many experienced staff members in the department, many of whom have worked as examiners. We are confident the content and specifications we have chosen are in the students' best interests.

## What does this look like in each Key Stage?

In Key Stage 3, Subject Leaders in all three sciences have an understanding of what modules to study that has a link between Key Stage 2 Science through to Key Stage 4 Science. For example, the study of plants in Biology. This KS3 content is in preparation for moving onto the GCSEs. At KS5 Chemistry content begins with Foundations of Chemistry. This builds on the content covered at GCSE and in the case of electron configuration moves away simple shells to sub-shells and quantum level. The students are expected to do a minimum of 12 PAGS however we ensure up to 30 to make sure they are fully prepared for their final exams. Some sciences are taught in line with each other as they correspond / connect.

## On what basis are your decisions made?

In Chemistry, the decision to teach in a certain order closely links the recommendations from the examination board and ensures mathematical, theoretical, technical and practical skills can be developed over the duration of the course to achieve the best outcome.

## How is curriculum content quality assured?

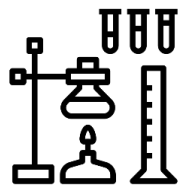
Students have regular assessment opportunities and compulsory homework which we use to identify which topics need improved understanding by students. The quality of delivery is assured by having specialists in each field of Chemistry. Moderation of assessment together and observing each other teach helps to address quality assurance.

## How does your subject help with transitioning through the year groups?

Our spiral curriculum helps influence the Key Stage 3 to Key Stage 4 curriculum. By the time students reach Key Stage 5, we aim to have instilled a true thirst of Chemistry to them.

## How does curriculum content meet the needs of students in your subject area?

Students taught at A-level are given extensive packages of work and a suitability test to ensure they have the basic skills to study at A-level. This is based on content taught at GCSE as part of the spiral curriculum, which overlaps with content taught in the first three weeks of Year 12. Students are given Pixl transitions study packs over the summer to prepare for the start of A-level in September. This helps students understand the rigour of A-level Chemistry and also the method of teaching / learning taking place.



Curriculum map



Index page

# Combined Science - Content



## Who makes the decision about content/specifications?

Content taught in Science is decided collaboratively by the Science department but spearheaded by the Subject Leaders in Biology, Chemistry and Physics. We have many experienced staff members in the department, many of whom have worked as examiners. We are confident the content and specifications we have chosen are in the students' best interests.

## What does this look like in each Key stage?

In Key Stage 3, Subject Leaders in Biology, Chemistry and Physics have advised Subject Leader in Science on what best modules to study that has a link between Key Stage 2 Science through to Key Stage 4 Science. For example, the study of plants in Biology. This Key Stage 3 content is in preparation for moving onto the GCSEs.

## On what basis are your decisions made?

When designing our curriculum content, our decisions focus on ensuring students have the skills and knowledge to get the best qualification with us as possible. This works in parallel with sparking student interest and enjoyment, e.g. the study of Space is studied in detail as students historically demonstrate high levels of engagement with this module.

## How is curriculum content quality assured?

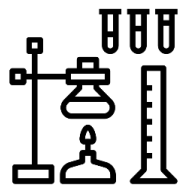
Students have a knowledge foundation which is used as a springboard to teach skills. Ultimately, the outcomes at Key Stage 4 and uptake at Key Stage 5 to study for A-levels. We usually ask for student feedback after each year to see what improvements can be made through a student prospective.

## How does your subject help with transition through the year groups?

Our spiral curriculum helps influence the Key Stage 3 to Key Stage 4 curriculum. By the time students reach Key Stage 5, we aim to have instilled a true thirst for the individual Science subjects (Biology, Chemistry and Physics) which is mentioned further at a later date in the booklet.

## How does curriculum content meet the needs of students in your subject area?

The Science Curriculum is a spiral curriculum and thus gets deeper with knowledge at each Key Stage. This is touched on with more-able groups and similarly taught at a surface area with less-able groups.



Curriculum map



Index page

# Combined Science – Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<b>Biology:</b> Cells – the building blocks of life <b>Chemistry:</b> Mixing, Dissolving & Separating <b>Physics:</b> Forces and their effects	<b>Biology:</b> Cells – the building blocks of life <b>Chemistry:</b> Mixing, Dissolving & Separating <b>Physics:</b> Forces and their effects	<b>Biology:</b> Eating, Drinking and Breathing <b>Physics:</b> Energy Transfers and Sound	<b>Biology:</b> Eating, Drinking and Breathing <b>Physics:</b> Energy Transfers and Sound	<b>Biology:</b> Getting the energy your body needs <b>Chemistry:</b> Elements, Compounds and Reactions	<b>Biology:</b> Getting the energy your body needs <b>Chemistry:</b> Elements, Compounds and Reactions
<b>Year 8</b>	<b>Biology:</b> Our Health and the effect of drugs <b>Chemistry:</b> Explaining Physical changes <b>Physics:</b> Exploring Magnetism and Electricity	<b>Biology:</b> Our Health and the effect of drugs <b>Chemistry:</b> Explaining Physical changes <b>Physics:</b> Exploring Magnetism and Electricity	<b>Biology:</b> Variation for Survival <b>Physics:</b> Motion on Earth and in Space	<b>Biology:</b> Variation for Survival <b>Physics:</b> Motion on Earth and in Space	<b>Biology:</b> Looking at plants and ecosystems <b>Chemistry:</b> Explaining chemical changes	<b>Biology:</b> Looking at plants and ecosystems <b>Chemistry:</b> Explaining chemical changes
<b>Year 9</b>	<b>Biology:</b> Cell biology <b>Chemistry:</b> Atomic Structure and Periodic Table <b>Physics:</b> Energy	<b>Biology:</b> Cell biology <b>Chemistry:</b> Atomic Structure and Periodic Table <b>Physics:</b> Energy	<b>Biology:</b> Photosynthesis <b>Chemistry:</b> Chemical Changes <b>Physics:</b> Particle Model of Matter	<b>Biology:</b> Photosynthesis <b>Chemistry:</b> Chemical Changes <b>Physics:</b> Particle Model of Matter	<b>Biology:</b> Moving and changing materials <b>Chemistry:</b> Energy Matter <b>Physics:</b> Particle Model of Matter / Atomic Structure	<b>Biology:</b> Moving and changing materials <b>Chemistry:</b> Energy Matter <b>Physics:</b> Atomic Structure
<b>Year 10</b>	<b>Biology:</b> Moving and changing materials <b>Chemistry:</b> Structure, Bonding and the properties of matter <b>Physics:</b> Atomic Structure	<b>Biology:</b> Moving and changing materials <b>Chemistry:</b> Structure, Bonding and the properties of matter <b>Physics:</b> Atomic Structure / Electricity	<b>Biology:</b> Health Matters <b>Chemistry:</b> Chemical Changes <b>Physics:</b> Electricity	<b>Biology:</b> Health Matters <b>Chemistry:</b> Chemical Quantities and Calculations <b>Physics:</b> Electricity / Forces	<b>Biology:</b> Coordination and control <b>Chemistry:</b> Chemical Quantities and Calculations <b>Physics:</b> Forces	<b>Biology:</b> Coordination and control <b>Chemistry:</b> The Rate and Extent of Chemical Change <b>Physics:</b> Forces / Waves
<b>Year 11</b>	<b>Biology:</b> Genetics <b>Chemistry:</b> Hydrocarbons <b>Physics:</b> Waves	<b>Biology:</b> Genetics <b>Chemistry:</b> Hydrocarbons / Chemical Analysis <b>Physics:</b> Waves	<b>Biology:</b> Variation and evolution / Ecology in action <b>Chemistry:</b> Chemical Analysis / The Atmosphere <b>Physics:</b> Electromagnetism	<b>Biology:</b> Variation and evolution / Ecology in action <b>Chemistry:</b> The Atmosphere/Sustainable Development <b>Physics:</b> Electromagnetism/Space	<b>Y11 EXAM REVISION</b>	



Index page



Content



## Who makes the decision about content/specifications?

The Subject Leader and teachers make the decisions on the content and specification. This is based on the skills required in the world of work and transferable skills across subjects. Students interests are considered to make the experience enjoyable.

## What does this look like in each Key Stage?

The department follows the National Curriculum :-

- The Key Stage 3 provision covers Online Safety, Computational thinking, Hardware, Cryptography, Programming and Problem Solving. It is expected that students will use the problem solving skills across the curriculum.
- The Key Stage 4 and 5 provision offers two pathways Computer Science and Btec IT. This enables all students to be able to access a Computing qualification.

## On what basis are your decisions made?

All the content chosen students will find relatable, challenging and engaging to improve their Computing skills. There is some consideration on what students have to study in Key Stage 4 to ensure that students are given the skills at Key Stage 3 to make the transition smoother.

## How is curriculum content quality assured?

- There is a yearly exam analysis to check how students are performing.
- At the end of the year the department discusses which Key Stage 3 and Key Stage 4 topics have been working WWW/EBI .
- There are surveys on google classroom to gauge students understanding of the topics covered.
- Students take part in end of rotation evaluations.

