

CURRICULUM

This document is made available to parents via the website.

Contents

- Policy Statement
- Senior School Summary Table
- Junior School Summary Table
- Senior School – Subjects Offered at Exam Level

Appendices

- 1. Curriculum Maps – Reception to Year 13
- 2. Curriculum Text – Years 7 to 13

POLICY STATEMENT

The curriculum is broad, rich and set out to meet the range of abilities and aptitudes of all our pupils. It is focused on our aim to define and refine the special qualities of all pupils. Lessons are well planned, with varied activities to meet a range of learning styles and to address the needs of those with a learning difficulty, disability or statement of need, and it is appropriate to the age of the pupils. Each pupil is encouraged to meet his or her potential in all areas of the curriculum. The curriculum makes provision for pupils to acquire skills in speaking, listening, literacy and numeracy and aims to contribute to each pupil's intellectual, physical and personal attainment and development.

All pupils have equal access to the curriculum and it enables pupils to learn and to make progress, including those with special educational needs. The curriculum aims to educate that whole person; all pupils have common needs to develop skills and attitudes necessary for their individual autonomy, and for the work, and for political and social participation in our democratic society. Curriculum provision includes the preparation of pupils for the opportunities, responsibilities and experience of adult life. Pupils face the common experience of living in a world which is increasingly international, multi-ethnic and interdependent both economically and politically. Our curriculum is based on a common framework which provides coherence, and, while catering for individual needs and abilities, still ensures the provision of a broadly based learning experience.

There is appropriate careers guidance (see also Careers Policy)

Hampshire Collegiate School provides full-time supervised education to pupils of compulsory school age, from Sixth Form education to education in the EYFS setting.

The Learning Support department provides additional support and tuition for pupils with learning difficulties and disabilities and those where English is a second language. Where pupils have a statement of educational needs, the Learning Support department is responsible for the regular monitoring and the annual review of these pupils.

HCS aims:

- to give pupils the experience of learning in an environment which is a caring community where life is enjoyable, where each pupil's individual needs are supported.
- to enable all pupils to develop as fully as possible their abilities, interests and aptitudes, and to make adequate provision if necessary for those who are in any way disadvantaged.
- to allow pupils to develop lively enquiring minds, to be capable of independent thought and to enjoy learning so that they may be encouraged to take advantage of educational

opportunities in later life.

- to develop a curriculum which ensures contact with major areas of knowledge and experience which helps children to know more about themselves and the society in which they live.
- to give pupils the skills necessary to respond effectively to social, economic and political changes and to changing patterns of work.
- to develop the social skills necessary to work successfully with other people.
- to equip pupils for their adult roles in society and to help them to understand the responsibilities of being parents, citizens and consumers.
- to encourage appreciation and concern for their environment.
- to develop interests and skills which will continue to give personal satisfaction in the use of leisure time.
- to encourage pupils to develop physical fitness

All curriculum plans and Schemes of Work provided content, skills and teaching styles appropriate the ages and abilities of all our pupils and provides linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

The curriculum is enriched by a wide range of extracurricular activities.

Pupils also participate in a PSHE programme which reflects the schools aims. In the Junior School and in years 7, 8 and 9 PSHE is delivered as a discrete subject, in Years 10 and 11 it is delivered by tutors.

Physical education forms a part of every pupil's curriculum.

SENIOR SCHOOL SUMMARY TABLE Number of lesson per week (30 period week)

YEAR	7	8	9	10	11	12	13
Art & Design	2	1	1				
Art & Design: Textiles							
Biology		1	1				
Chemistry		1	1				
Design & Technology: Resistant Materials	1	1	1				
Design & Technology: Textiles	1						
Drama	2	1	1				
English	4	5	5	5	5		
Geography	1	1	1				
History	1	1	1				
ICT	1	1	1				
Mathematics	4	4	4	4	4		
Spanish	2	2	2				
Modern Language 2		2	2				
Music	2	1	1				
PE	1	2	2	0.5	0.5		
Games	2	2	2	2	2	2	2
Physics		1	1				
Option 1				3	3	5	5
Option 2				3	3	5	5
Option 3				3	3	5	5
Option 4				3	3	5	5
Option 5						5	5
Science	4			6	6		
**Extra English (not Spanish)	2	2	2				
Religious Studies	1	2	2	0.5	0.5		
PSHE	1	1	1				
GCSE retake Maths & English						2	
Sixth Form Enrichment							1

JUNIOR SCHOOL SUMMARY TABLE Number of lesson per week (30 period week)

YEAR	1	2	3	4	5	6
Art	1	1	1	1	1	1
Design & Technology	1	1	1	1	1	1
Drama	0	0	1	1	1	1
English	7*	7.5*	5.5	5.5	5.5	5.5
Geography	1	1	1	1	1	1
History	1	1	1	1	1	1
ICT	1	1	1	1	1	1
Mathematics	7*	5	5.5	5.5	5.5	5.5
Learning outside the Classroom	1	1	1	1	1	1
Modern Foreign Languages	1	1	1	1	1	1
Music	1	1	1	1	1	1
PE	1	1	1	1	1	1
Games	2	2	3	3	3	3
Science	2	2	4	4	4	4
Religious Studies	1	1	1	1	1	1
PSHE/Form Time	2	1.5	1	1	1	1
Swimming		2				

* Includes Phonics, Spellings and Handwriting

**HCS CURRICULUM – SENIOR SCHOOL
SUBJECTS GENERALLY OFFERED AS OPTIONS AT EXAMINATION LEVEL**

	GCSE	A/S	A2
Art & Design: unendorsed	✓	✓	✓
Art & Design: Textiles	✓	✓	✓
Biology	✓	✓	✓
Business Studies	✓	✓	✓
Chemistry	✓	✓	✓
Design & Technology Resistant Materials	✓		
Design & Technology Graphics	✓		
Design & Technology Graphic Products		✓	✓
Drama	✓	✓	✓
Economics		✓	✓
English	core		
English Literature	✓	✓	✓
French	✓	✓	✓
Geography	✓	✓	✓
German	✓	✓	✓
Government & Politics		✓	✓
History	✓	✓	✓
ICT	✓	✓	✓
Law		✓	✓
Mathematics	core	✓	✓
Further Mathematics		✓	✓
Music	✓	✓	✓
Music Technology	✓	✓	✓
PE & Sport Studies	✓	✓	✓
Physics	✓	✓	✓
Psychology		✓	✓
Religious Studies	✓	✓	✓
Science (Core and Additional)	core		
Spanish	✓	✓	✓

This document is available to parents and prospective parents on HCS website

Appendix 1: Curriculum Maps - Reception to Year 13

RECEPTION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Language, Literacy & Communication	Jolly Phonics- Initial letter sounds Handwriting of individual letters Key words for reading Emergent writing-retelling stories, invitations, cards Fiction / Non fiction books	Jolly Phonics- Initial letter sounds Handwriting of individual letters Key words for reading Emergent writing-sequencing stories, letters, lists. Fiction, Poetry books	Jolly Phonics- Digraphs Handwriting in letter groups Key words for reading & writing Writing – using spaces, capital letters, full stops Non Fiction, poetry books	Jolly Phonics- Digraphs Handwriting in letter groups Key words for reading & writing Writing- stories, diaries, lists Non Fiction, Fiction books	Jolly Phonics- Digraphs and alternative spellings Key words for reading & writing Writing using sentences & some punctuation Non Fiction books	Jolly Phonics- Digraphs and alternative spellings Key words for reading & writing Writing using sentences & some punctuation Non Fiction, Fiction
Problem Solving, Reasoning and Numeracy	Numbers to 10 2D shape Basic Addition Patterns & Sequences	Numbers to 10 Comparing Addition / subtraction Measuring - length 3D Shape Time	Numbers to 15 Numbers to 20 Addition Measuring – weight Money	Numbers to 20 Counting & Money Ordering Measuring - height Subtraction	Numbers to 20 Addition / Subtraction Measuring – length Counting & Money Symmetry Number bonds	Numbers to 100 Addition & Subtraction 3D Shape Time Measuring - capacity
Knowledge & Understanding of the World	Autumn Walks around grounds Harvest Our Senses	Families & Celebrations Goldilocks Divali Christmas	Weather Different weather conditions Science experiments	Growing Growth of plants from seeds Growth of animals from eggs / babies	Mini beasts Insects & other Minibeasts habitats	Water Water experiments Islands Boats,
Creative Development	Painting, observational drawing, Salt dough, clay animals	Painting, drawing, printing, chalks, clay pots, cards Sewing	Painting, drawing, Kandinsky-circles, mobiles	Painting, drawing, observational drawing	Painting, drawing, observational drawing Models	Painting, drawing, Washes, Models, papier mache, sewing
MFL	French – asking and answering questions. Counting up to 5 Greetings	French – primary colours	French – farm animals	French – counting up to 10	French – More colours and typically French things	French – more animals
PSHE	Me – a special person	My family and other special people	Friendship	What I am good at	Feelings	Changes and looking forward – Y1
RE	Contributes to: Personal, social development; Communication, language, literacy; knowledge & understanding of world; creative development					
PE	Spatial Games - Carrying /rolling/receiving	Dance - celebration	Sending / Receiving Target games, ball games Gymnastics - travelling		Small bat and ball skills Athletics - introduction	
Drama	Goldilocks		Giants		Noah's Ark	
Music	Fun & Games: Enjoyment of music, express musical ideas through movement, Different use of voices Me: Strong beat, responding to music in different ways Traditional singing games and Nursery Rhymes Rhythmic & graphic patterns, Sound & Silence: Musical patterns, The Nativity		Sounds around Us: Everyday sounds, Exploration of sounds, Improvisation: Animal Sounds Contrasting dynamics, Improvisation Descriptive music Easter Songs		Music: Music in our lives, Create moods & feelings, Structure Stories: Follow musical story, Compose own musical story Food: Percussion, Musical elements	
ICT	Mouse Skills, art packages, games		Control Work		Keyboard Skills, art packages and Text	

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Rhymes. Imaginative writing. Labelling. Captions Writing from personal experiences. Alphabetical order.	Writing instructions. Autobiographical writing. Sequencing events. List poem. Writing lists.	Descriptive writing Pattern and rhyme Write an information book.	Story writing, with attention to characters and plot. Rhymes.	Writing stories about fantasy worlds. Writing poems on a theme.	Structured rhymes. Writing instructions.
Maths	Compare two or more lengths or heights by direct comparison Measure lengths using uniform non-standard units Recognise coins of different values; order coins according to their value Begin to use the names of common 2D shapes Describe features of familiar 2D shapes Know the days of the week; order familiar events in time Know the seasons of the year; begin to know the months Addition facts to 8. Doubling	Compare two or more lengths or heights by direct comparison Measure lengths using uniform non-standard units Describe position: above, below, beside, left, right Describe direction and movement: forwards, backwards, up, down, left, right Begin to use the names of common 3D shapes Describe features of familiar 3D shapes Read the time to the hour on analogue clocks Organise and interpret information in a simple table Counting in 10's Ordinal Numbers	Compare two or more weights by direct comparison Measure weights using uniform non-standard units Describe position: above, below, beside, left, right Describe direction and movement: forwards, backwards, up, down, left, right Begin to use the names of common 3D shapes Describe features of familiar 3D shapes Read the time to the hour on analogue clocks Organise and interpret information in a simple table Counting in 10's Ordinal Numbers	Compare two or more capacities by direct comparison: pouring Measure capacities using uniform non-standard units Read the time to the hour and half hour on analogue clocks Begin to use units to measure time: minutes Addition and subtraction facts for numbers to 10 Counting in 5's		
Science	Ourselves	Light and dark	Push and pulls	Sorting and using materials	Growing plants	Sound and hearing
Geography	Around our school The Local Area		Where in the world is Barnaby Bear?		Going to the Seaside	
History	Toys		Homes		Seaside Holidays	
Art	Self portraits, firework pictures		Investigating materials, pastel still life, printing – painting		Sculpture	
DT	Moving pictures – mechanisms		Homes - structures		Playgrounds – structures	
MFL	Basic French Greetings	French – Colours	French – Counting up to 20	French – Animals	French – Days of the week	French – indoor/outdoor activities. Games/toys
PSHE	New Beginnings	Say no to bullying/Getting on and falling out	Good to be me	Celebrating and recognising differences	Keeping safe	Going for goals
RE	Stories of Christianity	Celebration	Jewish Special stories, books	Stories of Christianity, Eggs for Easter, celebrating new life.	Creation and first stories from the Old Testament	Journeys
PE	Gymnastics Flight/bouncing jumping and Landing	Dance Diwali	Gymnastics Points and Patches	Dance Toy Shop	Athletics - running	
Games	Bouncing / Catching Kicking / Receiving		Targets Throw / Receive		Bat and Balls Skills	
Music	The Pulse: Steady beat, rhythm activities Singing: Harvest songs Sounds Around: Categories of sound Ourselves & Music: Body percussion, listening – feelings Drums Percussion activities, The Nativity		Musical Opposites: Opposites in musical elements Compose descriptive piece Signs & Symbols: Graphical signs, compose 'Water' music Composing: Patterns of short & long sounds, improvise, compose – duration, tempo Instrument Groups Timbre of particular groups, Explore and use sounds Easter songs		Fast & Slow: Steady beat, musical story, Explore keyboard, compose Listening & Appraising: Variety of types of music, Music from different places, Rhythm Patterns: Rhythmical activities Listening & appraising – texture, structure Voices: Voice games, singing technique	
ICT	Text processing – labelling. Graphs and Pictograms Recording sound and creating pictures		Finding things out. Graphs and pictograms Modelling & simulations. Text processing, email, databases		Digital pictures. Writing instructions – making things happen. Music. Multimedia work	

YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Writing about own experiences Story structure Simple structure poetry Organising and writing simple instructions		Write story in own words. Story settings Poetry Extending rhymes Write explanation of process		SATS practice. Information texts Writing dialogue in a story Riddles & tongue twisters Character Profile Non-chronological reports	
Mathematics	Numbers and the number system Estimate, measure and compare lengths in centimetres; use a ruler Estimate, measure and compare lengths in metres Use the names of common 20 shapes; sort 20 shapes and describe their features Begin to recognise line symmetry; make symmetrical patterns Use units of time: hours in a day, days in a week Use units of time: months in a year, seasons in a year	Calculations	Solving Problems Investigations			
Science	Plants & animals in the local environment Barnaby Bear - Where in the World	Grouping and changing materials	Variation Forces and movement		Classify and describe common 20 and 3D shapes Begin to recognise halves and quarters of shapes and numbers of objects Estimate a capacity, recording estimates; read a simple capacity scale Estimate, measure and compare capacities in litres and millilitres Use units of time: hours, minutes, seconds Read the time to the quarter hour on analogue and digital clocks Organise and interpret information in a table Using electricity Health and Growth	
Geography					Rivers	
History			An Island Home		Castles	
Art	Primary colours – Mondrian Secondary colours Colour mixing Observational drawing – natural objects Cards / calendars		Fire of London Clay Easter Card.		Monet – watercolours Drawing Printmaking	
DT		Glove puppets	Vehicles		Toast	
MFL	French – basic French and Greetings		French – Numbers	French – Colours	French – Seasons Monet	French – Transport
PSHE	New Beginnings	Saying no to bullying Getting on and falling out	Good to be me	Keeping healthy	People that help us	Going for goals
RE	Christian Values – Judaism 2A		The Bible – Why did Jesus tell stories 2B		Exploring Religious Ideas	
PE	Gymnastics Linking movements together	Swimming Fitness Coordination & balance	Dance Seasons	Mini team games	Athletics Mini running, jumping, throwing	Athletics Mini running, jumping, throwing
Games	Throwing / Receiving Kicking / Receiving		Dodging / Avoiding Games Invasion Games		Hitting and Striking Games	
Music	Percussion instruments Musical elements – timbre, texture Patterns & structure, Compose – structure Tuned & untuned percussion Compose using visual stimulus, Musical texture Singing – Harvest. The Nativity		Graphic Scoring Associate sounds with symbols, Create graphic symbols, Music in terms of elements Stories in Music Follow story 'Peter & the Wolf' Appreciate structure, Orchestral sounds, Easter songs		Producing sound Symphony orchestra Rhythm & Pitch Rhythm games Pitch games	
ICT	Graphics. Text processing. Multimedia work. Branching database. Flow robots		Text processing. Recording sound. Music. Desktop publishing. Finding things out		Routes – controlling a floor turtle. Database Multimedia project. Modelling and simulations.	

YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Story settings Poetry and alliteration Dialogues Non-fiction Calligrams/shape poems	List poem Poems – scary things Set of instructions	Simple story plan Character profiles Alternative sequels Myths, fables, traditional tales	Play scripts Instructions Poetry Recounts	Short stories Poetry – onomatopoeia Alphabetical order/1 st person accounts Letters	Captions/nonfiction Non-fiction leaflets Extended story Poetry
Mathematics	Numbers and the number system - Calculations - Solving Problems - Investigations					
	Measure and compare lengths in m, cm Begin to use decimal notation for m, cm Classify & describe 2D shapes, including quadrilaterals Identify and sketch lines of symmetry in simple shapes Read the time to 5 minutes on analogue clocks Read the time on analogue and digital clocks; solve problems involving time Organise and interpret data in simple lists, tally charts and frequency tables Organise and interpret data in pictograms	Introduce, classify and describe prisms Classify and describe common 3D shapes by properties Measure and compare capacities in litres and millilitres Use units of time: days, hours, minutes, seconds Organise and interpret data in frequency tables Organise and interpret data in bar charts			Measure and compare weights in kg, g Locate position on a grid with the rows and columns labelled Make and describe right-angled turns; identify right angles Recognise and use the four compass directions N, S, E, W Use units of time: years, months, weeks, days, hours Classify and sort data in Venn and Carroll diagrams	
Science	Helping plants grow	Characteristics of Materials	Magnets and Springs	Teeth and Eating	Rocks and Soil	Light and Shadow
Geography	Caring for the Environment					
History	Invaders – Romans					
Art	The Romans					
DT	Photo frames	Clay animal pencil holder	2D Mazes	Card Desk Tidy	Moving Pictures	Aluminium Keyrings
MFL	French - basic conversation, content of the pencil case, Teacher's instructions.	French – days of the week, numbers up to 31. Months of the year. Xmas activities.	French – birthdays, revision of colours and preference, family, mardi gras/food tasting.	French – Animals, weather, aspects of nationalities and Easter related festivals.	French – Body, clothes.	French – sports and leisure, toys and games, creative activities, story-telling.
PSHE	New Beginnings	Say no to bullying/Getting on and falling out	Good to be me	Celebrating and recognising differences	Keeping safe	Going for goals
RE	Prayer	Mary Mother of God	The Bible	The Paschal Candle	Holi	Raksha Bandhan
PE	Gym symmetry and asymmetry	Cross-country	Tennis	Dance Clowns Swimming	Athletics Introduction to events, self competition times and distances recorded	
Games	Girls- Netball Boys - Football Invaders v Settlers		Girls – Hockey Boys – Tag Rugby / Hockey LAMDA/Improvisation Skills		Girls – Rounders Boys – Kwik-Cricket Playscripts	
Drama	Feeling the Beat. Introduction to recorder playing					
Music	Basic rhythm work – graphic scoring Composing, improvising Exploring Percussion Different qualities of sound, timbre Percussion from different countries Sea shanties		Composing & Appraising Explore use of pitch & rhythm to create particular Effects, Communication of musical ideas Rhythm patterns Effect of rhythm in music, notation & composition Playing from traditional score Recorders		Pitch. Recorder playing. Tuned percussion instruments Compose & notate melody – ICT Shape & Structure Dependence of balance between repetition & Contrast, Recognise standard structure Compose, improvise Preparation for music competition	
ICT	Word processing. Finding things out Graphics. Animation. Modelling		Databases. Data logging. Desktop publishing Video work. Multimedia project Electronic communication		Research. Logo. Digital images Simulations and modelling Desktop publishing	

YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Writing from a character's point of view Rules & instructions Recount Poetry based on example	Non-fiction writing Play scripts List poem Plan & write story	Newspaper reports Character descriptions - similes Information sheet Fantasy writing	Poetry Explanations Instructions Lullaby Extended stories	Plan a short talk Recipe poem Persuasive writing – poster Persuasive letter Poetry	Persuasive letters/arguments Discussion about writing. Adverts Poetry
Mathematics	Numbers and the number system	Calculations	Solving Problems	Investigations		
	Use standard metric units of length: mm, cm, m, km Understand and measure area as covering 2 dimensions Know names of, describe and visualise common shapes Classify polygons, recognise types of triangles Tell time on analogue and 24hr clock to nearest minute, use am/pm Rehearse use of seconds as measure of time; estimate and measure time using minutes/seconds Use and interpret tally charts and frequency tables Construct and interpret pictograms where symbol represents several units	Classify and sketch 2D shapes according to concept of symmetry Rehearse names/nets of 3D shapes, define polyhedron and tetrahedron Use scales; know relationship between standard units of capacity Read simple timetables Measure perimeter; know difference between area/perimeter Construct and interpret bar graphs		Understand and use standard units of weight, read scales Locate position on a grid using coordinates, recognise horizontal and vertical lines Use 8-point compass, measure clockwise/anticlockwise turns Know angles are measured in degrees; know relationship between degrees and right angles Know relationship between different units; read calendars Organise and interpret data in Venn/Carroll		
Science	Habitats	Circuits and Conductors	Moving and Growing	Separating solids & liquids	Friction	Keeping Warm
Geography	Kenya		Journeys		Improving the environment	
History	Tudors				Exploration & Aztecs/Egyptians (2yr cycle)	
Art	Portraits	Picasso	Aboriginal Art		Georgia O'Keefe	Flowers
DT	MDF Clock	Clay slab box	Spinning toy	Measuring time	Torches	Acrylic pencil holder
MFL	Basic French, Classroom instructions. Description (physical/personality)	French. Classroom. Subjects. Timetables. Christmas activities.	French. Countries. Researching French speaking countries. Transport	French. Places in town. Easter activities.	French. Expressing feelings. Grocery food and food shopping.	French. Café food. Leisure activities. Postcard writing.
PSHE	New Beginnings	Say no to bullying/Getting on and falling out	Good to be me	People and their work	Keeping Healthy	Going for goals
RE	Hindu Workshop	Christmas: The Magi and their gifts	Making choices	Easter – The empty cross	Baptism	Mahashivratri
PE	Cross Country/HRF	Gymnastics Rolling, weight on hands, balances	Foundation mini indoor games Problem Solving / Mini Games	Tennis	Athletics	Following ESAA curriculum – intermediate awards
Games	Girls- Netball Boys - Football		Girls – Hockey Boys – Tag Rugby		Girls – Rounders Boys – Kwik-Cricket	
Drama	Bill's New Frock		LAMDA / Improvisation Skills		Howard Carter	Aztecs
Music	Grouping Beats: Explore music with different beat groupings, Differentiation of sound improvising, composing, playing. Singing technique – using voices. Appraisal using knowledge of musical elements Playing from traditional score, Singing, Reading, Composing, Sight reading, composing using 2, 3 notes Recorder playing and ensemble work		Singing technique Timbre, Characteristic timbre of different instruments Orchestral groups Graphic score Singing, Reading, Composing Sight reading, composing using 2,3,4 notes Recorder playing and ensemble work		Musical Patterns Rhythmic & melodic ostinati Pentatonic scale Improvising, composing. Changing fashions Listening & appraising – major periods music history Timbre, texture Recorder playing and ensemble work Preparation for music competition	
ICT	Word processing & Graphics Finding things out	Multimedia presentation Desktop publishing Logo	Graphics Word processing Databases	Video and sound editing Electronic communication and e-safety	Multimedia presentation Finding things out - Graphing	Data-logging Control technology Modelling

YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Story structure Characterisation Dramatic conventions Poetic style	Playscripts Recounts Instructions Note making	Myths/legends/fables Narrative poems Elegies/ballads Author/narrator	Genres Explanations Information retrieval Non-chronological reports	Texts of different cultures, Viewpoint Performance poetry Older literature	Letters Persuasive writing Commentary Argument
Mathematics	Numbers and the number system - Calculations - Solving Problems - Investigations					
Science	Bar line graphs; find the mode Perpendicular and parallel lines Classify triangles Recognise reflective symmetry, axis of symmetry Names and properties of common shapes Standard metric units of length: mm, cm, m, km Standard metric units of weight: kg,	Coordinates in the first quadrant Names and properties of common 2D shapes Formula for area of rectangle Perimeter of rectangles Units of time 24-hour digital clock times				
Geography	Changing State Rivers Victorians	Gases Around Us	Life Cycles Maps and Mapping Skills Ancient Greeks	Earth, Sun and Moon UK Study – Isle of Wight	Keeping Healthy Comparing UK with International locality	Changing Sounds
History	Lowry and People.					
Art	Pop Art					
DT	Steerable vehicle	Free standing light picture	Slippers	Piggy bank	Book-ends	Package design
MFL	French - Body parts General revision	French – Ailments, numbers Christmas activities	French - clothes and adjectives; colour and word gender	Spanish - conversation, numbers, dates and birthdays, classroom objects and instructions. Easter activities	Spanish – School subjects, likes and dislikes, colours	Spanish – Family, holidays. Summer Festival
PSHE	New Beginnings	Saying no to bullying. Getting on and falling out	Good to be me	Celebrating and recognising differences	Keeping safe	Going for goals
RE	ASDAN – PSHE/Citizenship Award					
PE	Muhammad and the Qur’ar	Christmas – the two birth narratives Over and under Gym	Creation and the Environment	Easter – the key events	How do people perceive God?	Places of worship
Games	Health Related Fitness Fitness tests and activities	Problem solving/OAA	Dance Country dancing	Athletics – running, jumping, throwing advanced techniques	Girls – Rounders Boys – Cricket	Boys – Cricket
Drama	Girls- Netball Boys - Football The Demon Headmaster	Girls – Hockey Boys – Contact Rugby LAMDA	Girls – Hockey Boys – Contact Rugby LAMDA	Ancient Greeks Monologues	Festivals & Ceremonies Discern characteristic qualities Musical elements – timbre, texture Improvise, compose ‘Fanfares’, Interpretations, Instruments of Western symphony orchestra, Consider more unusual sound sources, Recorder playing and ensemble work Preparation for music competition	
Music	Exploring Voices, Voices can be used in different ways Singing in parts, Listen to & create different vocal textures, Feeling the Beat Musical elements – duration, structure, timbre Music of the British Isles, Graphic score Apply knowledge of dynamics & tempo TV themes. Recorder playing and ensemble work	Control technology Desktop publishing Spreadsheet modelling	Rhythm & Patterns Listening, singing, playing using simple & more complex rhythms Improvising, composing – using syncopation Melodic structure Discern particular melodic devices Use these when playing, improvising, composing Recorder playing and ensemble work	Graphics Research and word processing	Desktop publishing Graphical modelling Control work (Logo) Sound	Data handling Spreadsheet modelling Data logging
ICT	Finding things out Database and graphing Sound and video editing	Control technology Desktop publishing Spreadsheet modelling	Graphics Research and word processing	Desktop publishing Graphical modelling Control work (Logo) Sound	Multimedia project Electronic Communication	Data handling Spreadsheet modelling Data logging

YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Personal writing Newspaper reports Acrostic poems Suspense playscript based on Macbeth List poem Letters	Poems using extended similes. Creative writing exercises for Common Entrance. Planning and writing a story. Report writing Diary entries	Nonsense verse. Write episode for time-slip story. Advertising brochures. Analysing different genres. SATS practice Discussion & arguments	Book blurbs. Profile of chosen writer. Short stories. Compile entries for encyclopaedia. SATS practice	Targeted revision of writing skills as necessary. Poetry – similes/metaphors. SATS practice	Information leaflets. Carrie's War – film and text comparison. Cartoon strip.
Maths	Numbers and the number system - Calculations - Solving Problems - Investigations					
	Bar graphs Properties of 2D shapes Acute and obtuse angles Angles in a triangle Metric units of length; imperial units of length Metric units of weight; imperial units of weight	Coordinates in all quadrants Properties of 3D shapes Conversion graphs Area of rectangles and compound shapes Area of a right-angled triangle			Pie charts Perimeters of rectangles and compound shapes Units of time; time-zones around the world Reflection in up to two mirror lines Rotation and translation Metric units of capacity	
Science	Interdependence and Adaptation	Reversible/irreversible changes More about dissolving	Changing Circuits Micro-organisms	How we see things	Forces in action	Enquiry in a Technological & Environmental context
Geography	Rainforests Longitude & Latitude + O/S map work	Mountain Environments			Coastlines	
History	Britain since 1930					
Art	Rousseau Fantasy	Rainforest Art	The Sea Project		Outdoor Art	Multi-cultural Art
DT	Rocket Car	Vacuum form mask	Hats	One string fiddle	Cam moving toy	Hydraulics
MFL	French – numbers, everyday conversation, physical and personality description of family members	French – sports and leisure activities	French – asking for food/drinks. Euros	Spanish – revision of numbers, instructions, family, pets, colours, likes/dislikes (with colours) Dia de la Hispanidad	Spanish – revision days and months, seasons, weather, clothes (and colours and adjectives) Semana Santa	Spanish – revision of where you live, types of house, rooms in house, bedroom and contents, revision of all topics
PSHE	New Beginnings	Saying no to bullying Getting on and falling out	Good to be me	Who is in charge?	Health	Sex Education
RE	Ramadan and Eid-ul-Fitr	Angels	Moses and Passover	Eucharist	Jesus his teaching and his message	The five pillars of Islam
PE	Health Related Fitness Fitness tests and activities	Gym Skills, flight – basic vaulting	OAA Orienteering and problem solving	Tennis Outdoor tennis skills Games – improving control of the ball	Athletics – introduction to throws – shot, discuss and javelin Sprints, Distance and Jumps	
Games	Girls- Netball Boys - Football		Girls – Hockey Boys – Contact Rugby		Girls – Rounders Boys –Cricket	
Drama	Macbeth A Midsummer Night's Dream		LAMDA		Year 6 Production	
Music	Listening to music – mood matching, matching visuals images, film theme tunes Duration, Different beat groupings Consolidation of knowledge of musical elements Notation work Singing & playing from traditional score Preparation for instrumental item for Carol Service Recorder playing and ensemble work		Scales & Modes, Major & minor – appropriate use of technical terms, Formation of chords Jazz improvisation – 12 bar blues Preparation for Spring Concert Recorder playing Ensemble work Orchestra and the role of the conductor Preparation for Spring Concert		Variations, Manipulation of musical elements Theme & variation form Compose using variations of well known tune Recorder playing Preparation for music competition Ensemble work Preparation for Year 6 Musical	
ICT	Finding things out Graphics and word processing	Spreadsheet modelling Multimedia presentation Control Technology	Control technology Research and multimedia work	Desktop publishing Animation/video Graphics and photo editing	Video and sound editing Handling data	Integrated project Electronic communication Spreadsheet modelling

YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Art	Leaves: pattern	Leaves: pattern	Optical art	Optical art	Expressionist animals	Expressionist animals
Drama	Status and Movement/Mime	Greek Theatre and Choral Speech	Mask	Proxemics and space	Characterisation and Commedia Del'arte	The Roses of Eyam – The Plague
DT Graphics	Keyleft CAD/CAM	Keyleft CAD/CAM	Isometric & Third angle projection	Isometric & Third angle projection	DT Graphics	Surfboard design
DT Resistant Mat	Wooden bird door knocker.	Wooden bird door knocker.	Jointed wooden pencil box	Jointed wooden pencil box	Plastic laminated key ring	Plastic laminated key ring
English	Fiction (post-1914 prose)	Drama (Shakespeare)	Writing and Non-Fiction	Poetry	Myths and Legend	Spoken Language, Revision
Extra English	Grammar and Poetic Devices	Punctuation	Spelling	Reading to Understand	Reading to Deduce and Infer	Revision and Consolidation
Games	Rugby Hockey	Rugby Hockey	Hockey Netball	Hockey Netball	Cricket Rounders	Cricket Rounders
Geography	What is Geography UK Geography	Map skills	Map skills	Settlement	Romsey Project	Rivers/Flooding
History	England pre 1066	Hastings/Norman Conquest	England 1066-1200; Henry II	John, Magna Carta Black Death, 1381	Castles Medieval life	100 years war revision
ICT	Account and file management Internet Safety Presentation Project	Publication Package – Tourist leaflets	Word Processing	Handling data using spreadsheets; models and graphs	Data collection and databases	Revision Assessment Images and editing
Maths	Number 1 Algebra 1 Measure 1	Number 2 Handling data 1 Algebra 2	Number 3 Handling data 2 Measure 2	Algebra 3 Number 4 Algebra 4	Measure 3 Handling data 3 Number 5	Algebra 5 Measure 4
Music	Project 1 – On the Way	Project 2 – Variations	Project 3 - Major and Minor	Project 4 – Working with chords	Project 5 – Voices in Layers	Project 6 - Ragtime
PE	Basketball	Lacrosse	Badminton	Gymnastics	Athletics	Orienteering
PSHE	Settling In	Communication	Personal Care	Taking Control	Citizenship	Safety
RS	The Island. Survival, Community, Rite of Passage, code of Law.	The Island. Commemoration/Remembrance & Truth. Truth & Tradition, Tradition & Sacred. Assessment of all concepts in this unit.	What the Buddha Taught. Renunciation & Dukkha. Samsara & Sila.	What the Buddha Taught. Bhavana. Review of unit and unit assessment.	The Environment and the Sacred. Myth & Stewardship, Stewardship & Dreamtime.	The Dreamtime & the Sacred. Is our environment sacred? Unit assessment. Review of year's work, end of year exam.
Science	Science Skills Cells – AfL	Forces – AfL States of matter Solar system	Reproduction Simple chemical reactions	Acids & Alkalis – AfL Electricity – AfL	Solutions - AfL Energy – AfL	Environment & Ecology Inheritance & variation
Spanish	Classroom Language and introductions	Nationalities and family	Physical description, pets	Describing where you live	My House, free time activities	Fruit and vegetables

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Art	Lettering repeat pattern	Lettering repeat pattern	Fauve landscape	Fauve landscape	Silhouettes	Silhouettes
Biology	Circulation	Digestion - AfL	Breathing	Respiration - AfL	Microbes and Food - AfL	Microbes and disease
Chemistry	Atoms & elements	Compounds & mixtures	Rocks	Weathering	Rock cycle	
Drama	Poor Theatre and Physical Theatre	Devising and Improvising	Symbolism/Representation and Stanislavski basics	Auschwitz	Brecht basics and Diego Garcia	The Tell Tale Heart and Dramatic Tension
English	Fiction (post-1914 prose)	Drama (Shakespeare)	Poetry (war poetry)	Fiction (pre-1914 prose), Accents and Dialects	Drama (post-1914)	Non-Fiction, Exam Preparation
Extra English	Fiction (post 1914)	Media and non-fiction texts	Drama(Shakespeare)	Poetry(animal theme)	Drama(post 1914)	Exam Preparation
French	Talking about myself; Past tense	Daily routine; going out	My family; illnesses	Food	A visit to Paris	Exam preparation
Games	Rugby Hockey	Rugby Hockey	Hockey Netball	Hockey Netball	Cricket Rounders	Cricket Rounders
Geography	Europe Ecosystems	Tropical Rainforests	Industry	Weather and Climate	Coasts Lulworth Project	Coasts
History	Henry VIII The Reformation	The later Tudors	The Stuarts	Farming Revolution	Industrial Revolution	England in 1900
ICT						
Maths	Number 1 – Integers Geometry 1 – Measures Statistics 1-Probability	Number 2-Fractions Algebra 1-Formulae Geometry 2-Angles	Algebra 2-Equations Number 3 – Calculations Geometry 3-Transformations	Algebra 3- Sequences Statistics 2- Data handling Number 4 - Ratio	Algebra 4 – Algebra Geometry 4 – Construction Statistics 3 – Analysing data	Number 5 – Calculations Functional maths
Music	Studying a baroque concerto	Chords I, II, IV, V, & VI	Using chords in songs	Rondos and recurring structures	6/8 and compound time	Textures and timbres in Japanese music
PE	Basketball HRE	Lacrosse HRE	Badminton Gym and Dance	Volleyball Gym and Dance	Tennis Athletics	Softball Athletics
Physics	Heating & cooling	Magnets	Electromagnets	Light	Sound	Hearing
PSHE	Equality	Self Esteem	The Real Game	The Real Game	Healthy Living	Healthy Living
RS	What does it mean to be Muslim? Obedience/submission to Allah, Tawheed, Umma & Ibadah.	What does it mean to be Muslim? Ibadah, Shirk. Conclusion and assessment.	Creation, Injustice and the Work of Christian Aid. Creation – what it means to a Christian. Creation as a link to God.	Creation, Injustice and the work of Christian Aid. Injustice – does Christian aid combat the causes and effects of injustice? Assessment.	Equality & Justice – Martin Luther King & Malcolm X. Equality and Justice – resorting to violence.	Equality & Justice – Martin Luther King & Malcolm X. Justice through Jihad? Explore the concept of freedom – what does it mean to be ‘free’? End of Year exams.
Spanish	Tapas and drinks, daily routine	Mealtimes, weather	School	Tourist information, directions	Clothes and shopping	Money

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Art	Landscape collage	Landscape collage	Pop Art packaging	Pop Art packaging	Graffiti	Graffiti
Biology	Ecological Relationships – AFL	Photosynthesis	Using Plants e.g. for Food	Fit & healthy - AFL	Inheritance & Selection – AFL	CASE/SATIS & ISA's
Chemistry	Reactions of Metals	Metal Compounds	Patterns of Reactivity	Environmental Chemistry	Using Chemistry	CASE/ISA's
Drama	Blood Brothers and Stage fighting	Melodrama and Mask	The Hero	Practitioners	Journey's End/Mal de Mere (Mock Unit 3)	Assessment of Mock Unit 3
English	Pre-1914 Prose Fiction	Non-Fiction	Drama (Shakespeare)	Spoken Language	Poetry	Fiction and Poetry, Revision
Extra English	Spelling/Reading, Story Telling, Punctuation	Spelling/Reading, Writing to a Format	Spelling/Reading, Adding Detail	Spelling/Reading, Developing and Structuring Writing	Exam Preparation, Revision and Consolidation	Spelling/ Reading, Wider Reading
French	Learning about towns in France; Describing a town	Family, home and helping at home	Past and future plans	Keeping fit / healthy lifestyle	Clothes	Preparation for summer exams; shopping
Games	Rugby Hockey	Rugby Hockey	Hockey Netball	Hockey Netball	Cricket Rounders	Cricket Rounders
Geography	A Global Sense of Place	Population and Development China and Brazil	Extreme Environments – Hot Deserts	Arctic Tundra Our World in 2030 Climate Change	Tectonics and Earthquakes	Tectonics Geography in the News
German	Talking about myself; past tense	A past holiday; train travel	Illnesses and going to doctor's	Food and mealtimes	Going on a journey	Revision Directions
History	WWI to 1916	WWI to 1919	Versailles Russia 1900-1941	Germany 1919-1939	Aspects of WWII	WWII and the Holocaust
ICT						
Maths	Algebra 1 Number 1 Geometry 1	Algebra 2 Statistics 1	Geometry 2 Number 2 Algebra 3	Statistics 2 Geometry 3	Algebra 4 Statistics 3 Geometry 4	Number 3 Functional maths
Music	5 and 7 time	Ground bass variations	Vocal chants	Samba Batacada	What is a motif?	Gospel
PE	Basketball HRE and 1 st Aid	Tennis HRE and 1 st Aid	Badminton Gym and Dance	Lacrosse Gym and Dance	Softball Athletics	Ultimate Frisbee Athletics
Physics	Speeding Up	Energy	Electricity	Gravity & Space	Pressure & Moments	CASE/ISA's
PSHE	Health and Fitness	Work related activities	The Community	SRE	Citizenship and the Community	In the News
RS	The Christian Vision – is it relevant today? The Creeds, The Trinity, Christ. Assessment.	The Christian Vision - the purpose of the death of Jesus. Reconciliation, Sacrament, Discipleship. Assessment	Does God Exist? Knowledge, Numinous Experience – is this knowledge of God? Assessment.	Does God Exist? Mystical experience & Conscience – does this prove God's existence? Assessment.	Is Religion Changing? Will it Survive? Religiousness, Religious Change, New Religious Movements. Assessment.	Is Religion Changing? Will it Survive? New Religious Movements, Religious Cults. Review of work, end of year exam.
Spanish	Holiday routines / accommodation	Illnesses / at the doctors	Past and future holidays	Eating habits / healthy living	Family, jobs, school uniform	School rules, future plans

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Art	coursework	coursework	coursework	coursework	coursework	Coursework + internal exam
Art: Textiles	New skills building/ coursework	coursework	coursework	coursework	coursework	Coursework + internal exam
Biology TS	Adaptation for survival Variation	Evolution How people affect the Planet	ISA work - Unit 1 Cells	How plants produce food Energy flows	Enzymes ISA work - Unit 2	Prepare for Unit 1 examination
Biology DAS	Adaptation for survival	Variation	Evolution	How people affect the Planet	ISA completion for Unit 1	Prepare for Unit 1 examination
Business Studies	Intro. to business	Human Resources	Finance	Finance	Marketing	Marketing / internal exam.
Chemistry TS	How polymers & ethanol made from oil How can plant oils be used	What are the changes in the Earth & its atmosphere	As before ISA work	Particle theory & atomic structure Bonding & structure formation	Molecular equations & Moles	Prepare for Unit 1 examination
Chemistry DAS	How polymers & ethanol made from oil	How can plant oils be used	What are the changes in the Earth & its atmosphere	As before ISA work	ISA completion for Unit 1	Prepare for Unit 1 examination
Drama	Practitioners	Mock Unit 1 - Twin Towers	Mock Unit 3 (practical)	Mock Unit 3	Unit 1	Unit 1
English Language	Understanding spoken/written texts, creative writing	Understanding spoken/written texts, creative writing		Revision, Exam Practice	Revision, Exam Practice	Preparation for Year 11 Texts
English Literature			Poetry across time	Poetry across time	Exploring modern texts	Exploring modern texts
French	Talking about myself and my family	Hobbies / leisure activities	School; Speaking assessment	My home / area; Directions	Holidays; Writing assessment	Holidays
Games	Rugby Hockey	Rugby Hockey	Hockey Netball	Hockey Netball	Cricknet Rounders	Cricknet Rounders
Geography	The Coastal Zone	Ice on the Land	The Restless Earth	Population Change	Population Change	Revision. Prepare for controlled assessment next term
German	Myself and where I live	Free time / leisure activities	School; Speaking assessment	Holidays	Writing assessment; Healthy living	Summer exams Illnesses
History	Origins of Cold War	Cuban missile crisis	Vietnam	Red Scare in the USA	Civil Rights in the USA	Civil Rights [women]
ICT						
Maths	Number 1 Algebra 1 Geometry 1	Number 2 Algebra 2 Data Handling 1	Number 3 Algebra 3	Geometry 2 Data Handling 2	Number 4 Algebra 4	Geometry 3 Data Handling 3
Music	Intro to Course Intro to Music theory	World Music (1)	Popular music in context	Western classical music 1600 – 1899	Listening and analysis	World music (2)
PE	Basketball Football Lacrosse Dance	Basketball Football Lacrosse Dance	Softball Tag Rugby Badminton Dance	Softball Tag Rugby Badminton Dance	Tennis Kwik Cricket Athletics Volleyball	
Physics TS	The origins of the universe. The electromagnetic spectrum.	The uses and dangers of radioactivity.	Force and motion.	Electrostatics. Current electricity.	Nuclear structure and decay. Nuclear fission and fusion.	Prepare for Unit 1 & 2 examinations