## How does your subject help with transitioning through the year groups?

- The topics chosen at Key Stage 3 fully support the two different pathways offered at GCSE. There are elements of Digital Literacy, IT and Computer Science taught over Key Stage 3. The Btec IT and Computer Science courses provide an induction pack and a baseline quizzes before the start of Key Stage 5.
- Online Safety is a crucial aspect of the curriculum that is embedded across the Key Stages to ensure that students are making the appropriate choices online

## How does curriculum content meet the needs of students in your subject area?

Computing is a fast pacing and evolving subject. The Key Stage 3 curriculum is constantly refreshed to incorporate new skills and aspects of technology. Students are able to access a range of books, interactive websites and resources to support their learning.



Curriculum map



Index page

# Computing – Curriculum Map



	Rotation one		Rotation two		Rotation three	Rotation four
Year 7	E-Safety		Programming using Python		Emerging technology Understanding Computers	Emerging technology Understanding Computers
Year 8	Computer Systems		Web Development		Data Representation	Mobile App Development
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Cyber Security	Physical Computing	Python Programming	Modern Technology	Algorithms	Animations
Year 10	<b>BTEC IT</b> Modern Technology  <b>Computer Science</b> Programming	<b>BTEC IT</b> User Interface Component Cyber Security  <b>Computer Science</b> Introduction to the NEA Programming -	<b>BTEC IT</b> User Interface Component Cyber Security  <b>Computer Science</b> Algorithms	<b>BTEC IT</b> User Interface Component Cyber Security  <b>Computer Science</b> Logic and Languages	<b>BTEC IT</b> User Interface Component Cyber Security  <b>Computer Science</b> Data representation	<b>BTEC IT</b> User Interface Component Cyber Security  <b>Computer Science</b> Systems Architecture
Year 11	<b>BTEC IT</b> Spreadsheet Implications of Digital Systems  <b>Computer Science</b> Algorithms and Logic Gates	<b>BTEC IT</b> Spreadsheet Implications of Digital Systems  <b>Computer Science</b> Programming - Theory	<b>BTEC IT</b> User Interface Component Learning Aim B Exam revision  <b>Computer Science</b> Programming - Theory Programming practical	<b>BTEC IT</b> User Interface Component Learning Aim C Exam unit  <b>Computer Science</b> Networks / Systems software and Architecture/Algorithms / Logic / Data Representation	Year 11 Exam Preparation	



Index page



Content

# Design and Technology – Content



## Who makes the decision about content/specifications?

The content is linked to the National Curriculum for DT and the AQA Product Design exam board. The Subject Leader, Mr Rebello works collaboratively with members of the department to help decide content to enrich the students as best as possible.

## What does this look like in each Key Stage?

Key Stage 3 Year 7 and 8 rotate on four carousels a year. Year 9 pick Product Design by options, the groups will then be taught for three years in a linear format.

## On what basis are your decisions made?

With the success rate of AQA GCSE results in the last five years. Product Design results are high. Decisions are made to ensure that all students in Design and Technology:

- Develop the creative, technical and practical expertise needed to perform everyday.
- Tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.

## How is curriculum content quality assured?

Product Design Work is quality assured in several ways, schemes of work, book scans, PPE moderated, modular assessment, mapping of course linked to exam board, NEA's externally moderated, AQA exam report and detailed exam analysis.

## How does your subject help with transitioning through the year groups?

Key Stage 3 builds key skills of Design and Technology and KS5 enriches students to higher states in Product Design possibilities in a professional career, development to University or higher education.

## How does curriculum content meet the needs of students in your subject area?

The Design and Technology department has two workshops one which is link to metal work and graphics and another workshop which is linked to woodwork and electronics all rooms have relevant machines. The Department has a CAD room with computers and has CAD programs, we also have CAM machines such as four 3D printers, CNC machine and a laser cutters.



Curriculum map



Index page

# Design Technology – Curriculum Map



	Rotation one		Rotation two	Rotation three	Rotation four
<b>Year 7</b>	<b>Metal work</b> - Sculpture Project		<b>Product design</b> - Electric Badge	<b>Woodwork</b> - Container Project	Graphics – Torch Projects Extra overlap project Plastic - Key Fob Project
<b>Year 8</b>	<b>Plastics</b> – Clock project		<b>Woodwork</b> - Bat Project	<b>CAD</b> - Photo frame Project	Electronics – Badge Project  Extra overlap project Electronics - Steady Hand game
<b>Year 9</b>	<b>Metal work</b> Bottle opener		<b>Photo frame</b> Design styles and history	<b>Egg cup holder</b> Fusion 360	<b>Phone holder</b> Manufacturing methods
	Autumn 1		Spring 1	Summer 1	Summer 2
<b>Year 10</b>	<b>Projects Rotation Depending on teacher and workshop</b> <b>LED - Lamp</b> Electronics - Products  Core technical principles		<b>Grabber Project</b> Mechanisms  Core technical principles	<b>Start of Major project</b> Control assessment NEA  Specialist technical principles	
<b>Year 11</b>	<b>Product Design Project</b>  Control assessment NEA  AO1) Identify, investigate and outline design possibilities  AO2) Generating design ideas	<b>Product Design Project</b>  AO2) Generating design ideas  AO2) Developing design ideas  AO2) Realising design ideas	<b>Product Design Project</b>  AO2) Realising design ideas  AO3) Analysing & evaluating  <b>Yr 11 Exam Prep / Study Leave</b>	<b>Year 11 Exam Preparation</b>	



Index page



Content



## **Who makes the decision about content/specifications?**

The Drama Department foundations have been built in line with the Key Stage 3 National Curriculum. Key Stage 4 content and specification is linked with Eduqas WJEC.

## **What does this look like in each Key Stage?**

The department follows the National Curriculum:  
Our challenging Key Stage 3 curriculum encompasses a range of skills, conventions and theatre styles so that students develop performance, leadership, creativity and communication skills.  
Key Stage 4 – students study the Eduqas GCSE course which strikes an exciting balance between exploration and theoretical study. Through practical workshops students study the work of a range of practitioners including Stanislavsky, Brecht, Artaud and Frantic Assembly. Students are required to complete two practical assessments and sit a written examination at the end of the course.

## **On what basis are your decisions made?**

National guidelines as specified by the Department for Education. All topics selected in Key Stage 3 are cross-curricular modules to enrich and engaged all students. Key Stage 4 topics are given on the basis of the board with the aim to inspire, encourage and challenge students to value themselves and their peers.

## **How is curriculum content quality assured?**

Students in Key Stage 3 are assessed in class every half term on their creating, performing and evaluation skills. Similarly, Key Stage 4 are assessed with performance and critical analysis of a text. The course and its content are quality assured by specification changes, exam board guidance, external moderation, PPE and data drops.

## **How does your subject help with transitioning through the year groups?**

At Key Stage 3 we offer Drama to every student in the school because we see it as a dynamic and creative subject that instils unique skills in our students. Within the drama classroom all students come to develop skills such as cooperation, confidence, collaboration, independent thinking, problem solving and creativity. Having no prior experience in either a primary setting or at home. The aim is to prepare them for the demands of the GCSE course as we believe that this equips the students with key life skills that are transferable to any walk of life.

## **How does curriculum content meet the needs of students in your subject area?**

The Drama Department offers a number of extracurricular lunch and after school clubs making wide use of the various interesting spaces that The John Fisher School offers. Students have the opportunity to attend professional theatre productions that support the curriculum.



Curriculum map



Index page

# Drama – Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<b>Matilda:</b> Role on the wall - Still Image- Thought track- Narration-Non-naturalism- Split Stage	<b>Evacuees:</b> Thought Tracking, Still Image Devising Spontaneous Improvisation	<b>Greek Myth:</b> Staging, Canon, Chorus, Script, Pace Pitch Power pause	<b>Mime:</b> Absent focus, Costume, Script	<b>Lord of the Flies:</b> 5 senses group work leadership and survival	<b>Physical Theatre:</b> Curious Incident Frantic Assembly
Year 8	<b>Theatre Sports:</b> Improvisation Teamwork creativity Leadership skills	<b>Crucible:</b> Skill Salem witch trails ,Emotional Memory, Script work	<b>Macbeth:</b> Script, improvisation, character relationship and status	<b>Homelessness:</b> Staging, Costume, Script, Teamwork	<b>Can I Stay:</b> Script Refugees asylum seekers immigrants empathy	<b>Too Much Punch for Judy:</b> Dangers of Alcohol , limits, script
Year 9	<b>9 Week Rotation: Blood Brothers</b> <b>Devising, Social Class</b> <b>Contrast</b> <b>Superstition</b>					
Year 10	Introduction to GCSE Component 1 Practice – Practical devising Stimulus/techniques/	Component 2 Practice – study of text Read complete text/Analyse/Context/Live performance  Teachers, Bouncers Mock Exam	Component 1 – Devising <b>Introduce Genre or</b>  End of term assessment understanding of practitioner through  practical performance (mini evaluation, controlled in classroom	Component 1 Exam Devising Stimuli from WJEC/Portfolio Prep	Component 1 – Devising Exam GCSE Stimuli Component 1- Supporting evidence, Written evaluation	<i>Year 11 prep for C3 exam Inspector Calls or Noughts and Crosses</i>
Year 11	Component 3 – Practically exploring DNA (Competition) Theatre Trip Curious Incident	Component 3 – Practically exploring DNA set text given by the board Exam Prep	Component 2 – Preparation for set text External Examiner	Component 3 – re-cap set text section A written paper and live performance. Component 2 –Exam – 2 lesson every fortnight students to commit to lunch rehearsals!	<b>Year 11 Exam Preparation</b>	



Index page



Content

# Economics (GCSE only) - Content



## Who makes the decision about content/specifications?

Decisions about course content / specifications are made by the Subject Leader of Economics in collaboration with the Business Education department teaching team.

## What does this look like in each Key Stage?

At Key Stage 4 students follow the AQA 8136 specification. This gives the students a strong foundation in Economics and has close links to the AQA 7136 specification that students will follow if they choose to study Economics in Key Stage 5.

Economics specifications are split into Microeconomics and Macroeconomics. At Key Stage 4, Microeconomics is taught in the first half of the course and Macroeconomics in the second half. The summer term of year 11 is set aside for revision. At Key Stage 5, two teachers are usually assigned to the subject with one leading on Microeconomics and the other leading on Macroeconomics.

## On what basis are your decisions made?

Decisions on course content / specification are made taking a range of factors into account. Firstly, the results of the various exam boards are considered. We found through our research that AQA offered the best opportunity for students to achieve the higher grades. Since the cohorts taking Economics at John Fisher are usually more able (set 1 or 2 Maths and English) this fitted best with our student profile. The second consideration was teachers' experiences with the various exam boards.

## How is curriculum content quality assured?

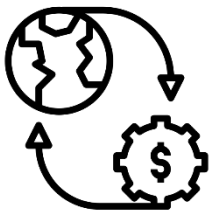
Curriculum is quality assured through department meetings and briefings. Curriculum content needs to be updated regularly to take account of the nature of the subject. This is an on-going process led by the subject leader.

## How does your subject help with transitioning through the year groups?

Students do not study Economics prior to choosing their options in Year 9. However, in year 9 the students take part in a 9-week enterprise programme on a carousel basis. There are various enterprise events that take place across the year groups. Leaving John Fisher, students go on to study Economics and Business-related courses at university, as well as taking up related apprenticeships.

## How does curriculum content meet the needs of students in your subject area?

Curriculum content is designed to give the students a deep understanding of the world in which they live. It will give them a good starting point for when they leave John Fisher, helping them to become the citizens of the future.



Curriculum map



Index page

# Economics – Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 9</b>	<b>9 Week Rotation : Enterprise Carousel</b> Competitors Target Market Market Research Analysis Competitors Marketing Mix USP Co-operation Design SWOT / Cash flow / Advertising					
<b>Year 10</b>	<b>Market Failure</b> Misallocation of resources Externalities	<b>Introduction to National Economy</b> Interest rates, Government income and expenditure <b>Government Objectives</b> Economic objectives Economic growth	<b>Government Objectives</b> Employment and unemployment Inflation and price stability	<b>Government Objectives</b> Distribution of income Balance of payments	<b>Government Managing the Economy</b> Monetary policy Supply-side policies	<b>Government Managing the Economy</b> Policies to correct positive and negative externalities
<b>Year 11</b>	<b>Government Managing the Economy</b> Policies to correct positive and negative externalities <b>International Trade and Global Economy</b> Why countries trade Importance of trade to the UK	<b>International Trade and Global Economy</b> Why countries trade Importance of trade to the UK Exchange rate	<b>International Trade and Global Economy</b> Free-trade agreements including the European Union Globalisation	<b>Role of Money and Financial Markets</b> Role of Money The importance of financial markets to UK	<b>Year 11 Exam Preparation</b>	



Index page



Content

# English Language & Literature - Content



## Who makes the decision about content/specifications?

Content taught in English is decided collaboratively by the English department but spearheaded by the Subject Leader: we are lucky enough to have many experienced staff members in the department, many of whom have worked as examiners. We are confident the content and specifications we have chosen are in the students' best interests

## What does this look like in each Key Stage?

In Key Stage 3, students all study the same genre at the same time, as seen in our curriculum map. This sequencing has been chosen as knowledge builds on previous learning, but enables development between each half term. Non-Fiction reading and writing is interwoven into each unit.

At Key Stage 4, we dedicate most of Year 10 to studying of fiction texts to embed both academic language and a strong thematic narrative. Language skills are interwoven to help students prepare for their exams in Year 11.

## On what basis are your decisions made?

When designing our curriculum content, we wanted to satisfy two primary aims: to build students' love of learning and help prepare them for the next stage of their lives. We have therefore chosen topics that both engage and challenge students' perspectives of the world around them, but also texts that we as teachers love to teach!

## How is curriculum content quality assured?

Students have a knowledge foundation (through bi-weekly knowledge quizzes) which is used as a springboard to teach skills. Our spiral skills curriculum is assessed each half term through in- class assessment. Assessments are standardised across the year group which results in lessons being adapted for the needs of each class.

## How does your subject help with transitioning through the year groups?

Our spiral curriculum is influenced by the strong comprehension focused curriculum in Key Stage 2, enabling students to utilise these skills in a more independent manner in Key Stage 3. By the time they reach Key Stage 5, we aim to have instilled a true thirst for wider reading and gaining further knowledge to help students thrive in A-level study and gain further understanding of the world around them.

## How does curriculum content meet the needs of students in your subject area?

With a strong focus on knowledge retrieval and embedding Key Stage 2 vocabulary, we ensure every student is equipped with the tools they need to succeed. Our spiral skill curriculum, ensures students return to key skills for academic success both to reinforce understanding and stretch students where needed.



Curriculum map



Index page

# English Language & Literature – Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<b>Novel Study</b> –Swindells: <i>Stone Cold</i>	<b>Continued - Novel Study</b> –Swindells: <i>Stone Cold</i>	<b>Poetry</b> - Diversity Poetry	<b>Play - Gothic (19<sup>th</sup> C.)</b> – <i>Frankenstein</i> Pullman Play	<b>Writing through reading</b> – Heroic Journeys	<b>Writing Through Reading</b> – Dystopian
Year 8	<b>Novel Study</b> – <i>Boy in the Striped Pyjamas</i> or <i>Once</i>	<b>Continued - Novel Study</b> – <i>Boy in the Striped Pyjamas</i> or <i>Once</i>	<b>Poetry</b> - War Poetry	<b>Play - Shakespeare</b> – <i>A Midsummer Night's Dream</i>	<b>Bildungsroman</b> – Charles Dickens ' <i>Oliver Twist</i> '	<b>Bildungsroman</b> – BAME writers
Year 9	<b>Novel Study</b> – Steinbeck: <i>Of Mice and Men</i>	<b>Continued - Novel Study</b> – Steinbeck: <i>Of Mice and Men</i>	<b>Poetry</b> - Pre-20th Century Poetry	<b>Play - Tragedy</b> Including Shakespeare 'Othello' / 'King Lear'	<b>Play - Modern</b> ' <i>A View from the Bridge</i> ' Or ' <i>DNA</i> '	<b>GCSE transition -</b> Crime and Punishment AQA P2, 2 wks Intro to Macbeth OCR Lit P2
Year 10	<b>OCR Lit P2</b> <i>Macbeth</i>	<b>OCR Lit P2</b> <i>Macbeth</i>	<b>OCR Lit P1</b> <i>An Inspector Calls</i>	<b>OCR Lit P1</b> Unseen play comparison	<b>OCR Lit P2</b> Conflict Poetry Anthology Pt1	<b>AQA Lang P1</b> Fiction reading. Descriptive/ narrative writing <b>Spoken Language Endorsement</b>
Year 11	<b>AQA Lang P2</b> Non-Fiction reading and comparison. Transactional writing	<b>OCR Lit P1</b> <i>Jekyll &amp; Hyde</i> Using AQA P1 Style Assess	<b>OCR Lit P2</b> Conflict Poetry Anthology Pt2	<b>Y11 EXAM REVISION</b>	<b>Year 11 Exam Preparation</b>	



Index page



Content

# Food Technology - Content



## Who makes the decision about content/specifications?

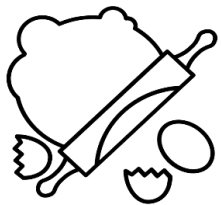
The content and specification is linked to AQA Food Preparation and Nutrition. The Coordinator for Food, Mrs Shepherd, overseen by Subject Leader Mr Rebello, chooses content to enrich the students as best as possible.

## What does this look like in each key stage?

Key Stage 3 Year 7 and 8 students rotate on a carousel system and focus on a range of practical and theory work to support their learning of the subject. In Year 9, students who have chosen to take Food Preparation and Nutrition at GCSE will then be taught for three years in a linear format.