Physics DAS	The electromagnetic spectrum.	The origins of the universe.	The uses of radioactivity.	The dangers of radioactivity.	ISA completion for Unit 1	Prepare for Unit 1 examination
RS	The nature of reality, religion & deity. Miracles.	The end of life. The philosophical representation of the soul. Immortality, salvation & judgement.	Good & Evil. The problem of evil and suffering, philosophically & theologically.	The concept of Satan and the Fall. The place of conscience. Is belief in God reasonable?	Religion & Science. Scientific & religious theories about the origins of the world.	Humans & animals. Moral obligations & the concept of stewardship.
RS (Core)	Medical ethics. The Sanctity of Life. The morality of using animals in medical research. (Group 1)	Medical ethics. The Sanctity of Life. The morality of using animals in medical research. (Group 2)	Religion, poverty & wealth. Morality and the workplace. The Nature of God. (Group 1)	Religion, poverty & the workplace. The Nature of God. (Group 2)	The Trinity. Miracles & God's intervention in the world. The end of life. Revision. (Group 1)	The Trinity. Miracles & God's intervention in the world. The end of life. Revision. (Group 2)
Spanish	Holidays, reserving hotels	Personal information, tourism	School	Family, daily life	Jobs and the world of work	Free time
Sport Studies	Healthy active lifestyle	Healthy active lifestyle	Physical activity and your healthy mind and body	Anatomy	Anatomy	Analysis of performance

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Art	Mock exam	Mock exam + final coursework	Coursework given in. Begin exam	GCSE exam	GCSE exam until mid-May	
Art: Textiles	Mock exam	Mock exam + final coursework	Coursework given in. Begin exam	GCSE exam	GCSE exam until mid-May	
Biology DAS	Cells How plants produce food	Energy flows Enzymes	Homeostasis ISA work – Unit 2	Inheritance ISA work – Unit 1 & 2	Revision	
Biology TS	Exchange of materials	Transporting substances around the body	ISA work - Unit 3 Microbiology	Microbiology Complete ISA work – Unit 1, 2 & 3	Revision	
Business Studies	Production	Production/internal assessment	Business and the environment	Business and the environment	Revision	
Chemistry DAS	Particle theory & Atomic structure	Bonding & structure formation	Molecular equations & Moles	ISA work	Revision	
Chemistry TS	Molecular equations & Moles	Periodic table Acids & Alkalis	Water Chemical reactions	Identifying & analysing substances Complete ISA's	Revision	
Drama	Unit 2	Unit 2	Rehearsals for Unit 3	Rehearsals for Unit 3	Rehearsals for Unit 3 and exam	
English	Prose study/pre-1914 prose (cswk)	Imagine, explore, entertain (cswk)	Shakespeare (cswk)	Oral and written cswk review	Revision	
English Literature	Prose study/ pre-1914 prose (cswk)	Start pre/post-1914 poetry (exam)	Shakespeare (cswk)	Finish pre/post-1914 poetry (exam)	Revision	
French	Healthy living; food and drink	Shopping; travel arrangements	Jobs; work experience Writing assessment	The environment	Revision	
Games	Rugby Hockey Gym and Dance Badminton	Rugby Hockey Gym and Dance Badminton	Rugby 7ns Hockey Netball Gym and Dance Badminton	Rugby 7ns Hockey Netball Gym and Dance Badminton	Cricket Rounders Tennis Fitness Volleyball	Exams
Geography	Fieldwork Residential & Controlled Assessment	Controlled Assessment	Tourism	The Development Gap	Revision	
German	Healthy lifestyle: exercise, drugs etc.	Work experience	Where I live	Shopping	Revision	
History	1939-1975 Home front & NHS	1939-1975 Immigration & youth	UK monarchy [controlled assessment preparation]	UK monarchy Controlled assessment writing up	Revision	Exams!
ICT						
Maths	Circle theorems Collecting data Working with data	Probability Calculator work	Direct and inverse proportion Quadratic equations	Advanced algebra Further trigonometry Graphs of curves Vectors	Mathematical proofs Coordinate geometry	Further probability and statistics
Music	Songwriting Music in the 20 th century	Popular music in context (2) World music (3)	Music in the 20 th century (2) Coursework	Coursework completion	Revision and exam practice	Revision and exam practice
PE	Basketball Football Lacrosse Dance Fitness	Basketball Football Lacrosse Dance Fitness	Softball Tag Rugby Badminton Dance Table tennis	Softball Tag Rugby Badminton Dance Table tennis	Tennis Kwick Cricket Athletics Volleyball Golf	Tennis Kwick Cricket Athletics Volleyball Golf

Physics DAS	Force and motion	Electrostatics. Current electricity.	ISA. Nuclear structure and decay.	Nuclear fission and fusion.	Revision for Unit 2 examination.	
Physics TS	Mirrors and lenses. Sound waves.	Electromagnetic forces.	ISA. Electromagnetic induction.	Moments and centres of mass. Circular motion.	Gravity. Life cycle of a star. Revision for Unit 3 examination.	
RS	Religion, peace and justice. Attitudes to war. Crime & punishment.	Religion & equality. Racism & sexism. The religious response.	Forgiveness & reconciliation. Is it possible? The place of religion in this process.	Review Philosophy 1. The Nature of God & Belief. The Trinity. Miracles & God's intervention in the world.	Review cont. The End of Life. Review Ethics 1 Medical Ethics. Final exam preparation.	
RS (Core)	Medical Ethics – abortion and the use of animals. Religion, Poverty & Wealth. (Group 1)	Medical Ethics – abortion and the use of animals. Religion, Poverty & Wealth. (Group 2)	The Nature of God, the Trinity, Miracles & the End of Life. Review all work. (Group1)	The Nature of God, the Trinity, Miracles & The End of Life. Review all work. (Group2)	Review Medical Ethics all sanctity of life topics. Final exam preparation.	
Spanish	Past holidays, accommodation, finding your way Healthy active lifestyle	Transport, Accidents, lost property Physical activity and your healthy mind and body	At the doctor's, food, meals Anatomy	Chores, lifestyle, Shopping Analysis of Performance	Revision Revision	Exam
Sport Studies	Collecting data Representation of data	Summarising data	Scatter diagrams and correlation	Time series	Probability	Probability distributions

YEAR 12	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Art	coursework	coursework	coursework	AS exam	As exam until mid-may	Begin A2 course after As exams end
Art: Textiles	coursework	coursework	coursework	AS exam	AS exam until mid-may	Begin A2 course after As exams end
Biology	Cells Disease Enzymes	Lungs Heart Immunity	Variation DNA	Exchange & transport Classification & Adaptation	Biodiversity Revision	Begin A2
Business Studies	Planning and financing a business	Planning and financing a business	Managing a business	Managing a business	Revision/exam	Strategies for success (A2)
Chemistry	Atoms, Bonds and groups Mole calculations	Electrons, bonding and structure The periodic table	Hydrocarbons Alcohols	Halogenoalkanes and analysis Energy	Green Chemistry Revision/exam	Begin A2 – benzene Extended practical work
Drama	Unit 1 - Exploration of Drama and Theatre – Journey's End	Unit 1 - Exploration of Drama and Theatre – A View from the Bridge	Unit 2 - Theatre Text in Performance (Monologue/Duologue and group performance)	Unit 2 – Theatre Text in Performance (Monologue/Duologue and group performance)	Unit 2 – Theatre Text in Performance (Monologue/Duologue and group performance)	Exam
DT						
Economics	Markets and market failure	Markets and market failure	The national economy	The national economy	Exams/revision	Business economics and the distribution of income (A2)
English Literature	Drama/Poetry, Literary Devices	Drama/ Poetry, Literary Critics	Prose, Poetry	Prose, Poetry	Exam revision	A2 coursework
English/English Literature GCSE retake	Poems from Other Cultures, Lit. poems	Media, Writing/ Lit. Novel, exam revision	Lit. Poems, novel	Lit. Poems, novel.	Lit. Poems, novel, exam revision.	Lit. Poems, novel, exam revision.
French	Youth, culture and concerns	Lifestyle, health and fitness	Education and employment	The world around us	Revision Preparation for speaking exam	The environment Film (A2 course)
Games	Choice of Sports Including Rugby, Hockey, Football, Dance, Gymnastics.	Choice of Sports Including Rugby, Hockey, Netball, Football, Dance, Gymnastics.	Choice of Sports Including Rugby, Hockey, Netball, Football, Dance, Gymnastics.	Choice of Sports Including Rugby, Hockey, Netball, Football, Dance, Gymnastics.	Choice of Sports Including Cricket, Rounders, Tennis, Dance, Gymnastics.	Choice of Sports Including Cricket, Rounders, Tennis, Dance, Gymnastics.
Geography	Population change Coastal environments	Population change Coastal environments Geographical skills	Rivers, floods and management Health issues	Rivers, floods and management Health issues Geographical skills and investigation	Revision	Begin A2 course
German	Youth, culture and concerns	Lifestyle, health and fitness	Education and employment	The world around us	Revision	The environment Film (A2 course)
Gov & Politics	Constitution referenda	Electoral systems parliament	Voting behaviour parliament	Parties Core executive	Parties Core executive	Pressure groups Europe
History	Henry VIII & Wolsey France 1473-1485	England 1530s France 1785-1789	England 1540s France 1789-1792	Edward VI France 1792-1794	Mary Tudor France 1794-5	Mary/Liz revision
Law	Law Making and The Legal System	Concept of Liability	Introduction to Criminal Law	Introduction to Tort Law	Revision of AS	Start A2 work
Maths	Core 1 Statistics 1	Core 1 Statistics 1	Exam Core 1 Statistics 1	Core 2 Statistics 1	Revision Core 2 Revision Statistics 1	Exams
Maths GCSE retake	Revision	Exam				
Further Maths	Further Pure 1 Mechanics 1	Further Pure 1 Mechanics 1	Exam Further Pure 1 Exam Mechanics 1	Further Pure 2 Statistics 2	Further Pure 2 Statistics 2	Exams

Music	Composition practice Partwriting Performance preparation Analysis of set works	Composition practice Partwriting Performance preparation Analysis of set works	Further Pure 2 Statistics 2 Composition Partwriting Performance preparation Analysis of set works	Composition Partwriting Performance preparation Analysis of set works	Completion of coursework and exam revision	Completion of coursework and exam revision
Music Tech						
Physics	The atom. The photoelectric effect. Force and motion.	Wave-particle duality. Particle classification. Work, energy and power. Moments.	Current electricity. Bulk properties of solids. Superposition and interference.	The potential divider. Alternating current. Diffraction and refraction.	Final preparations for Unit PHA3X practical examination.	Revision for Unit PHA1 & PHA2 examinations.
Psychology	Memory Attachments	Attachments Research Methods	Research Methods Stress	Stress Individual Difference	Social psychology Exam Preparation	Exam Short Research project (A2 prep)
RS	The Nature of God & the construction of philosophical argument. The Design & Cosmological Arguments.	The Problem of Evil & the Theodicies. Research & preparation for Paper 2 – Investigations.	Miracles. Definition of miracle, philosophical problem of miracles. Reliability and verifiability. Do they prove the existence of God? Constructing an answer for Paper 2.	An introduction to Ethics. Utilitarianism – historical & social perspective. Is it a Christian concept? Situation Ethics – historical & social perspective. Evaluation. Paper 2 - Investigations	Paper 2 – Investigations, final preparation. Refining examination technique, revision.	Exam. Preparation for A2 course. Introduction to the Ontological Argument.
Spanish	Family Life, Youth culture	Youth Culture, Health	Travel, Education	Employment, media	Revision	A2 course: The environment
Sport & PE	Skeletal and muscular systems Motor skills Characteristics of physical activity	Biomechanics Motor skills Sport and culture	Cardiovascular system Information processing Contemporary issues	Respiratory system Motor control Learning skills The Olympics	Response to exercise Transfer Further Contemporary issues Revision	A2 Energy systems

YEAR 13	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Art	Personal Investigation	Personal Investigation	Personal Investigation	A2 exam	A2 exam until mid-May	
Biology	Populations, succession & Energy flow Photosynthesis & ATP Inheritance & Selection	Respiration & ATP Nutrient Cycles Inheritance & Selection Revision for Unit 4 exams	Responding to stimuli & Coordination Muscles	Homeostasis Protein synthesis Gene expression DNA technology	Revision	
Chemistry	Rings, acids and amines Polymers	Synthesis Analysis	Rates, Equilibrium and pH	Energy	Transition elements Revision	Revision/exam
Drama	Unit 3 – Exploration of Dramatic Performance	Unit 3 – Exploration of Dramatic Performance	Unit 4 – Theatre Text in Context	Unit 4 – Theatre Text in Context	Unit 4 – Theatre Text in Context	Exam
Economics	Business economics and the distribution of income	Business economics and the distribution of income	National and international economy	National and international economy	Revision/exam	exam
English Literature	Drama, Poetry	Drama, Poetry	Prose coursework	Prose coursework	Exam revision	
English Language	Methodology, terminology, theory	Acquiring data, exam technique	Writing coursework, past papers	Writing coursework, past papers	Exam revision	
French	Literature and the arts National and international events	National and international events Occupation in France	National and international events Research for essay Study of French film for RBE	Customs, traditions, beliefs and religions	Revision Preparation for speaking exam	Revision exam
Games	Choice of Sports Including Rugby, Football, Hockey, Dance, Gymnastics.	Choice of Sports Including Rugby, Football, Hockey, Dance, Gymnastics.	Choice of Sports including Rugby, Hockey, Netball, Football, Dance, Gymnastics.	Choice of Sports including Rugby, Hockey, Netball, Football, Dance, Gymnastics.	Choice of Sports Including Cricket, Rounders, Tennis, Dance, Gymnastics.	Choice of Sports Including Cricket, Rounders, Tennis, Dance, Gymnastics.
Geography	Plate Tectonics and associated hazards World cities	Plate Tectonics and associated hazards World cities	Weather and climate and associated hazards Development and globalisation	Weather and climate and associated hazards Development and globalisation	Geographical skills and investigation Revision	Revision Exams
Gov & Politics	US constitution Presidential elections Rebellion 1485-1509	Congress Congressional elections Rebellion 1509-1547	Congress & Parties Rebellion 1547-1558	Presidency & parties Rebellion 1558-1603	Presidency US voting Behaviour Ireland Law & order	Supreme court US pressure groups Revision Exam
ICT						
Law						
Maths	Core 3 Algebra, Exponentials and Logarithms Mechanics 1	Core 3 Trigonometry, Numerical methods, Differentiation Mechanics 1	Core 4 Partial Fractions Differentiation, Parametrics Mechanics 1	Core 4 Binomial, Integration Vectors, Differential Equations Mechanics 1	Revision of core 3 & 4 Revision Mechanics 1	Revision of core 3 & 4 Revision Mechanics 1 Exams
Further Maths	Further Pure 2 Statistics 2	Further Pure 2 Statistics 2	FP2 Exam S2 Exam Further Pure 3 Mechanics 2	Further Pure 3 Mechanics 2	Revision	Revision /Exams
Music	Composition practice Partwriting Performance preparation	Composition practice Partwriting Performance preparation	Composition practice Partwriting Performance preparation Analysis of set works	Composition practice Partwriting Recital Performance Analysis of set works	Completion of coursework and revision	Completion of coursework and revision/Exams