## On what basis are your decisions made?

Students generally enjoy the practical side of the subject and there is a big focus on this particularly in Key Stage 3 which sets the foundation for option choices. During Key Stage 4 students cook regularly with subject content taught alongside the practical to challenge ability and embed key skills and knowledge. This links into the exam specification which is taught across three years and is suitable for all abilities.



Curriculum map



Index page

## How is curriculum content quality assured?

Food Preparation and Nutrition is quality assured in several ways, schemes of work, book scans, PPE moderated, modular assessments, program of learning linked to exam board specification, NEA's externally moderated, AQA exam report and detailed exam analysis.

## How does your subject help with transitioning through the year groups?

During Key Stage 3 students build key skills and knowledge which enriches their school experience and allows all students the opportunity to take part in a subject which they may have no prior experience in either a primary setting or at home. This aims to prepare students for the demands of the GCSE course and can lead on to possibilities in a professional career and higher education.

## How does curriculum content meet the needs of students in your subject area?

The curriculum content is differentiated for students participating in the course throughout the theory lessons and all students have the opportunity to stretch and challenge their practical skills. Students are encouraged to practice key skills and techniques at home in advance of the lesson and to develop recipes to suit a variety of needs where possible. Most students who enjoy the subject are keen to share their outcomes with their peers as well as the class teacher so that all can revel in their success.

# Food Technology – Curriculum Map



	Rotation 1		Rotation 2		Summer 1	Summer 2
Year 7	<b>Foundation Food- Part 1</b> Foundation practical skills and subject theory		<b>Foundation Food - Part 1</b> Foundation practical skills and subject theory		<b>Foundation Food - Part 2</b> Building on foundation practical skills and subject theory	<b>Foundation Food - Part 2</b> Building on foundation practical skills and subject theory
Year 8	<b>Skills for Life - PART 1</b> Essential practical skills and subject theory		<b>Skills for Life - PART 1</b> Essential practical skills and subject theory		<b>Skills for Life - PART 2</b> Essential practical skills and subject theory	<b>Skills for Life - PART 2</b> Essential practical skills and subject theory
Year 9	<b>Food Preparation and Nutrition - Part 1</b> Example of modules: Food spoilage and contamination, microorganisms and enzymes. Bacterial contamination, principles of food safety, Nutritional needs and health.		<b>Food Preparation and Nutrition - Part 1</b> Example of modules: Food spoilage and contamination, microorganisms and enzymes. Bacterial contamination, principles of food safety, Nutritional needs and health.		<b>Food Preparation and Nutrition - Part 2</b> Example of modules: Guidelines for a healthy diet. Diet through life. Factors affecting food choice-to include, PAL, celebration, cost, enjoyment etc.	<b>Food Preparation and Nutrition - Part 2</b> Example of modules: Guidelines for a healthy diet. Diet through life. Factors affecting food choice-to include, PAL, celebration, cost, enjoyment etc.
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<b>Food Nutrition &amp; Health -Recap</b> Examples of modules: Nutritional needs and health, Guidelines for a healthy diet.	<b>Food Safety - Recap</b> Examples of modules: Food spoilage and contamination, microorganisms.	<b>Food Provenance</b> Examples of modules: Environmental impact and sustainability Where and how ingredients are grown, reared and caught.	<b>Food Choice</b> Examples of modules: Religion, how food choice is effected. Dietary needs, income. Practice NEA2.	<b>Food Science - Part 1</b> Examples of modules: Cooking of food and heat transfer, why food is cooked.	<b>Food Science – Part 2</b> Examples of modules: Functional and chemical properties of food Practice NEA1.
Year 11	First few weeks - Revision Non Exam Assessment Investigation NEA1	Non Exam Assessment Investigation NEA 1	Non Exam Assessment Food Preparation Task NEA 2	Non Exam Assessment Food Preparation Task NEA 2	<b>Year 11 Exam Preparation</b>	



Index page



Content

# Geography – Content



## Who makes the decision about content/specifications?

The Geography Department Key Stage 3 to Key Stage 5 Curriculum has been built on the knowledge of the four Geography teachers we have at John Fisher.

## What does this look like in each Key Stage?

We make sure the curriculum flows from Key Stage 3 to Key Stage 5. For example, we will look at Natural hazards in Year 7 looking at basic knowledge & basic GCSE command words such as describe / explain. This prepares our students at GCSE for more demanding knowledge on natural hazards such as tsunamis and further enhancing their GCSE key skills. Throughout this, knowledge is built for students to become successful Key Stage 5 students, if chosen as a subject.

## On what basis are your decisions made?

National guidelines as specified by the Department for Education. From these we then select an appropriate range of local, national and international modules that have some overlap with either the Geography modules or cross-curricular modules. As well as creating students who understand the modern world better.

## How is curriculum content quality assured?

The curriculum is constantly reviewed by the department and through student reviews to assess strengths and weaknesses of modules & pedagogy of the curriculum.

## How does your subject help with transitioning through the year groups?

We have worked closely with Primary Schools in the local area to ensure their Key Stage 2 curriculum links with our Key Stage three, e.g. studying Tropical Rainforests. This enables our higher ability students to grow in confidence by teaching the lower years their knowledge on Tropical Rainforests through lessons or fieldtrips to Kew Gardens. This eventually makes the Year 6 to Year 7 transition easier in Geography. If students chose to read Geography at degree level, there are a variety of courses that can be taken across many Universities.

## How does curriculum content meet the needs of students in your subject area?

The Geography curriculum is designed to give students a better understanding of our modern-day world through knowledge of our physical world such as our UK coastline, our human world such as globalisation & population or through current issues such as climate change or health around the world.



Curriculum map



Index page

# Geography – Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<b>Getting to know our place:</b> Geographical skills & our local place	<b>Population</b> Focus on our changing population and migration	<b>Our Living world</b> Introduction to biomes with Tropical Rainforest focus	<b>Weather and climate</b> Focus on fieldwork	<b>Global issues</b> Climate change, plastics, fashion and more:	<b>Africa</b> Physical and human geography of Africa including conflict
<b>Year 8</b>	<b>Population</b> Focus on our changing population and migration	<b>Urbanisation</b> Focus on megacities in India and China	<b>Weather and climate</b> Focus on fieldwork	<b>Global issues</b> Climate change, plastics, fashion and more:	<b>Our unequal world</b> Development with a focus on TNCs and globalisation	<b>Middle East</b> Physical and human geography, UAE and conflict
<b>Year 9</b>	<b>Our physical world</b> Tectonic hazards around the world	<b>Our physical world</b> Tectonic hazards around the world	<b>Resource management</b> Focus on food, water and energy	<b>Resource management</b> Focus on food, water and energy	<b>Our Island</b> Physical landscape (rivers / coasts)	<b>Our Island</b> Coastal fieldwork & mapping skills
<b>Year 10</b>	<b>Unit 2: Human</b> Urban issues & challenges	<b>Unit 2: Human</b> Urban issues & challenges	<b>Unit 1: Physical</b> Meteorological Hazards	<b>Unit 1: Physical</b> Meteorological Hazards	<b>Unit 3: Skills</b> Pre-seen task practice	<b>Unit 1: Physical</b> Living world: Tropical RF and deserts
<b>Year 11</b>	<b>Unit 2: Human</b> Economic World	<b>Unit 2: Human</b> Economic World	<b>Unit 1: Physical</b> Living world: Tropical RF and deserts	<b>Unit 3: Skills</b> Pre-seen task	<b>Year 11 Exam Preparation</b>	



Index page



Content

# History – Content



## Who makes the decision about content/specifications?

The foundations have been built in line with the Key Stage 3 National Curriculum for History. Relevant pathways have then been created through the available options as KS4 and KS5, as laid out by Pearson's Exam Board.

## What does this look like in each Key Stage?

Key Stage 3: The content is taught in a broadly chronological approach. This starts with the Anglo-Saxons (c500) through to The Holocaust. Key skills are also broken down into relevant "papers" that are in line with the GCSE requirements.

Key Stage 4: Units are grouped into similar content to enable students to draw conclusions and links between different periods of History. Skills are assessed individually and in block-group, to allow students to focus on specific requirements.

Key Stage 5: The curriculum is delivered chronologically, although some units have themes which see students re-start the chronology at certain points.

## On what basis are your decisions made?

Based on national guidelines, so that students are being enriched in the required content and skills as specified by the Department for Education. At Key Stage 4 & 5 some units are taught thematically, in a chronological order, where this is more appropriate to the way that certain knowledge is assessed.

## How is curriculum content quality assured?

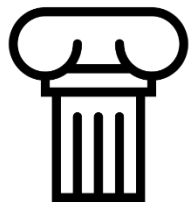
The curriculum is constantly reviewed by the department to assess strengths and weaknesses. We have a three fold assessment system linked with a revision group at KS4 and Club in KS3. These coupled help us to identify students who may need extra support and also gaps in our curriculum provision. As mentioned, the content is largely prescribed and we thus fit and cater for our students.