Music Tech									
Psychology	Analysis of set works	Analysis of set works	Aggression Eating Behaviour Exam Preparation	Exam Preparation Exam Psychopathology (OCD)	Psychopathology (OCD) Addictive Behaviour	Psychological Research and scientific Method Exam Preparation	Exam Preparation Exam		
Physics	Relationships Aggression	Aggression Exam Preparation	Electric Fields. Capacitance. Magnetic Fields. Electromagnetic Induction.	Unit PHA4 examination. Nuclear energy. Radioactivity. Thermal Physics.	Rotational Dynamics. Thermodynamics.	Final preparations for PHA6X practical examination.	Unit PHA5 examination.		
RS	Circular motion. Gravitation. Momentum. Simple Harmonic Motion.	Introduction of Paper 4 work – Implications. Religious Experience – what is it? Different facets & theories. Criticisms. Atheism & Critiques of Religious Belief.	Deontology, the Relationship Between Religion & Morality, Virtue Ethics. Paper 4 – Implications.	Paper 4 – Implications. Religious Language – The Vienna Circle Ayer, Wittgenstein & Flew. Kant & Natural Law.	Deontology, the Relationship Between Religion & Morality, Virtue Ethics. Paper 4 – Implications.	Critical analysis, examination technique & Paper 4 - Implications	Final revision & exams.		
Spanish	The Ontological Argument. Life After Death – monism & dualism. Reincarnation, re-birth & resurrection compared & contrasted. Near Death Experiences.	Customs, beliefs, religions, immigration, human rights	Spain and Argentina	Contemporary Spain	Contemporary Spain	Speaking exam preparation	Revision / Exam		
Sport & PE	The environment, Technology	Principles of training Rational recreation Individual aspects	Health components C19 public schools Group dynamics	Performance enhancement Case studies Mental preparation	Performance enhancement Case studies Mental preparation	Revision Drill & PT	Revision/ Exam		
	Energy Popular recreation Psychology individual aspects								

Appendix 2: SENIOR SCHOOL CURRICULUM 2010-11

ART AND DESIGN: ART

Year 7 Course Description

The aim of the course, in Year 7, is to develop a range of practical skills, to introduce students to working in a variety of media and scale, to acquire a working vocabulary, an understanding of specialist language appropriate to the study of Art and Design, and to develop visual literacy. A flexible, multi-media approach encourages individual initiative, a willingness to investigate, to research and to develop their ideas.

Drawing is fundamental to the visual language of Art and Design and drawing from observation is a recurring activity, exploring a variety of media and scale.

Observational drawing helps students to understand what they see and develops concentration, the ability to analyse, to identify, to select, to compare and to evaluate. Projects provide students with a variety of opportunities and learning situations in which they are encouraged to make a personal response, and allow for a variety of outcomes, and differentiation, across the ability range. Students are encouraged to study work from different periods and cultures, to inform their own work and to develop skills of critical analysis.

All students are encouraged to reach their full potential in Art and Design.

Year 8 Course Description

The aim of the course, in Year 8, is to develop a range of practical skills, to introduce students to working in a variety of media and scale, to acquire a working vocabulary, an understanding of specialist language appropriate to the study of Art and Design, and to develop visual literacy. A flexible, multi-media approach encourages individual initiative, a willingness to investigate, to research and to develop their ideas.

Drawing is fundamental to the visual language of Art and Design and drawing from observation is a recurring activity, exploring a variety of media and scale.

Observational drawing helps students to understand what they see and develops concentration, the ability to analyse, to identify, to select, to compare and to evaluate. Projects provide students with a variety of opportunities and learning situations in which they are encouraged to make a personal response, and allow for a variety of outcomes, and differentiation, across the ability range. They are encouraged to study work from different periods and cultures in order to inform their own work and to develop skills of critical analysis.

All students are encouraged to reach their full potential in Art and Design.

Year 9 Course Description

The aim of the course, in Year 9, is to enable students to develop a range of practical, manipulative, technical, analytical and perceptual skills. Students will acquire a range of skills, experience and understanding in a variety of media. An interpretive, flexible approach is encouraged to develop personal confidence, and to foster the ability to work and to think independently. This encourages individual initiative, a willingness to investigate, to research and to develop personal ideas.

Projects provide students with a variety of opportunities and learning situations and allow for a variety of outcomes. Students are encouraged to study work from different periods and cultures, to inform their own work and to develop skills of critical analysis. Contextual study is integrated into practical work and provides an awareness of diverse cultural and visual conventions. Projects are sequential offering insight into the concept of “units” of work which is how the coursework component of all examination courses is structured. Drawing is fundamental to the visual language of Art and Design and drawing from observation is a recurring activity.

Students are encouraged to make a personal response to the projects set and to draw upon their own experiences, imagination, environment and culture, according to their individual levels of ability. Projects are open-ended to allow for differentiation by outcome. Each student is encouraged to achieve their full potential in Art and Design.

Year 10 Course Description - AQA Unendorsed GCSE Art and Design

The Art Department embraces a multi-disciplinary approach and encourages students to explore a variety of materials, techniques and processes. Students have the opportunity to develop their own particular strengths and interests, and to continue to learn new skills. They are also encouraged to develop further manipulative, technical and perceptual skills, the capacity for critical analysis and the ability to make informed judgements. A flexible, multi-media approach encourages individual initiative, a willingness to investigate, to explore, to experiment, to research and to develop personal ideas. Students have an opportunity to make a personal response to their own experiences, environment and culture as well as investigating the visual characteristics of other cultures and societies. Contextual study is integrated into practical work to enable students to make relevant, and informed, connections with the work of others.

The GCSE course comprises the Portfolio unit (coursework) (60%) and an Externally Set Task(40%). There are three units of coursework, two of which are produced in Year 10. The first unit is based upon work from direct observation and is set for the group as a whole to provide continuity from Year 9. However, there is always flexibility to enable students to develop their work in a personal way. There is a choice of starting points from which to work for the second unit. Students are encouraged to work with increasing independence as the course progresses and to take greater responsibility for their own learning.

Year 11 Course Description - AQA Unendorsed GCSE Art and Design

The Art Department embraces a multi-disciplinary approach and encourages students to explore a variety of materials, techniques and processes. Students have the opportunity to develop their own particular strengths and interests, and to continue to learn new skills. They are also encouraged to develop further manipulative, technical and perceptual skills a capacity for critical analysis and the ability to make informed judgements. A flexible, multi-media approach encourages individual initiative, a willingness to investigate, to explore, to experiment, to research and to develop personal ideas. Students have an opportunity to make a personal response to their own experiences, environment and culture as well as investigating the visual characteristics of other cultures and societies. Contextual study is integrated into practical work to enable students to make relevant, and informed, connections with the work of others.

The GCSE course comprises the Portfolio unit (coursework) (60%) and an Externally Set Task (40%). There are three units of coursework, two of which are produced in Year 10. The third unit is produced in Year 11, as the mock examination. This occupies most of the Autumn Term. The deadline for the coursework is the end of January. Thereafter, students will be working upon the Controlled Test until the final deadline in May.

Year 12 Course Description – AQA Unendorsed AS Art and Design

The Art Department embraces a multi-disciplinary approach and encourages students to explore a variety of materials, techniques and processes. Students have the opportunity to develop their own particular strengths and interests, as well as continuing to learn new skills and to acquire greater breadth and depth of knowledge. They are also encouraged to develop further manipulative, technical and perceptual skills, a capacity for critical analysis, conceptual thought, the ability to make informed judgements and to work independently. The Unendorsed syllabus encourages a flexible, multi-media approach, individual initiative, a willingness to explore, to experiment, to research and to develop ideas. Students have an opportunity to make a personal response to their own experiences, environment and culture, as well as investigating the visual characteristics of other cultures and societies. Contextual study is integrated into practical work to enable students to make relevant, and informed, connections with the work of others. The AS course is entirely practical and comprises the Portfolio unit (coursework) (50%), and an Externally Set Task (50%). The deadline for the coursework is March. The Externally Set Task has a lead in period of 2 to 3 weeks for research and supporting work. The timed piece has a limit of 5 hours. The timed period of supervised work is followed by several weeks during which ideas are developed at more depth and further work is carried out. All work is internally assessed and externally moderated. Moderation takes place in June.

Year 13 Course Description – AQA Unendorsed AS Art and Design

The Art Department embraces a multi-disciplinary approach and encourages students to explore a variety of materials, techniques and processes. Students have the opportunity to develop their own particular strengths and interests, as well as continuing to learn new skills and to acquire greater breadth and depth of knowledge. They are also encouraged to develop further manipulative, technical and perceptual skills, a capacity for critical analysis, conceptual thought, the ability to make informed judgements and to work independently. The syllabus encourages a flexible, multi-media approach, individual initiative, a willingness to explore, to experiment, to research and to develop ideas. Students have an opportunity to make a personal response to their own experiences, environment and culture, as well as investigating the visual characteristics of other cultures and societies. Contextual study is integrated into practical work to enable students to make relevant, and informed, connections with the work of others. The A2 course comprises the Personal Investigation (coursework) (50%), and an Externally Set Task (50%). The Personal Investigation unit is practical work accompanied by written personal research, of between 1 and 3,000 words for example, critical analysis of pieces which have been selected for contextual study. The theme or topic for the Personal Investigation is devised by the student. The deadline for the coursework is March. The Controlled Test begins with several weeks of research and supporting work. The timed piece has a limit of 15 hours. All work is internally assessed and externally moderated. Moderation takes place in June.

ART AND DESIGN: TEXTILES

GCSE: YEARS 10 AND 11

This GCSE textiles course gives the opportunity to particularly focus on the textiles element of Art and Design. The course will be run within the Art Department, alongside the unendorsed course which also give opportunities for textiles work.

The first part of the course is highly structured and projects are set for the group as a whole, but there is always flexibility, allowing you to develop these in a personal way. You will be encouraged to work with increasing independence as the course progresses, in preparation for the Controlled Test, at the end of the course.

Assessment is through coursework (60% of the total) and the Controlled Test (40% of the total). The coursework is divided into three units; a unit consists of a group of work, which is linked by a common theme.

Areas of Study

Candidates are required to work in one or more area(s) of Textiles, such as those listed below. They may explore overlapping areas and combinations of areas.

- printed and/or dyed materials
- domestic textiles
- constructed and/or applied textiles
- fashion and/or costume

Knowledge, skills and understanding

Candidates should adopt an integrated approach to the critical, practical and theoretical study of art, craft and design which includes first-hand experience of original work.

Candidates must show knowledge and understanding of:

- a. how ideas, feelings and meanings are conveyed in images and artefacts in their chosen area(s) of textiles;
- b. a range of art, craft and design processes in two and/or three dimensions related to the chosen area(s) of textiles, including, where appropriate, information and communication technology;
- c. how images and artefacts relevant to their chosen area(s) of study relate to their social, historical and cultural context;

d. a variety of approaches, methods and intentions and the contribution of contemporary practitioners and others from different times and cultures to continuity and change in their chosen area(s) of textiles.

Candidates will be expected to demonstrate skills in the context of their chosen area(s) of study:

- making appropriate use of colour, line, shape, texture, pattern, harmony, contrast and/or repetition;
- showing in their work an understanding of process, meaning, mood, style and scale;
- using methods and processes appropriate for the intended audience or the purpose of their chosen aspect of textiles;
- showing in their work appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief;
- providing evidence of working in a variety of textile methods, such as fabric printing, tie-dye, batik, spraying, transfer, fabric construction and stitching;
- providing evidence of the use of safe working practices.

BUSINESS STUDIES

GCSE: YEAR 10

Term 1 Business and People

- The structure of business activity
- The need for business activity
- Business ownership,
- organisations, growth and location
- Employment and retention
- Organisation and communication

Term 2 Finance

- Financial information and decision making
- Sources of finance
- Financial forecasting and analysis
- External influences on business activity

Term 3 Production

- Using and managing resources to produce goods and services
- Types of production methods
- Management and control of production
- Production costs

In the Summer Term the students will also begin research for their controlled assessment
Material is assessed in Year 11 by the following methods:

Controlled assessment 25% of final mark

This will involve up to 10 hours on research/data collection and up to 6 hours writing a report.

Written examination paper 1 25% of final mark

1 hour duration: This question paper consists of compulsory short-answer data-response questions

Written examination paper 2 50% of final mark

1 hour 30 minutes. This question paper consists of compulsory questions based on the pre-released case study stimulus material.

GCSE: YEAR 11

Term 1: Marketing and Enterprise controlled assessment

- Marketing
- Market research and data collection
- The marketing mix
- Marketing in the wider business environment
- Enterprise
- Enterprise and the entrepreneur
- The business plan

Term 2: The external business environment

- The competitive environment
- Environmental influences and business ethics
- Government and the UK economy
- Globalisation and UK business

Term 3: Revision and exam preparation

For the final examination, material is assessed by the following methods:

Controlled assessment 25% of final mark

This will involve up to 10 hours on research/data collection and up to 6 hours writing a report.

Written examination paper 1 25% of final mark

1 hour duration: This question paper consists of compulsory short-answer data-response questions

Written examination paper 2 50% of final mark

1 hour 30 minutes. This question paper consists of compulsory questions based on the pre-released case study stimulus material.

A LEVEL

In the first year there are two main learning topics. The first of those is called:

'Planning and Financing a Business' and includes information on the different types of business structure and an introduction to money matters.

The second topic is called **'Managing a Business'** and gives a more knowledge on increasing profits, recruiting and managing employees, operations management (including customer service and technology), plus marketing.

In the second year students build on that solid knowledge-base with another two main learning topics.

The first is titled **'Strategies for Success'** and includes financial strategies to improve profits, strategies to take on the competition, operational strategies to improve products and for improving employee relations. These are the four cornerstones of a successful business.

The second topic is titled **'The Business Environment and Managing Change'**. This helps students plan the vision of a business, and how to deal with the impact of economic, cultural, political or technological changes on an organisation.

Assessment:

In the first year students sit two papers, one on each of the learning topics studied.

The paper on the first topic lasts 75 minutes and accounts for 20% of the total A Level marks.

The paper on the second topic lasts 90 minutes and accounts for 30% of the total A Level marks.

A pass in year one is recognised with an AS level.

In year two the paper on the first topic lasts 105 minutes and accounts for 25% of your total A Level marks.

The paper on the second topic also lasts 105 minutes and accounts for 25% of your total A Level marks.

DRAMA

YEAR 7

The Drama delivered promotes individual self-confidence, encourages social cooperation and enhances creativity. Drama's distinctiveness lies in the fact that our work takes place in a fictional environment with clearly defined boundaries; when acting as someone else, somewhere else, students look at their lives, identities, values and culture in a place where their real identity and status are not at stake. Drama enables us to symbolise the world in ways that engage the intellect and the emotions. Through drama, students can develop their 'emotional literacy' and analytical awareness by seeing the world imaginatively from other perspectives.

In Year 7 students at HCS are expected to meet and explore a range of dramatic techniques, which are developed and extended in Year 8.

The following topics will be covered in Year 7:

Status – The analysis of social status and the way in which we can express this through movement and characterisation.

Movement and Mime – An investigation of how the body can express emotion and feelings through non-verbal communication.

Greek Theatre – The history of Greek Theatre and its relevance on theatre today.

Choral Speech - An investigation of how the voice can express emotion and feelings through verbal communication. Students will be expected to work individually and in groups.

Mask – An exploration of how non-verbal communication can tell a story.

Characterisation – How to create effective characters, necessary for all drama work.

Commedia del' Arte – The history of Italian comedy, its characters and its relevance on theatre today.

The Roses of Eyam – A historical look at the plague and a depiction of a true story.

Drama develops thinking, speaking and listening, reading, writing and critical analysis through emotional and imaginative engagement. It has cross-curricular links with all subjects.

YEAR 8

In Year 8, students develop and extend a range of dramatic techniques which they have learnt in Year 7.

The following topics will be covered in Year 8:

Devising and improvising - An exploration of the skills necessary for creating drama in groups.

Poor Theatre – The study of a minimalistic style of theatre which uses props to tell a story.

Physical Theatre - The further exploration of how movement can tell a clear story.

Symbolism and Representation – The analysis of non-verbal signs and their messages on an audience.

Stanislavski basics – The practitioner who believed in naturalistic acting and his influences on modern theatre.

Auschwitz – A moral and historic understanding of the events of WWII and the plight of Jews.

Brecht basics - The practitioner who believed in non-naturalistic acting and his influences on modern theatre.

Diego Garcia – A moral and historical look at the events surrounding this island in the 1960's and its effect on its people today.

Tell Tale Heart and Dramatic Tension – An investigation of what makes dramatic tension in drama through the use of Edgar Allan Poe’s novel.

YEAR 9

By Year 9, the emphasis is increasingly on the choices pupils make for themselves when deciding how to interpret texts, develop ideas and explore situations through performance. When pupils are making, performing and responding to Drama, they are developing the skills and understanding that are central to achieving real progress in the subject.

The following topics will be covered in Year 9:

‘Blood Brothers’ – A study of Willie Russell’s well loved play and characters.

Stage Fighting – Learning the techniques of stage fighting in a safe environment.

‘Journey’s End’ and ‘Mal de Mere’ – A study of two contrasting play texts.

‘The Hero’ – A unit of work based on WWI and the idea of a hero/coward.

Artaud/Grotowski/Boal basics - The study of three practitioners and their styles of theatre ready for GCSE work.

YEAR 10

In Year 10, students develop and extend a range of dramatic techniques which they have learnt in Year 9. The focus of the year is to solidify and extend the student’s prior knowledge and understanding of techniques and styles of drama which are necessary for success in their studies.

The following topics will be covered in Year 10:

Revision of Practitioners: Stanislavski (Naturalism), Brecht (Non-naturalism) and Artaud (Theatre of Cruelty)

Mock Unit 1- A study and exploration of the events of 9/11 and the individual stories of those associated with the Twin Towers

Mock Unit 3 – A scripted/devised piece of group drama assessed at GCSE level

Unit 1- An examined Unit counting for 1/3 of the pupil’s final grade

YEAR 11

In Year 11, students continue to develop their application of dramatic techniques and are assessed on two further Units of work.

The following work is covered in Year 11:

Unit 2 – ‘Teechers’ by John Godber: A textual study of one of Godber’s most comic plays set in a failing inner city school. The plot, characters and style of the play are analysed both theoretically and practically, making up 1/3 of the pupils final GCSE grade.

Rehearsals for Unit 3 – This is the purely practical element of the GCSE course. Each year the exam board set the challenge of staging either devised/scripted plays under around a theme. This year: Loss. Students are required to rehearse together for approximately 12 weeks, taking ownership over their final piece which is examined by an external examiner.

YEAR 12

In the AS course, students extend on their prior learning from GCSE by utilising their learnt skills and understanding of drama and theatre.

The following work is covered in Year 13:

Unit 1: *Exploration of Drama and Theatre*: The study of two contrasting play texts in a practical and active way. One of the plays is studied in the light of a recognised theatre practitioner. The coursework and practical exploration, makes up 40% of their mark for this year. Students will learn how to analyse these plays in order to interpret their elements in performance.

Unit 2: *Theatre text in Performance*: This unit offers the chance for the students to demonstrate skills in performance. The students are expected to rehearse a monologue/duologue as well as contribute to a group performance.

YEAR 13

In the Year 13 course, students are expected to apply and culminate all learnt elements to their work, drawing on various influences to create theatre, perform a devised play and prove their knowledge and understanding in a written examination at the end of the year.

The following work is covered in Year 13:

Unit 3: *Exploration of Dramatic Performance*: The creation of a devised performance from a stimulus set by the teacher examiner. Students particularly enjoy this unit of work as they take on many roles in the process of devising through to final performance of their piece. 'Supported Written Evidence' supports their understanding of the skills they have used on their journey. The course work and practical performance is assessed by the teacher and makes up 40% of their marks this year.

Unit 4: *Theatre Text in Context* (60%): An externally examined written paper. Student study in depth one set play text both theoretically and practically. one set play text and one period of theatrical development.

Throughout the course at both AS and A2 level, students are given the opportunity to attend various performances by professional companies in order to extend their understanding of live theatre.

ECONOMICS

YEARS 12 AND 13

In GCE Economics you'll look at the fundamental forces which affect our lives, such as employment, prices, international trade and poverty.

Economists are often in healthy debate with each other over these issues. It is this controversy which makes Economics lively and interesting and which allows you the opportunity to make your own judgements and form your own opinions.

There are several definitions of economics, with each trying to encapsulate the essence of the subject. However, most textbooks seem to agree that economics concerns the allocation of society's scarce resources amongst the many alternative uses to which they could be put.

Economics is a fascinating subject because it includes the study of how people behave and interact with each other. The dynamic between consumers, manufacturers and government makes economics a vibrant topic. Of course, Economics can also lead to an exciting career.

In year one you'll focus on both Microeconomics and Macroeconomics.

Microeconomics addresses issues such as:

"Why are house prices so high?",

"Can pollution effectively be controlled?"

"Should governments interfere with markets?"

The macroeconomic issues covered include:

"Why does the Government have an inflation rate target and how does it affect us?",

"What happens to the economy if people decide to spend more?"

"How are we affected by the Chinese and Indian economies?"

Economics helps develop a number of personal skills:

- Research

- Analysis and evaluation

- Communication

- Working with others to discuss economic issues and solve economic problems.

Students who take economics also often study law, mathematics, geography, history, politics, philosophy and languages. Of course if you go on to specialise in economics then it will help you to get into university or college.

A LEVEL

In year one students focus on both Microeconomics and Macroeconomics.

In the first half of the year they study,

Unit 1 Markets and Market Failure

Microeconomics addresses issues such as: *"Why are house prices so high?"*,

"Can pollution effectively be controlled?" and *"Should governments interfere with markets?"*

In the second half of the year they study,

Unit 2 The National Economy

The macroeconomic issues covered include:

"Why does the Government have an inflation rate target and how does it affect us?",

"What happens to the economy if people decide to spend more?" and

"How are we affected by the Chinese and Indian economies?"

In year 2 the course will build on the micro and macro knowledge gained in year 1. In the first half of the year they study:

Unit 3 Business Economics and the Distribution of Income

In the second half of the year they study:

Unit 4 The National and International Economy

Students will study two key topics.

“The global context” which focuses on the impact of globalization and the UK’s economic performance, and

“The European Union context” which looks at the effects of EU membership and economic policies on the UK.

Assessment

Each year there are two written papers to complete. Each paper accounts for 50% of the marks for that year. There is a mix of short answer questions and a choice of questions requiring longer, more detailed answers.

ENGLISH

KEY STAGE THREE: YEARS 7, 8 AND 9

The English Department Key Stage 3 teaching centres on Learning Objectives which are an improved version of those on the National Curriculum. Progress is tracked using three Key Tasks per term, one spoken (En1), one involving reading (En2) and one written assignment (En3). Each will be given a National Curriculum Level (from Level 4 - Level 8) and an effort mark between 1 and 4, consistent with the whole school marking policy. This will then be scrutinised against Entrance Exam grades, CAT scores and previous marks to establish a pattern of progress. Where the pattern is not encouraging, the English teacher and the HoD will act together to work out a strategy to bring the individual back on target. We also run Extra English classes at KS3, for those students who need extra help in subject-based skills.

One lesson a week is devoted to targeted reading in the school library in Years 7, 8 and 9. Half of this lesson will be spent reading, with the other half will be used to complete a focused activity. At least one piece of work per term should be word-processed and contain some other kind of ICT – based skill, such as a picture imported from a website, a website address for further clarification or a table or graph imported from Excel. It is the aim of the department to ensure that each year group also attends a Theatre Visit as part of their educational experience.

KEY STAGE FOUR: YEARS 10 AND 11

In Key Stage Four, students will take two subjects, English or English Language and English Literature. At present, we are using the popular AQA (A) specification for both subjects; Year 11 are following the old specification, while Year 10 have started the new one. In order to coordinate resources effectively, to synchronise exam assessment opportunities and to facilitate the possibility of set changes at the end of each term, coursework and exam modules are coordinated across Years 10 and 11.

For revision, we use the CGP English revision guide. Useful websites include BBC Bitesize, Teachit! and the Andrew Moore Universal Teacher site. A mentoring system, starting in the Autumn Term, runs for underperforming students. Each target student will be assigned a mentor who is not their English teacher and will benefit from individual guidance, small group sessions and informal feedback on written material. In addition English Clinics also start in September, offering voluntary aid for those with coursework worries and revision concerns, targeting English skills and texts as a priority.

KEY STAGE FIVE: YEARS 12 AND 13

In the Sixth Form, the department runs TWO courses: A Level English Literature and GCSE English/ English Language retakes, for the small number of students who fail to gain a C grade in Year 11. For English Literature, we follow the WJEC course and for GCSE, we re-enter students for the AQA (A) qualification, as in Year 11. We prioritise theatre visits for Sixth form students, taking advantage of the local excellent theatres in Southampton and Winchester. Where possible, we aim to take the students to at least one lecture conference per year and we will also take students to the

Southampton University Library, to encourage independent learning and to take advantage of an academic range of resources.

ENRICHMENT

YEARS 12 AND 13

In the Sixth Form recognition is given to the wishes of universities and future employers for students to offer more than academic excellence. To help our students to develop, opportunities are offered, both in enrichment and extracurricular activities.

Our Sixth Form enrichment programme offers unique opportunities to develop existing or new areas of interest. Examples of courses followed by students:

Team Leadership – leading to a qualification endorsed by The Chartered Management Institute,

Textiles

Photography

Cooking

CAD/CAM

ICT/Web design

Spanish for Business

Human Rights

Sports Leadership Award

In addition to these, the students are encouraged to take part in other extracurricular opportunities available through the school's activities programme. We currently offer 72 activities for students to choose from.

Sport plays a big part in life at HCS and the sixth form are important contributors to the successes of the various sports teams. In the Winter and Spring Terms football, rugby, hockey and netball are the major representative sports at the school. In the Summer Term cricket, tennis and rounders take over. These are supplemented by a variety of sports such as athletics and golf. Coaching is done at all levels by qualified coaches on the school staff.

The School has a strong reputation in netball, hockey, rugby and cricket with pupils representing Hampshire at all age groups every season for many years, and also at Divisional and National level. The School also plays host to an annual 7-a-side rugby tournament for schools from across the south of England.

GEOGRAPHY

YEAR 7 COURSE DESCRIPTION

From Years 7-9 we aim to provide a useful and stimulating foundation in geography. Year 7 is a crucial year in developing one of the most essential skills in geography – map reading. This will involve the ability to read maps using grid references, scales, distance, direction, map symbols and contours.

We also ensure that the students have a good awareness of the three main areas of geography – physical, human and environmental geography.

Students learn through kinesthetic learning – making contour models for example. They are involved in role play and enquiry and start to learn the basic skills of project work – data collection, data presentation and analysis. This is then built upon throughout Key Stage 3 to prepare students for larger pieces of investigation work at GCSE.

The 'Geog 1' textbook is used in Year 7 alongside a huge variety of other teaching resources and methods.

In Year 7 the following topics are studied:

- What is Geography? Settlement
- Where in the World? Romsey Project
- Mapskills Rivers and Flooding

Romsey Project: At the end of the Spring Term, Year 7 students will conduct local fieldwork in Romsey. The main theme of the project will be connected to their settlement work and will involve them conducting questionnaires, car tax disc and land use surveys. The data collected is used to complete a project which will count towards their end of year grade.

Throughout the year, a wide geographical vocabulary is introduced as a basis for later study. ICT skills are also encouraged, where appropriate.

YEAR 8 COURSE DESCRIPTION

In Year 8 we build upon the connection between physical and human geography. Students will study the formation of various physical environments and landscapes; including tropical rainforests and coasts. After understanding how the physical properties and landforms have been created, they will then learn about the different issues surrounding these environments. Using role play, students will learn how tropical rainforests can be managed and developed in a sustainable way; and in coasts they will put themselves into other people's shoes when trying to decide if a stretch of coastline should be protected from coastal erosion. These are then written up to form a different kind of assessment to tests.

A kinesthetic approach to learning is continued with the tropical rainforest model; and students develop their investigative skills through fieldwork at Lulworth Cove and Durdle Door.

The 'Geog 2' textbook is used in Year 8 alongside a huge variety of other teaching resources and methods.

In Year 8 the following topics are studied:

- European Geography
- Ecosystems
- Industry
- Weather and Climate
- Coasts
- Dorset Coastline Project

Dorset Coastline Project: As in Year 7 this will account for 25% of the end of year grade. It will involve producing a leaflet on the coastal landforms observed on the fieldtrip, using skills such as annotated field sketches. Originality and initiative are also expected for the highest marks.

YEAR 9 COURSE DESCRIPTION

In Year 9 students develop their sense of place. This department believes that learning where places are, should remain an integral part of geography. This is why we start of the year with the topic 'A global sense of place'. Students also develop various skills connected to this topic including latitude and longitude, minutes and time zones.

In Year 9 students learn a lot about the changing world. The topic 'Development' is vital in showing students the contrasts in living standards around the world. Using Brazil and China as case studies, students also learn to appreciate how there can be large contrasts in development within one country.