## How does your subject help with transitioning through the year groups?

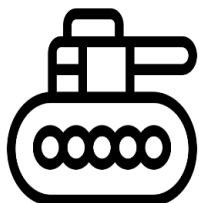
At Key Stage 2 students can be exposed to a wide range of History in terms of content. This poses a challenge with students learning different content at different schools. Regardless of primary school, all students must have been taught about Britain from the Stone Age, Roman-rule, Anglo-Saxon invasions and through to at least one post-1066 study. They should also have undertaken one local study, although this is determined by the location of primary schools.

## How does curriculum content meet the needs of students in your subject area?

Students have a diverse range of backgrounds, cultures, needs and general identities. It would therefore be impossible to try and build a curriculum that covers the History of each and every one. Therefore the History curriculum seeks to give students an understanding of one of the things that all students do have in common – how the country we live in today, came to be as it is.



Curriculum map



Curriculum map



Index page

# History – Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<b>Build up to 1066:</b> Romans, Saxons, Vikings and Normans.	<b>Establishing Norman Control:</b> Castles, Feudalism, Religion and the Domesday Book.	<b>Medieval Power Struggles:</b> Becket, Magna Carta, Pilgrimage, Monasteries & Nunneries.	<b>Feudal Life:</b> Medieval Towns & Villages, Black Death, Peasants Revolt & Lives of Women.	<b>Tudor England:</b> Wars of the Roses, Henry VIII, English Reformation, Mary, Elizabeth and Spain.	<b>Seventeenth Century Britain:</b> Stuarts, Civil War, Restoration, Revolution & Union.
<b>Year 8</b>	<b>Industrialisation:</b> Factories, Transports, Urbanisation, Medicine, Law & Disorder & Development of Sport.	<b>Empire &amp; Slavery:</b> British Empire, Colonial Wars, Atlantic Slave Trade, Abolition of Slavery in UK & US.	<b>Britain's Great War:</b> Causes, War on Land, War at Sea, Peace, Changing role of Women.	<b>Europe 1919-45:</b> Russia, Germany, Italy, Gathering Storm 1935-39, German Successes in WWII, German Defeat 1945.	<b>Post-1945 Conflict:</b> Cold War, Korea, Indian Partition, African De-Colonialization, Arab-Israeli, Northern Ireland & War on Terror.	<b>The Holocaust:</b> What it Was, When did it Begin, Pre-War Jewish Life, Victims, Collaborators, Bystanders and Perpetrators, Post 1945 Genocide.
<b>Year 9</b>	<b>The Rise of Japan –</b> Mythological Creation of Japan Feudal Japan Meiji Restoration Industrialisation WWII Post 1945	<b>The Ancient World –</b> Egypt Greece Rome	<b>Tragedies of the Industrial Revolution –</b> The Oaks Explosion Jack the Ripper Titanic	<b>The Vietnam War –</b> Causes Events Protest Controversies Conclusion	<b>Theirstory-</b> Servius, Genghis Khan, Mansa Musa, Joan of Arc, Montezuma, Mary Anning, Mary Seacoal, Shaka Zulu, Harriett Tubman Alan Turing.	<b>The Holocaust:</b> What it Was, When did it Begin, Pre-War Jewish Life, Victims, Collaborators, Bystanders and Perpetrators, Post 1945 Genocide.
<b>Year 10</b>	<b>Weimar and Nazi Germany 1918-1939</b>		<b>Superpower Relations c1941-1991</b>		<b>Late Anglo-Saxon and Norman England c1060-1087</b>	
<b>Year 11</b>	<b>Warfare and British Society c1250-modern day</b>		<b>Warfare and British Society c1250-modern day</b> <i>(including a study of the historic environment = London during the Second World War).</i>		<b>Year 11 Exam Preparation</b>	



Index page



Content

# Ancient History (GCSE only) – Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10</b>	<b>Unit 1a - Persian Empire</b>  Rise of Persia, Cambyses II & Smerdis	<b>Unit 1a - Persian Empire</b>  Darius the Great	<b>Unit 1a - Persian Empire</b>  Xerxes and the Greeks	<b>Unit 1b – Alexander the Great</b>  Upbringing, Character & Beliefs	<b>Unit 1b – Alexander the Great</b>  Military Campaigns & Significant Events in his Life	<b>Unit 1b – Alexander the Great</b>  The Macedonian Army under his Command
<b>Year 11</b>	<b>Unit 2a – Roman Empire</b>  Origins of Rome and its Early Kings	<b>Unit 2a – Roman Empire</b>  Origins of the Republic	<b>Unit 2a – Roman Empire</b>  Securing the Republic	<b>Unit 2b – Roman Britain</b>  Claudius' Invasion of Britain	<b>Unit 2b – Roman Britain</b>  Romanisation & Resistance	<b>Year 11 Exam Preparation</b>



Index page



Content



## **Who makes the decision about content/specifications?**

Content taught in Mathematics is decided collaboratively by the Mathematics department but spearheaded by the Subject Leader and Key Stage Leads. We have many experienced staff members in the department, many of whom have worked as examiners. We are confident the content and specifications we have chosen are in the students' best interests.

## **What does this look like in each Key Stage?**

In Key Stage 3 the Maths department are doing a large body of work to ensure that students are transitioned effectively from Key Stage 2, identifying knowledge gaps and reengaging students with Mathematics. This follows through the Key Stage 3 curriculum with foci of formal presentation of work and extension into problem solving skills.

In Key Stage 4, students embark on a logical and methodical staged approach to the curriculum which covers the full GCSE course.

In Key Stage 5, students follow a similar approach to Key Stage 4 but at the higher level of attainment.

## **On what basis are your decisions made?**

In Mathematics, the decision to teach in a certain order closely links the recommendations from the examination board and other published resources and ensures that deeper learning and interleaving of topics can be developed over the duration of the course to achieve the best outcome.

## **How is curriculum content quality assured?**

The curriculum content is heavily driven by published resources e.g. textbooks.

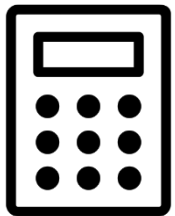
Using Question Level Analysis when recording assessments allows teachers to revisit areas of weakness for groups and triggers collaboration within the department to support the delivery of material.

## **How does your subject help with transitioning through the year groups?**

The spiral nature of the Mathematics curriculum allows for easy transitioning through Key Stages, where topics are revisited with more depth. Key Assessments allow for identification of gaps in knowledge which influence support measures. At Key Stage 5 students are expected to have developed a true love and enjoyment in the logical and beautiful nature of the subject.

## **How does curriculum content meet the needs of students in your subject area?**

Curriculum content follows the National Curriculum allowing students to develop essential skills which are transferable to other subjects and real life. The true benefit to students is encouraging them to think in a logical and methodical manner which will aid them in future endeavours.



Curriculum map



Index page

# Mathematics – Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	Using numbers Sequences Perimeter, area & volume	Decimal numbers Working with numbers Statistics	Expressions and formulae Fractions Angles	Coordinates / graphs Fractions Angles	Symmetry Equations Interpreting data	3D shapes Ratio Math enrichment
<b>Year 8</b>	Working with numbers Geometry Probability	Percentages Sequences Area with 2D and 3D shapes	Graphs Simplifying numbers Interpreting data	Expressions Congruence and scaling Fractions and decimal arithmetic	Fractions and decimal arithmetic Proportion Circles	Equations and formulae Comparing Statistics or probability project
<b>Year 9</b>	Percentage Equations and formulae Polygons	Using data Application of graphs Pythagoras theorem Enlargement	Fractions Algebra Decimal numbers	Surface area and volume Solving equations graphically Compound units	Compound Units Trigonometry Similar triangles	Reviewing chapters for GCSE preparation Enrichment
<b>Year 10</b>	Fractions / percentages / star diagrams	Sequences/ ratio/ angles and transformations	Transformations/algebraic manipulation/ length, area and volume	Constructions and loci/ linear graphs. Pythagoras theorem	Probability, powers, equations	Statistic diagrams, simultaneous equations
<b>Year 11</b>	Fractions/ percentages/algebra/ averages/	Sequences/ rounding/ probability/constructions and loci	Graphs/ Pythagoras theorem/equations/powers and transformations	<b>Year 11 Exam Preparation</b>		



Index page



Content

# Media Studies – Content (GCSE only)



## Who makes the decision about content/specifications?

Within the Media/Film department, decisions about content/specifications are led by the Subject Leader in the first instance. Senior Management and department staff are consulted to ensure a collaborative approach and where appropriate, students and parents/carers regarding specification changes.

## What does this look like in each key stage?

At Key Stage 4, and Key Stage 5 mid- year changes to specifications are conducted on a consultation basis with parents/carers and the department and are evidence based, led by interim data monitoring, staff's experience of progress interventions and knowledge of the specification.

## On what basis are your decisions made?

Exams analysis at the end of each academic year, alongside examination of incoming cohort ability also informs specification and curriculum choices, to ensure both student led curriculum implementation and an environment where the best results are achieved, for those students.

## How is curriculum content quality assured?

Quality Assurance takes place through a reflective mid year and end of year process, against the department's five year plan and school led aims. Other factors that arise throughout the year are taken into account, e.g. data drops, as well as staffing, resources and wider issues such as specification changes and exam board guidance.