To ensure a good balance between physical and human geography, students will study interesting topics such as extreme environments – hot deserts and the Arctic tundra; together with issue based topics such as climate change. The interaction between the physical and human world within these topics, provides lots of stimulating thought and discussion.

Kinesthetic learning is continued with students producing 'Local Actions – Global effects T-shirts' and taking part in the Trade Game.

The 'Geog 3' textbook is used in Year 9 alongside a huge variety of other teaching resources and methods.

In Year 9 the following topics are studied:

- A global sense of place
- Development
- Extreme Environments
- Our World in 2030
- Tectonics

YEAR 10 COURSE DESCRIPTION

At GCSE, AQA Specification A is taught.

The main focus of Specification A is an understanding of physical processes and factors that produce diverse and dynamic landscapes that change over time. It allows students to appreciate the interaction between people and the environment together with an understanding of the need for sustainable management.

Additionally it highlights the critical importance of geography for understanding the world and for stimulating an interest in places. It will inspire students to become global citizens by exploring their place in the world, their values and responsibilities to other people and to the environment.

In the first year of the GCSE course, students will study four out of the six topics. All of the physical options will be studied first and these include:

- The Coastal Zone
- Ice on the Land
- The Restless Earth

One of the three human topics will also be covered:

- Population Change

Finally we will start to prepare for the controlled assessment element of the course; understanding what it will entail, before beginning the process at the start of Year 11.

To be successful at GCSE, students need to be able to learn and remember key processes and geographical terminology.

Students will learn this detail using a variety of methods. Creativity remains a key theme for geography, continuing into GCSE and beyond. Students will produce coastal playdoh models which can then be annotated with what they have learnt so far. Angel cake wave cut platforms, student longshore drift demonstrations and population pyramid top trumps are similarly well received. We find making geography fun and interesting helps students to remember the key points and specifics, essential if you are to add detail to your answers.

YEAR 11 COURSE DESCRIPTION

In Year 11, students will undertake a controlled assessment in the form of a local fieldwork investigation, accounting for 25% of their final mark.

Students will then be taught the remainder of the course; two human topics:

- Tourism
- The Development Gap

At GCSE students will need to write detailed answers, exemplifying with case studies. They will be taught to add in this detail throughout the two years and will become more and more adept at writing concise answers.

Numerous other skills will be developed throughout the GCSE course. They include the ability to identify issues and communicate findings in many different formats. Students will learn to interpret from a variety of sources, such as photographs, satellite images, statistics, maps and books.

Students will take part in debating and role play, learning to express their ideas logically whilst taking on board the opinions of others. They will also learn how to visually present information in graph, table and map form. The use of ICT is also encouraged and developed.

Finally in Year 11, there will be a strong emphasis on effective revision. No matter which exam, it is accuracy and detail which scores marks. As a department, we therefore, work hard on teaching students to aim for good structure and sequencing in their answers. The precise detail can be taught and learnt through memory maps and case study cards. Attendance at extra revision classes is also a bonus!

The exams are weighted as follows:

Paper One:	People and the Natural Environment	40%
Paper Two:	People and the Human Environment	35%
Controlled Assessment:		25%

Pupils will be entered into, either, the higher or foundation level examination.

YEAR 12 COURSE DESCRIPTION

At AS Level, AQA Specification is taught

The specification is divided into physical and human geography and is equally balanced between the two.

Physical Geography

In physical geography, students will advance their knowledge and understanding of:

- Rivers, floods and management
- Coastal Environments

This is taught using a mixture of visual, auditory and kinesthetic approaches. Students will be able to visit some of the key landscapes studied in the coastal topic with a fieldtrip to the Hampshire and Dorset coastline. Students will also use the school grounds to understand how various physical factors such as land use, soil depth and slope can have an effect on the drainage basin system. Within the classroom, students will be taught to ask questions and provide in depth answers.

Human Geography

In human geography, students will study:

- Population change
- Health issues

The emphasis is on change and development over space and time and their geographical implications. Students become involved in A-level debates, such as 'will population outstrip resources?' The class divides into two, one team supporting the Malthusian theory and the other team supporting Boserup. This involves students reading widely to attain supporting evidence, together with a mature and effective presentation of their points throughout the debate. They will add to their learning by subscribing to A-level Geographical magazines and attending A-level conferences held by the Hampshire Geographical Association. We even encourage students to keep a note pad by the television in order to note down any relevant detail from news programmes and documentaries. This independent approach to learning is essential at A-level.

Skills and Investigation

Students at AS will be taught a large range of investigative, ICT, graphical, cartographical and statistical skills. This will be examined in relation to rivers or population. Students will also be required to undertake a fieldwork investigation. Again, students must aim to learn the specific details of their investigation in order to be successful in this exam.

The exams are weighted as follows:

Unit 1 – Physical and Human Geography:	70%
Unit 2 – Geographical Skills:	30%

YEAR 13 COURSE DESCRIPTION

At A2 Level, AQA Specification is taught

In Year 13 an issues based theme is adopted. Students will again study an equal amount of physical and human geography, together with extending their skills from AS.

Physical Geography

In physical geography, students will study:

- Plate tectonics and associated hazards
- Weather and Climate and associated hazards

At A2, students will be taught to develop their essay writing skills and learn to make perceptive comments and synoptic links from a range of stimulus material. In order to be successful, students must be able to add breadth and depth to their answers. This is achieved through independent learning outside of the classroom; for example, subscribing to Geography Review and attending the GA conferences. Students are taught to use relevant, contemporary case studies to illustrate the overall geographical ideas.

Human Geography

In human geography, students will study:

- World cities
- Development and globalisation

Students will be taught these contemporary topics in a number of ways. They will be taught to use local examples where possible, in order to maximise retention of specifics. Additionally, students will see at first hand the issues involved in urban decline and regeneration through a fieldtrip to the London Docklands; undertaking environmental land use surveys and contrasting the effects of urban regeneration in Canary Wharf and Canning Town. By visiting the new Olympic Site they will be able to appreciate the new wave of regeneration and what it entails. Students can then deliver this knowledge and understanding in an exam essay much more easily.

Skills and Investigation

Students at A2 will be taught advanced skills, such as interpretation of synoptic charts and a greater range of statistical skills. Students must undertake a fieldwork enquiry, being able to justify and evaluate their data collection, presentation and analysis techniques. Again, they must aim to learn the specific details of their investigation in order to be successful in this exam.

The exams are weighted as follows:

- Unit 3 – Contemporary Geographical Issues: 70%
Unit 4A – Geography Fieldwork Investigation: 30%

GOVERNMENT AND POLITICS

IN YEARS 12 AND 13

The specification offered is that of the AQA Board. AS and A2 both consist of two equally weighted units. The intention is that two teachers will be involved.

At AS the two compulsory units introduce candidates to aspects of the Government and Politics of the UK. Unit one, 'People, Politics and Participation,' focuses on four main topics: participation and voting behaviour, electoral systems, political parties, and pressure groups and protest movements. Unit two, 'Governing Modern Britain,' has as its four main topics: The British constitution, parliament, the core executive and multi-level governance. This will all be covered in Year 12 – Politics, more than most subjects, is more than the sum of its parts - before the two end of unit exams, each of 90 minutes.

There are alternative routes at A2 but we follow units which focus increasingly upon the Government and Politics of the USA. Again, there are two terminal exams each of 90 minutes duration and each carrying 25% of the A2 marks. Somewhat more extended and comparative answers are anticipated than would be the case at AS.

Specifically, unit 3A entitled 'The Politics of the USA' looks at the American voting system, in particular presidential elections and the Electoral College. There is also study of the Republican and Democrat parties and explanation of why third parties do not prosper. More generally, this is set in the context of American voting behaviour, for example the importance of ethnicity and religion. Finally, there is a study of American pressure groups, more important than their UK counterparts, especially in the guise of Political Action Committees.

Parallel with this in Year 13 is unit 3B on 'The Government of the USA' (as with 3A, aiming to draw comparisons with the UK experience). Thus the rigidity of the US written constitution is juxtaposed with the unwritten British one. Similarly, the roles and powers of the American president are contrasted with those of the British prime minister. In terms of the legislative branches, the comparison is between the American Congress and the UK Parliament. The unit is completed by comparing the newly-established British Supreme Court with its politically prominent American namesake.

HISTORY

YEAR 7

The overall aim in Year 7 is to introduce pupils to aspects of medieval Britain c.1066-1500. Much of the first half term, after a brief consideration of 'what is History?' is devoted to consideration of the main rivals for the throne in 1066. Much of the second half focuses on the Battle of Hastings and the immediate impact of the Norman Conquest, including such matters as Domesday Book and feudalism.

The Spring Term attempts a brief overview of the early Norman kings and is usually episodic in nature, for example the death of William Rufus, Henry II and Becket, Richard I and the Crusades. Later topics typically include King John and Magna Carta, the Black Death, Richard II and the Peasants' Revolt. The Summer Term is more thematic and might encompass the rise and fall of the castle, the Church, and more general considerations of medieval life, including peasants, townsmen & trade. Time permitting, some of the Summer Term is given over to the Hundred Years War and the Wars of the Roses.

YEAR 8

The first half of the year is spent on early modern world, with particular reference to Britain c.1500-1750. The main focus is the relationship between the crown, parliament, church and people, and how a United Kingdom was forged by 1750. Students will study major events such as the Reformation, The Spanish Armada, The Gunpowder Plot, the Civil War 1642-1649, and the early Hanoverians; whilst also looking at important people of the time such as Henry VIII, Mary Queen of Scots and Oliver Cromwell. A more general overview of early modern society will also be attempted. The second half of the year is spent looking at how Britain entered and led the modern world c.1750-1900. A main focus is how far this amounted to a revolution, for example by considering aspects of the agrarian and industrial revolutions, and within the latter by studying such topics as changes in transport and the workplace. Political change (including the changing role of women), and changes in warfare, are also amongst the topics followed. The Crimean War allows for a case study of our most illustrious former resident, Florence Nightingale. A popular end of year topic which usefully encompasses many of these themes is the sinking of the Titanic in 1912.

YEAR 9

The focus this year is on Britain in the context of the wider world since c.1900, and will include more European and world study than has been possible in years seven and eight.

Much of the Autumn Term will be spent on the Great War, typically covering such topics as its long and short term causes, the nature of trench warfare and differing perceptions of the war, for example in war poetry. It is hoped to offer pupils the opportunity to pay a brief residential visit to some of the sites of interest, either Ypres in Flanders, or the Somme in France.

During the Spring Term, students will focus on inter-war Europe, typically the Versailles Treaty, the rise of Hitler, the Nazis in power and the origins of World War II. Comparison might also be made with other dictators such as Stalin and Mussolini.

The main focus in the Summer Term will be on World War II, though the emphasis will necessarily be episodic, for example Dunkirk, The Battle of Britain, D-Day & the Atomic bomb. The Holocaust will also be covered. Time allowing, students will also learn about the advent of the Cold War & the rise of the Superpowers.

GCSE: YEARS 10 AND 11

The Department follows the History B Modern World History course offered by OCR. This consists of three units. Unit A971 (45% of the total marks), consists of an outline study of twentieth century international relations. In practice this boils down to a consideration of three major aspects: who was to blame for the start of the Cold War 1945-1949, the winners and losers in the 1962 Cuban Missile Crisis, and why the United States failed to prevail in Vietnam 1964-1973. This should be completed by the end of January in Year 10.

The unit also requires students to undertake a study in depth, currently 'The USA 1945-1975: Land of freedom?' This involves investigation of the Red Scare and McCarthyism, the struggle by American Blacks for Civil rights in the 1950s and 1960s, and the parallel struggle by other groups such as women, Native Americans and Hispanics. There is a terminal written exam, lasting 2 hours, which targets the application of knowledge of the foregoing aspects. The work for this unit is completed by the end of Year 10.

In Year 11, candidates study unit 972 (30% of the total marks). This focuses on the overarching theme of how British society changed between 1939 and 1975. Particular emphasis is placed on the social impact of World War, the creation of the National Health Service, immigration, and the experience of being a teenager. The terminal exam of 90 minutes requires students to analyse and evaluate contemporary source material in its historical context.

Year 11 also requires students to undertake a controlled assessment worth 25% of the final marks. This is done in the Lent term and is internally marked but externally moderated. Students are taught a topic in preparation for this over several weeks and are then given about 8 hours to write up their response to a set question. Typically they might aspire to produce 2,000 words. The question, inevitably, will change from year to year. A possible example would be to assess the impact of a prominent twentieth century individual such as Sir Winston Churchill or Dr Martin Luther King, or to consider a theme in depth such as the changing nature of the monarchy in the UK since c.1936. There should also be ample time for revision in the early Summer Term.

YEARS 12 AND 13

The OCR specification at AS requires students to study both an outline and an enquiries unit, equally weighted, and each resulting in a 90 minute exam. The precise content might vary from year to year depending upon group preference/teacher availability.

The outline course, covering c.50 years, is essentially essay-based. For example, 'England 1509-1558' would involve candidates looking at Henry VII's early reign and character, the ascendancy of Cardinal Wolsey, Thomas Cromwell and the supposed 'Tudor Revolution', England and its travails in the 1540s; and the mid-Tudor Crisis during the reigns of Edward VI and Mary Tudor. Two essays from a choice of three are attempted in the end of unit exam.

A complementary European enquiry topic might be 'The French Revolution 1773-1795' which requires pupils to critically assess a set of sources in context on such themes as the causes of the Revolution, the fall of the monarchy and the founding of the Republic, the Revolution and the Church, Robespierre and the Terror, and the Thermidorian reaction.

In Year 13 there is a synoptic unit worth 60% of the A2 marks. This allows pupils to extend a theme started in Year 12, for example 'Authority and Disorder in Tudor England 1485-1603.' This covers the major rebellions such as Simnel and Warbeck, the Pilgrimage of Grace, the 1549 uprisings, the Lady Jane Grey affair of 1553, the 1569 Northern Rebellion and Essex's revolt of 1601. Ireland is also considered as a specific problem for Tudor monarchs, as well as a more general consideration of the effectiveness of the state machinery for maintaining order. The terminal exam lasts for two hours.

The remaining A2 unit is unit entitled 'investigations and interpretations.' This is essentially akin to old style coursework. Students are taught a topic not previously studied at 'A' level and then produce two essays, each of c.2,000 words (in practice they will produce several and the best submitted), for assessment. These are internally marked and externally moderated. The investigation essay critically assesses a set of passages on a sub-topic (for example, the Nazis' use of terror if 'Germany 1933-1945' were the topic), whilst the investigation essay takes a broader view, for example by assessing the debate on how far Hitler was either a strong or a weak dictator.

YEAR 7

In Year 7 we try to give pupils a good overview of how to use the computer more efficiently. Pupils undertake a number of activities using various types of software. We start the year explaining how to use computers and the internet safely. We also discuss with them the importance of being safe while on the internet so that when they come to start using social networking sites, they are more aware of the dangers.