## How does your subject help with transitioning through the year groups?

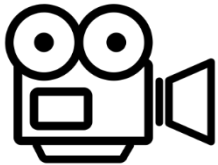
The offer at Key Stage 4 enables smooth transition to Key Stage 5. Media/Film as subjects build on literacy skills and engages many of the techniques used in English Literature/Language analysis to form the basis of student understanding and ability. Media/Film has its own lexis, students are required to draw upon knowledge from Art, History, Drama, Politics, Social Studies and Psychology for example, to enable them to successfully analyse and create media/ film products.

## How does curriculum content meet the needs of students in your subject area?

Btec Media is offered alongside the traditional GCSE for Film/Media to cater for the need of all students. Career and curriculum trips are offered throughout the year to further engage students, with a suite of extra-curricular activities scheduled for launch in September 2020. Student feedback is sought through student voice at the end of each academic year, with a view to expanding this to every term



Curriculum map



Curriculum map



Index page

# Media Studies – Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Media Language, Representation & Audience  Print Ads Design	Music  Music Promotion	Cuffs TV Crime Drama  Web Design	Lego Movie Advertising  Filmmaking	Newspapers Online Guardian & Observer  Mini Production Briefs	Lego Movie Film  Creating media Production Planning
Year 11	Lego Movie  Creating media Production	Cuffs & Avengers  Creating media Production	Cuffs & Avengers & Radio  Creating media Production	News intro  Creating media Production	News & Revision	<b>Year 11 Exam Preparation</b>



Index page



Content

# BTEC Media Studies – Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Purpose & Audience Moving Image	Relationship- Audiences- Purpose Gaming	Representation Publishing	Narrative Web	Genre Coursework	Audience Coursework
Year 11	Exam Learning Aim A Exam Learning Aim B	Exam Learning Aim A Exam Learning Aim B	Exam Learning Aim C Exam Learning Aim C	Topics Recap	Year 11 Exam Preparation	

# Modern Foreign Languages - Content



## Who makes the decision about content/specifications?

Modern Foreign Languages are an integral and facilitating series of subjects which enable students to develop intellectually and socially. The purpose of the French and Spanish languages curriculum is to foster curiosity about the wider world, train and enhance literacy and problem-solving skills. Modern Foreign Languages provide our students with a skill set that will enable future success in a global and multicultural society.

## What does this look like in each Key Stage?

The MFL curriculum takes all students beyond what is taught in lessons, for whilst we want students to achieve the very best examination results possible, we believe our curriculum goes beyond this.

## On what basis are your decisions made?

As a knowledge engaged curriculum, we believe that knowledge underpins and enables the application of skills; both are entwined. As a department we define the powerful knowledge our students need and help them recall it. We have a carefully planned progression through our curriculum with content and skills clearly defined in our curriculum maps which revisit and build on existing knowledge and language. MFL staff build on and strengthen on the skills of understanding and interpreting written and spoken texts that students have developed as part of their primary school curriculum. The topic areas and grammatical structures which are introduced at Key Stage 3, are building blocks for more in-depth learning at GCSE and A-level.

## How is curriculum content quality assured?

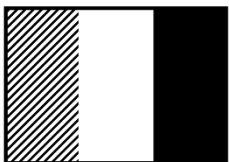
As a department, we are clear from the start that we teach grammatical structures, syntax and vocabulary; using the correct terminology and making explicit links to English and the French and Spanish language. In addition, the MFL department implements the curriculum through using a variety of teaching approaches and tasks which encompass the four key skills of listening, speaking, reading and writing.

## How does your subject help with transitioning through the year groups?

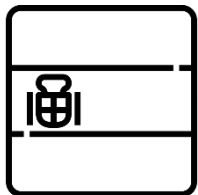
New technologies are also widely used to support learning and improve upon the digital literacy of learners and the regular use of IT programmes such as Active Learn and Memrise are well-established for reinforcing newly acquired knowledge or for setting homework for supporting longer term memory and vocabulary.

## How does curriculum content meet the needs of students in your subject area?

Study of foreign language films, music, YouTube videos and texts are all commonplace in the MFL teaching environment. The language courses in Nice and Barcelona in Year 10 allow our students to fully immerse themselves in the culture of France and Spain. Our Key Stage 3 trip to the French and Belgium Christmas markets provide our students the chance to use their French language in a real setting.



Curriculum map



Curriculum map



Index page

# MFL (French)– Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	Learning to pronounce key French sounds. Talking about yourself/family/likes and dislikes Using the verb avoir	Understanding -er verbs Using the verb aimer + definite article Talking about schools life Using negatives	Talking about what you like doing Using the verb aimer +the infinitive Talking about free time activities	Talking about what sports you play Using jouer a Discovering sport in French speaking countries	Using higher numbers Describing your family in detail Describing where you live Talking about breakfast	Talking about places in a town or village Saying where you go at the weekend Ordering food & drink
<b>Year 8</b>	Past holidays School trip/ theme park Revising the verbs avoir and etre	Describing a festival.s and special days Using the present tense Talking about a future trip	Leisure, e.g. television programmes, cinema and leisure activities/Digital technology	Where and how you live, e.g. daily routine/household chores	World of Sports Opinions on sports	Asking the way and giving directions Injuries and illness
<b>Year 9</b>	Talking about relationships and friendships	Talking about socialising and describing a night out/making arrangements	Talking about where you live/weather/transport Describing a region	Discussing what to see and do in the local area/ Discussing weekend plans in the local area	Talking about sport Talking about your life online	Talking about books and reading. Talking about television programmes/Talking about actors and films
<b>Year 10</b>	Talking about school life Comparing schools in the UK and French speaking countries	Discussing schools rules Talking about future school pans Talking about a school exchange	Discussing jobs and work preferences Discussing career choices	Talking about future plans and wishes Discussing the importance of languages Applying for a job	Talking about a past holiday Talking about an ideal holiday Booking and reviewing hotels	Talking about travelling Buying souvenirs Talking about holiday disasters
<b>Year 11</b>	Talking about food and meals Describing daily life	Talking about food for special occasions Describing family celebrations	Discussing problems facing the world Talking about protecting the environment	Discussing ethical shopping Talking about volunteering Discussing big events	<b>Year 11 Exam Preparation</b>	



Index page



Content

# MFL (Spanish)– Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	Getting used to Spanish pronunciation. Talking about yourself/family /pets.	Saying what you like to do. Talking about the weather. Saying what sports you do.	Talking about school and school subjects.	Describing school life. Describing school uniform.	Describing your family. Describing physical appearances. Carnival in Cadiz.	Describing your town. Telling the time. Ordering food and drink. Weekend plans.
<b>Year 8</b>	Describing past holidays.	Social media / musical interests, Hispanic singers and actors.	Describing mealtimes. Ordering food. Describing what to buy for a party.	Arranging to go out. Making excuses. Discussing getting ready to go out.	Talking about clothes. Talking about sporting events.	Describing a holiday home, holiday activities. Talking about Summer camps/ describing a world trip.
<b>Year 9</b>	Saying what you do in the Summer. Discussing holiday and weather activities. Talking about holiday preferences.	Talking about a past holiday. Describing where you stayed. Booking accommodation/dealing with problems.	Talking about school subjects and teachers. Describing school uniform and the school day. Describing your school.	Talking about school rules and problems. Talking about plans for a school exchange. Talking about activities and achievements.	Talking about socialising and family relationships. Talking about social media/networks. Making arrangements to go out.	Talking about reading preferences. Describing people. Talking about friends and family.
<b>Year 10</b>	Talking about free time activities. Talking about TV programmes and film. Talking about what you usually do.	Talking about sports. Talking about what is trending. Discussing different types of entertainment. Talking about who inspires you.	Talking about places in a town. Describing the features of a region. Planning what to do in your local area.	Shopping for clothes. Talking about problems in a town. Describing a visit in the past.	Talking about different jobs. Talking about how you earn money. Talking about work experience.	Talking about the importance of learning languages. Applying for a Summer job. Discussing gap years. Discussing plans for the future.
<b>Year 11</b>	Describing types of houses. Talking about healthy eating. Discussing healthy lifestyles Talking about international sporting events.	Considering global issues. Talking about local actions. Talking about natural disasters.	Describing meals times. Talking about illness and injuries. Talking about typical foods.	Comparing different festivals. Describing a special day. Ordering in a restaurant. Talking about a music festival.	<b>Year 11 Exam Preparation</b>	



Index page



Content



## **Who makes the decision about content/specifications?**

The current curriculum content of the Music Department has been developed from the expertise of the Music Department Staff and fine tuned taking into account student engagement and achievement over a number of years.

## **What does this look like in each key stage?**

Music is primarily a practical subject but towards GCSE and beyond, it demands a more theoretical, analytical and academic approach. We foster practical creativity as a priority at all key stages but underpin this with some music theory and analysis so students are prepared to continue with music should they choose to do so. For example, we study the musical elements in Year 7 which is also a requirement for GCSE. However, tempo in Year 7 is fast or slow; Tempo in Year 11 is Presto, Andante or Lento. The exam board we have chosen allows us a great deal of flexibility on repertoire, so we choose music that is both currently relevant to the students as well as pieces that demonstrate the historical and cultural developments of music.

## **On what basis are your decisions made?**

The Music Department is in regular contact with the Sutton Music Hub and other Head of Departments in Sutton Schools meaning our curriculum is discussed and measured with other music professionals. I am confident that most students would just like to study music they know but I see the music classroom as a platform to explore music yet to be discovered.

## **How is curriculum content quality assured?**

During assessments, students choose which standard 'musician' they are, which allows them to be independent learners and work at their own pace.

## **How does your subject help with transitioning through the year groups?**

As the music provision in primary schools is varied and some students take up the option of having private instrumental lessons, the spectrum of ability and interest is vast. We therefore have a wide selection of tasks within any one topic which seamlessly work within the class ensemble and suit all our students.

## **How does curriculum content meet the needs of students in your subject area?**

The extra-curricular opportunities offer at least one ensemble for every student, irrelevant of their experience, understanding, ability or interest. These are run by Music Department Curriculum Staff or Specialist Instrumental teachers.



Curriculum map



Index page

# Music – Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	Beat and Rhythm with Ensemble Skills	Rhythmical Composition	Keyboard Skills and Melody	Instruments of the Orchestra - Sonority	Composition and Structure	Ukulele Skills and Harmony
<b>Year 8</b>	Band Skills - Advanced Ensemble Skills	Film Music - Sonority	Film Music - Composition	Musical Theatre - Texture	Rap - Ensemble Skills	Rap Composition
<b>Year 9</b>	Britpop - Historical and Cultural Context	Britpop - Ensemble Skills	Rotation		Film Music - Cultural Context	Film Music Composition Using Technology
<b>Year 10</b>	Inter-related Dimensions of Music Introduction to Areas of Study	Composition Skill Practice  AOS1	Composition Skill Practice  AOS2	Composition Skill Practice  AOS3	Free Composition  Performance Practice  AOS4	Free Composition  Performance Practice  AOS4
<b>Year 11</b>	Brief Composition  Solo Performance  AOS Revision	Brief Composition  Ensemble Performance  AOS Revision	Exam Practice  Ensemble Performance  AOS Revision	Exam Practice	Year 11 Exam Preparation	



Index page



Content

# Physics (separate science) - Content



## Who makes the decision about content/specifications?

Content taught in Science is decided collaboratively by the Science department but spearheaded by the Subject Leaders in Biology, Chemistry and Physics. We have many experienced staff members in the department, many of whom have worked as examiners. We are confident the content and specifications we have chosen are in the students' best interests.

## What does this look like in each Key Stage?

In Key Stage 3, Subject Leaders in all three sciences have an understanding of what modules to study that has a link between Key Stage 2 Science through to Key Stage 4 Science. For example, the study of plants in Biology. This Key Stage 3 content is in preparation for moving onto the GCSEs. During Key Stage 5 Physics, content begins Foundations of Physics. The development of practical skills takes place throughout the course by regular testing through PAGs. Subsequent topics are sequenced in line with the exam board. Lessons involve theoretical learning, practical activities and practice questions. The use of zig-zag writing frames is used to ensure a comprehensive set of accurate notes have been produced by all students.

## On what basis are your decisions made?

In Physics, the decision to teach in a certain order closely links the recommendations from the examination board and ensures mathematical, theoretical, technical and practical skills can be developed over the duration of the course to achieve the best outcome.

## How is curriculum content quality assured?

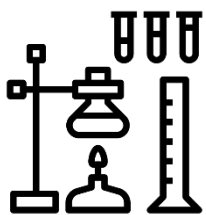
Students have regular assessment opportunities and compulsory homework which we use to identify which topics need improved understanding by students. The quality of delivery is assured by having specialists in each field of physics. Moderation of assessment together and observing each other teach helps to address quality assurance.

## How does your subject help with transitioning through the year groups?

Our spiral curriculum helps influence the Key Stage 3 to Key Stage 4 curriculum. By the time students reach Key Stage 5, we aim to have instilled a true thirst of Physics to them.

## How does curriculum content meet the needs of students in your subject area?

Students are given a study pack over the summer with creative but also academic tasks to enable them to bridge the gap and demonstrate their suitability in the tasks assigned. This helps students understand the rigour of A-level Physics and also the method of teaching / learning taking place.



Curriculum map



Index page



# Physical Education – Content



Curriculum map  
GCSE



Curriculum map  
BTEC



Curriculum map  
PE



Index page

## Who makes the decision about content/specifications?

We want to develop a lifelong love for physical activity with the aim of leading and understanding the benefits of a healthy and active lifestyle. Our core Physical Education programme has been built by experienced staff members within the department. There are pathways available at Key Stage 4 via Btec and GCSE PE which can further lead to flexible study of our Btec Sports course at Key Stage 5.

## What does this look like in each Key Stage?

- Rather than offering a single sport each half term block in Key Stage 3, we offer a theme to be taught. Examples of this are, movement patterns and exploiting defences.
- Key Stage 4 is divided across two years to allow the course to be taught both practically and theoretically in line with the content on the Pearson Exam board - 60% Theory, 30% practical and 10% coursework based.
- Btec Sports course covers a range of unit content such as anatomy and physiology through to leading sporting activities and is predominantly coursework based but also part exam based.

## On what basis are your decisions made?

At Key Stage 3 our curriculum will instil a lifelong love for Physical Education, physical activity and sport. At Key Stage 4 and 5, the decision to teach content in a particular order is closely linked to recommended schemes of work from the exam board.

## How is curriculum content quality assured?

The curriculum is constantly reviewed by the department throughout the year to ensure that what we intend to deliver is of a high standard. We also use student review to inform where our strengths and weaknesses lie as a department and how we can improve.

## How does your subject help with transitioning through the year groups?

At Key Stage 3 we ensure variety in what sport we offer and provide insights into theoretical content from both the GCSE and Btec courses to inform our students of what topics they could be taught, should they choose our course at Key Stage 4. Knowledge is further built which aligns with our Key Stage 5 content.

## How does curriculum content meet the needs of students in your subject area?

Across the key stages there is plenty of variety. GCSE PE and Btec Sport have overlapping content however cater for different types of learners. Both courses are part practical which continues engagement from some of the sports taught at Key Stage 3, both in PE, games lessons and our wide extra-curricular offer. Our Key Stage 5 Btec Sport offer again allows for different types of learners where the subject can be taken as a single or double A-level equivalent and is predominantly exam based or as a 3 A-level equivalent which caters for those more comfortable being assessed via coursework.

# Physical Education – Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<b>Movement Patterns 1</b>	<b>Movement Patterns 2</b>	<b>Exploiting Defences</b>	<b>Exploring Training Methods</b>	<b>Athletics</b>	<b>Striking &amp; Fielding, Cricket</b>
<b>Year 8</b>	<b>Exploring Movement Patterns 1</b>	<b>Exploring Movement Training Methods</b>	<b>Exploiting Defences</b>	<b>Developing Skill</b>	<b>Athletics</b>	<b>Striking &amp; Fielding, Cricket</b>
<b>Year 9</b>	<b>Developing Skill</b>	<b>Exploring Movement Patterns</b>	<b>Exploiting Defences</b>	<b>Exploring Training Methods</b>	<b>Athletics</b>	<b>Striking &amp; Fielding, Cricket</b>
<b>Year 10</b>	<b>Conditioned Games Skill Development &amp; Tactical Awareness</b>	<b>Conditioned Games Skill Development &amp; Tactical Awareness</b>	<b>Health &amp; Fitness Training</b>	<b>Conditioned Games Skill Development &amp; Tactical Awareness</b>	<b>Athletics</b>	<b>Striking &amp; Fielding, Cricket</b>
<b>Year 11</b>	<b>Conditioned Games Sport Variety Student Leadership / Choice Health and Fitness</b>		<b>Conditioned Games Sport Variety Student Leadership / Choice Health and Fitness</b>		<b>Striking and Fielding Games Year 11 Exam Preparation</b>	



Index page



Content

# Physical Education – Year 9 Rotation



	TOPICS COVERED				
GCSE Week 1-5	Week 1:	Week2:	Week 3:	Week 4:	Week 5:
	Skeletal System and Functions of the Skeleton	Muscular System	Antagonistic Muscle Pairs	Structure of the heart and journey of blood flow through it	GCSE Assessment of topics covered
BTEC Week 6-9	Week 6:		Week 7:	Week 8:	Week 9:
	Practical Session:		Practical Session:	Presentation Preparation:	Group presentations on Components of Fitness to rest of the class
	Components of Fitness: Physical		Components of Fitness: Skill	Group work for presentation to the rest of the class	



Index page



Content

# Physical Education (GCSE) – Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10</b>	<b>Component 2 Topic 2: Sports Psychology</b>  All topics	<b>Pre-Public Examination Skills</b>  Mock Practical Assessment	<b>Component 1 Topic 3: Physical Training</b>  Fitness, Health, Exercise & Performance FITT & Reversibility	<b>Component 1 Topic 3: Physical Training</b>  Methods of Training Effects and benefits of exercise to Skeletal / Muscular / Respiratory System	<b>Personal Exercise Program Practical Module &amp; Coursework</b>	<b>Personal Exercise Program Practical Module &amp; Coursework</b>
<b>Year 11</b>	<b>Component 2 Topic 3: Socio- Cultural Influences</b>	<b>Component 1 Topic 2: Movement Analysis</b>	<b>Component 1 Topic 2: Movement Analysis</b>	<b>REVISION</b>  <b>PLC CHECKLIST</b>  <b>EXAM SKILLS</b>  <b>INTERVENTION</b>	<b>Year 11 Exam Preparation</b>	



Index page



Content

# Physical Education (BTEC) – Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<b>Unit 1: Fitness for Sport and Exercise</b>	Components of fitness Principles of training Fitness training methods Investigate fitness testing	<b>Unit 5: The Sports Performer in Action</b>	Short-term responses and long-term adaptations of the body systems to exercise	Different energy systems used during sports performance.	Different energy systems used during sports performance.
Year 11	<b>Unit 3: Applying the Principles of Personal Training</b>	Design a personal fitness training programme The musculoskeletal system and cardiorespiratory system	Implement a self-designed personal fitness training programme Review a personal fitness training programme.	<b>- CHANCE TO RESIT UNIT 1 IF UNSUCCESSFUL FIRST TIME ROUND</b>  <b>- ADDITIONAL REVISION TIME FOR CORE / OTHER SUBJECTS</b>	<b>Year 11 Exam Preparation</b>	



Index page



Content

# Religious Education – Content



## Who makes the decision about content/specifications?

The current content has been developed from the expertise of the RE Department Staff and fine tuned taking into account student engagement and achievement over a number of years. This decision is also made by our dioceses advisor, with the help of the diocese itself. The Key Stage 3 programme is dictated by the Curriculum Directory given by the Catholic Education Service.

## What does this look like in each Key stage?

Key Stage 3 is made from the curriculum directory of the diocese and includes work from the way, the truth, and the life. Key Stage 3 will soon undergo some significant work as we prepare for updates from the archbishop. Key Stage 4 is the Eduqas board which covers Christianity and Judaism. Key Stage 5 is OCR Philosophy, Ethics, and Christian Thought.

## On what basis are your decisions made?

It is a linear approach to learning from Key Stage 2 – Key Stage 5. We try to incorporate ideas of Ethics and Philosophy into our faith and of course nurture the Catholic gentleman. The quality of teaching and learning is very important to us and we try to develop critical thinkers who understand their faith. This means moving away from a dogmatic diet and focusing on people and relationships to show students the importance of our faith.

## How is curriculum content quality assured?

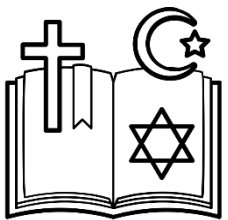
We quality assure against other schools, we have a map and contacts for other schools who use the same board, we use moderation in the department to assess our faith in the subject matter also. Non-prescribed time is built in at Key Stage 3 to allow classes the ability to dive deeper into certain topics or areas that they feel are necessary or simply want to. At Key Stage 4 and Key Stage 5 there is less scope for this due to exam and time constraints, however our extra-curricular offer is constantly reviewed. We have a three fold assessment system linked with a revision group at Key Stage 4 and Club in Key Stage 3.

## How does your subject help with transitioning through the year groups?

Primary school visits are very important, and we use our advisor from the diocese. Students are constantly exploring the kind of person they are in RE as well as building empathy and understanding of the world around them. As we take a students centred approach, this is fantastic for the whole school.

## How does curriculum content meet the needs of students in your subject area?

The Diocese give Catholic schools three boards to choose from and this is the most effective for our students. It is thought based and requires students' opinions. With only one tier of entry, it is important the board is what we need.



Curriculum map



Index page

# Religious Education – Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<b>Festivals</b>	<b>Christian Foundations</b>	<b>Sacraments</b>	<b>Christianity</b>	<b>Sikhism</b>	<b>A-K - World Religions</b>
<b>Year 8</b>	<b>Islam</b>	<b>Judaism</b>	<b>Human Rights</b>	<b>Religion and Conflict</b>	<b>Religion and Philosophy</b>	<b>Religion and the Afterlife</b>
<b>Year 9</b>	<b>Jewish Beliefs</b>	<b>Jewish Beliefs</b>	<b>Jewish Practises</b>	<b>Jewish Practises</b>	<b>Origins and Meanings</b>	<b>Origins and Meanings</b>
<b>Year 10</b>	<b>Origins and Meanings</b>	<b>Origins and Meanings</b>	<b>Origins and Meanings</b>	<b>Good and Evil</b>	<b>Good and Evil</b>	<b>Good and Evil</b>
<b>Year 11</b>	<b>Sin and Forgiveness</b>	<b>Sin and Forgiveness</b>	<b>Life and Death</b>	<b>Life and Death</b>	<b>Year 11 Exam Preparation</b>	



Index page



Content



## **Who makes the decision about content/specifications?**

The decision about the content of the RSHE course is based on the statutory guidance published by the government in 2019. Lessons were planned by the Subject Leader of RSHE.

## **What does this look like in each Key Stage?**

The RSHE course starting in Key Stage 3 builds on the learning of the students in Key Stage 2. The curriculum is designed to have a spiral approach. Concepts learned at Key Stage 2 are built upon in KS3 and then again at Key Stage 4.

## **On what basis are your decisions made?**

The curriculum is designed to ensure that topics are age appropriate for the students. It is vital that all students are able to participate in RSHE and it is inclusive for everyone.



Curriculum map



Index page

## **How is curriculum content quality assured?**

All of the local schools teaching RSHE work in a partnership together. This is to ensure that all of the schools within the partnership are meeting the statutory guidance. The Subject Leader of RE and senior leaders within the school have also quality assured the content.

## **How does your subject help with transitioning through the year groups?**

RSHE is a non academic subject that is taught in Years 7-11. It builds upon knowledge gained at Key Stage 2 and expands this in Key Stage 3 through to Key Stage 4. New concepts are introduced to the students ensuring they are age appropriate. Inclusiveness and accessibility is at the heart of the subject.

## **How does curriculum content meet the needs of students in your subject area?**

Inclusiveness and accessibility is at the heart of RSHE. The topics the students study is varied and is designed to be accessible to everyone. Staff, student and parental feedback is used to ensure that the needs of the students are being met.

# RSHE – Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	Introduction Aspirations Self-esteem Wants and Needs Ethics Cyber Safe Why do we have rules?	Racism Drugs Smoking Energy Drinks Bullying FOMO	Mental Health Anger Management Puberty Periods FGM	Friendships Families Romance and Relationships Bullying and Banter Positive Relationships British Values	Healthy lifestyles 1 Healthy lifestyles 2 Food labels Consequences Being active	Money management 1 Money management 2 Interests and loans How to buy Transactions Taking control
<b>Year 8</b>	Self Confidence Personal Development Behaviour to Achieve Self Awareness Mindfulness Body Image	Racism Racial Groups Where does racism come from Attracting Converts Prevention Prejudice and discrimination	Credit and Debt Finance and Tax Spending Budgeting and Saving Entrepreneurs Communication	Consent Contraception Pornography Sexting Sexually Transmitted Infections Domestic Conflict	Smoking and Vaping Cancer Awareness Personal Safety Teenage Pregnancy Hygiene	Prejudice and Disability Homophobia Discrimination Online Grooming Environmental Issues
<b>Year 9</b>	First Give	E-safety Interpersonal skills Discrimination and equality Peer pressure Growth Mindset Stress	Child sexual exploitation Abusive relationships British community LGBTQAI+ community Managing anxiety	Alcohol awareness Drugs Vaccinations Acid attacks Self harm Body image	Avoiding debt Managing money Consumer rights Employment Workplace skills British values	UNICEF Human Rights UK aid in other countries Sustainability Law and the young Teens and knife crime
<b>Year 10</b>	Managing grief Suicide Revenge porn Social media Screen time Eating disorders Body image	Criminal justice Anti-social behaviour County lines Money laundering Terrorism Overt and covert racism Fake news	Careers CV Careers in STEM Work experience Rights and responsibilities	Time management Living sustainably Homelessness Hate crime Tattoos and piercings Binge drinking	Conflict management Forced marriages Harassment Social Anxiety Relationships Bullying and body shaming	Same sex relationships Gender Community cohesion Sexism Parenting
<b>Year 11</b>	Identity and diversity Privilege Obesity and body confidence Fertility CPR	Animal rights Pollution Globalisation Right wing Multiculturalism The dark web Cybercrime	Consent, rape and harassment What makes good sex Safe sex Relationship break-up Happiness and positivity Types of relationship	Perseverance Sleep Decision making Gambling Digital footprint Personal safety	Year 11 Exam Preparation	



Index page



Content