Pupils complete a number of activities that are designed to give them the broad skills necessary to use word processing, presentation, database, desktop publishing and spreadsheet software to a basic level. This is developed upon in later years.

The final thing we start to look at in Year 7 is the question of validity and bias. We try to get pupils to evaluate information they find and choose the most appropriate for their work.

YEAR 8

In Year 8 pupils undertake three projects. In the first term pupils complete a multimedia project on a topic of their choice. The only restrictions are that it needs to be informative, educational, or entertaining. This project looks to build the pupils' research and storage skills, and looks at audience and appropriateness of material.

The second project is a video project. Pupils have to work collaboratively to produce a video that can be edited and adapted using movie software. The project concentrates on planning and editing their videos.

The final project is to produce a radio advert for the school. Similar to the first project, it is to inform, educate or entertain. They will work in pairs to script and record the advert, and then edit using software, allowing them to add effects and sounds to create a professional sounding advert.

Skills we are promoting in Year 8 are teamwork, research, appropriate storage of research, and appropriate identification of audience for their work.

YEAR 9

In Year 9 pupils complete the European Computer Driving Licence Extra. They complete four units consisting of Word processing, Spreadsheets, Multimedia presentations and Improving productivity using ICT.

This course looks to increase pupils' computer literacy and give them the skills necessary to use computers effectively. Work is done using online resources and the testing is also done online.

YEAR 10

Pupils study a two year GCSE consisting of four parts. In Year 10 pupils complete the first two parts. The first part is ICT in today's world. Pupils study a range of ICT systems, as used in the home, at school, and in society. They need to be aware of current and emerging technologies and the impact that advances in technology may have on themselves and others. This makes up 20% of the overall mark.

The second part is a controlled assessment; Practical applications of ICT. Pupils have to create a solution to a problem. Pupils study a range of everyday software applications to be able to manipulate and process data and other information effectively and efficiently and to present information in a format suitable for purpose and audience. Pupils will select from a range of set tasks written to enable them to demonstrate their practical ICT ability.

YEAR 11

This year's Year 11 are completing the old GCSE specification so do not actually run on from the Year 10's work as documented above.

In year 11 pupils are completing the second half of their OCR GCSE in ICT. They have to complete project 1A, which is to use multimedia software to advertise a subject of their choice. They have to produce a substantial presentation, or brochure to advertise their choice. Some pupils have chosen to advertise a video game, or create a car magazine, whilst others have chosen to promote a band or singer.

Their second project is to provide a solution to a problem, using database software. They have to develop their database skills sufficiently that end users could use their product to solve their problems. Pupils have a wide range of problems they can choose to solve. Examples range from a car database for people to research which car to buy, to a database that lists all the shops in Southampton and their details, such as opening times, method of payment accepted and what they sell.

LAW

Specification AQA. The specification as set out by the AQA Board Requires:

YEAR 12 (AS)

The course commences with an introduction to civil and criminal law. The specification requires an understanding of the different way in which civil and criminal cases are dealt with. Unit one is by way of introduction. However, under Unit 2 some aspects of criminal law and one area of civil law (Tort Law) will be studied. There is a choice of Contract Law or Tort Law. We cover Tort Law. We then cover Parliamentary Law-making. This includes the influences made on Parliament by bodies such as The Law Commission. Also Pressure Groups and political aspects (manifesto promises) are also considered, together with media pressure. The pre-legislative and legislative process - House of Commons Role and The House of Lords Role. Parliamentary Supremacy is considered in the light of Devolution - European Community Law - Human Rights Law. A.V. Dicey, the 19th Century political commentator is discussed. Delegated Legislation is considered. Statutory Interpretation - leads into Judicial Precedent. Courts: Civil and Alternative Dispute Resolution. Followed by the Criminal Courts: Lay Magistrates as opposed to Juries. The Legal Profession and its funding. The Judiciary and their influence on the making of law is discussed and analysed. Unit 2A - The Concepts of Liability: Firstly Criminal Law: Non-Fatal Offences Against The Person. Mens Rea (Guilty Mind) and the Actus Reus (Guilty Act) will be analysed in depth at this stage. Criminal procedures: Classification of offences i.e., Summary Offences: Triable either way offences; Indictable offences: Unit 2B: Tort of Negligence- or Unit 2C: Contract Law. We have followed Unit 2B: Tort of Negligence: This is the French for a civil wrong. It includes negligence - occupier's liability and defamation. We cover only Negligence and the concept of a duty of care within this specification.

YEAR 13 (A2)

The specification requires: Unit 3A Criminal Law. This covers Murder and its defences. Offences Against The Person (Non-Fatal) and its defences. OR Units 3B Law of Contract: We cover Units 3A: Criminal Law. Unit 4 Section A - Criminal Law. Offences Against Property. OR Unit 4B Law of Tort. We cover Unit 4A: Criminal Law. Unit 4 C: Concepts of Law: Law and Morals/Ethics. Law and Justice. Judicial Creativity: Fault: Balancing conflicting interests.

MATHEMATICS

YEAR 7

Throughout the year we are working, through the maths links scheme, on the five strands of progression:

- Mathematical processes and applications
- Number
- Algebra
- Geometry
- Statistics

This will be done by:

- The use of Case Studies and real life contexts placing mathematics within society

- Emphasis on calculation skills and problem solving to nurture a functional understanding of mathematics
- Consolidation to provide rigour and confidence in the key techniques

During Year 7 the core student body will be taken through National Curriculum levels 4 and 5. Others will work through levels 5 and 6 and some well beyond level 6.

YEAR 8

Throughout the year we are working, through the maths links scheme, on the five strands of progression:

- Mathematical processes and applications
- Number
- Algebra
- Geometry
- Statistics

This will be done by:

- The use of Case Studies and real life contexts placing mathematics within society
- Emphasis on calculation skills and problem solving to nurture a functional understanding of mathematics
- Consolidation to provide rigour and confidence in the key techniques

During Year 8 the core student body will be taken through National Curriculum levels 5 and 6. Others will work through levels 6 and 7 and some well beyond level 7.

YEAR 9

Throughout the year we are working, through the maths links scheme, on the five strands of progression:

- Mathematical processes and applications
- Number
- Algebra
- Geometry
- Statistics

This will be done by:

- The use of Case Studies and real life contexts placing mathematics within society
- Emphasis on calculation skills and problem solving to nurture a functional understanding of mathematics
- Consolidation to provide rigour and confidence in the key techniques

During Year 9 the core student body will be taken through National Curriculum levels 6 and 7. Others will work through levels 7 and 8 and some well beyond level 8.

YEARS 10/11

Mathematics develops the cross-curricular skills of numeracy, logic and reasoning. Since these are essential all skills, it is one of the core subjects for GCSE and, as it is an objective subject, you have the instant satisfaction of “getting it right”. Mathematics is very much a doing subject therefore we expect students to be fully involved in every lesson as the majority of our work is problem solving. 2010 sees the introduction of new syllabi and we have chosen one offered by EDEXCEL which is a linear course examined at the end of two years.

As there is no longer coursework in mathematics 20-30% of each paper will assess the functional elements of mathematics. Some of the questions will be written in a way that allows the student to choose their own approach to illicit the desired outcome.

Stress will also be put on ‘Quality of Written Communication’ therefore students will need to be using the language of mathematics more than in the past to explain situations and the reasoning behind their approach.

SIXTH FORM MATHEMATICS

At HCS we follow the EDEXCEL modular A level which comprises of SIX modules; the first three of which are followed in the Lower Sixth Year.

YEAR 12 MODULES:

Core 1 (Compulsory) – The only non-calculator paper

- Algebra and Functions – *Indices, Quadratics, Simultaneous Equations Transformation of graphs Coordinate Geometry - Equations of Straight Lines, Parallel and Perpendicular lines*
- Sequences and Series – *n^{th} terms, Arithmetic Series*
- Differential Calculus – *Differentiation and Integration*

The first three areas build on topics learned at GCSE

Core 2 (Compulsory)

- Algebra and Functions – *Factor and Remainder Theorems*
- Coordinate Geometry – *Circles and properties of Circles*
- Sequences and Series – *Geometric Series, Binomial Expansion*
- Trigonometry – *Sine and Cosine Rules, Radian Measure, Trigonometrical Equations*
- Exponentials and Logarithms – *Rules of Logarithms*
- Differential Calculus – *Applications of Differentiation and Integration*

Statistics 1

- Statistical Modelling – *Mathematical Modelling as applied in Probability and Statistics*
- Representation of Data – *Histograms, Stem and Leaf Diagrams, Box Plots. Measures of Location (Mean, Mode, Median), Measures of Dispersion (Variance, Standard Deviation, Ranges), Skewness*
- Probability – *Elementary probability, Exclusive and Complementary Events, Conditional Probability, Independent Events*
- Correlation and Regression – *Scatter Diagrams, Linear Regression, Product Moment Correlation Coefficient*
- Discrete Random Variables – *Probability Functions, Mean and Variance of Discrete Random Variables, The Discrete Uniform Distribution*
- The Normal Distribution – *Application of Normal Distribution and the use of Normal Distribution tables.*

These topics extend the GCSE work from both the normal mathematics syllabus and the Statistics syllabus.

YEAR 13 MODULES:

Core 3 (Compulsory)

Core 4 (Compulsory)

Mechanics 1 or **Statistics 2** or **Decision 1**

Each module is equally weighted and is tested by a 90 minute examination.

MODERN FOREIGN LANGUAGES - FRENCH

YEAR 8

In Year 8, students study the coursebook **Métro 2** which has two separate publications for students of different abilities.

The following topics are studied:

- Talking about myself and introduction to the past tense;
- Daily routine and going out;
- My family;
- Illnesses;
- Food;
- A visit to Paris;
- Transport.

A variety of teaching methods is used (pair work, group work, games, Interactive Whiteboard) to engage the pupils. Target language is used in the classroom whenever possible.

The main aim for this year will be for the students to have gained an ability to use the past, present and immediate future tenses accurately and appropriately in French.

Useful websites for language learning are:

www.languagesonline.org.uk

www.linguascope.com (username: hantscs; password: romsey123)

www.zut.org.uk (username: worden; password: 3509)

YEAR 9

In Year 9, we study the coursebook **Métro 3** which has two separate publications for pupils of different abilities.

The following topics are studied:

- talking about your town and where you live;
- family, home and helping at home;
- past and future plans;
- keeping fit and healthy lifestyle;
- clothes;
- shopping.

A variety of teaching methods is used (pair work, group work, games, Interactive Whiteboard) to engage the pupils. Target language is used in the classroom whenever possible.

The main aim for this year will be for the students to have gained confidence in the use of the past, present and future tenses.

Useful websites for language learning are:

www.languagesonline.org.uk

www.linguascope.com (username: hantscs; password: romsey123)

www.zut.org.uk (username: worden; password: 3509)

YEAR 10

Students begin preparing themselves for the Edexcel GCSE. The coursebook followed throughout the two years is: **Edexcel GCSE French**. Teaching is supplemented with handouts, the use of video, ICT and realia. Students will continue to build on the language and grammar they have studied in Year 9; this will involve hard work and dedication at all times!

The topics covered in Year 10 are:

- Talking about myself and my family;
- Hobbies and leisure activities;
- School;
- My home / area and directions;
- Holidays.

Lessons are conducted in the target language whenever possible.

Vocabulary is regularly tested.

The four skills of Listening, Speaking, Reading and Writing skills continue to be developed.

There are terminal examinations in Listening and Reading in the summer of 2012.

During Year 10, pupils will complete two pieces of GCSE controlled assessment (one speaking and one writing). These pieces of work will count as part of their final GCSE grade.

It is advisable for students to have a good quality French dictionary (*Collins* produce a good range).

The following websites are useful for reinforcement / revision:

www.learnthings.co.uk (user ID: atherley; password: so160ab)

www.languagesonline.org.uk

www.bbc.co.uk/revision

www.linguascope.com (username: hantscs; password: romsey123)

YEAR 11

Students continue preparing for the Edexcel GCSE and use the text book: **Edexcel GCSE French**. The following themes are covered:

- Healthy living; food and drink;
- Shopping and travel arrangements;
- Jobs and work experience;
- The environment.

By the end of the Spring Term, they will have completed a second controlled Writing and Speaking assessment. (The controlled assessments in these skills amount to 30% each of the final examination).

There are examinations in Listening and Reading for all students in the summer of 2011.

Regular practice of past paper questions, in addition to **thorough** learning of key vocabulary and expressions, will enable each student to achieve his/her best possible grade.

Lessons continue to be conducted in the target language whenever possible, and the coursebook is supplemented with handouts, video and ICT.

Students are expected to have a good quality French dictionary (*Collins* produce a sound range).

The following websites are useful for revision:

www.learnthings.co.uk (user ID: atherley; password: so160ab)

www.languagesonline.org.uk

www.bbc.co.uk/revision

www.linguascope.com (username: hantscs; password:romsey123)

Please note:

Students can be entered at *either* Foundation or Higher Tier level for the Reading and Listening exams.

YEAR 12

Students studying AS French follow the Edexcel course and are issued with the textbook: **Élan**; this is supplemented with a number of other resources gathered from the Internet, newspapers and videos.

The topic areas covered at this level are:

- Youth, culture and concerns;
- Lifestyle, health and fitness;
- Education and employment;
- The world around us.

At AS, students are trained to work more independently. All GCSE grammar is thoroughly revised before more complex structures are introduced. Communication during lessons is nearly always in French.

At the end of Year 12, students take an oral exam based on one of the topic areas mentioned above, as well as a Reading, Listening and Writing exam.

It is beneficial for students to expose themselves to as much target language outside the classroom by trying to listen to some French radio, read the French news online, as well as watch French films.

YEAR 13

Students continue with the Edexcel specification for A2, following the **Edexcel A2 French** course book. The A2 themes are:

- Youth, culture and concerns;
- Lifestyle: health and fitness;
- The world around us;
- Education and employment;
- Customs, traditions, beliefs and religions;
- National and international events
- Literature and the arts.

Communication in the classroom is in French almost all the time and grammar learning is consolidated.

Students are exposed to the target language through a variety of media such as newspapers, films, literature and music.

Background reading and research is vital at this stage as students have a research-based essay to write in the final examination; it is also beneficial for the oral test which takes place in May 2011.

MODERN FOREIGN LANGUAGES - GERMAN

YEAR 9

We follow the coursebook **Logo 2**; this is supplemented with a workbook, which allows the students to reinforce the language encountered in lessons.

The topics covered are:

- Talking about myself and an introduction to the past tense;
- A past holiday and train travel;
- Illnesses and going to the doctor's;
- Food and mealtimes (this includes a German breakfast);
- Going on a journey.

In class, we aim to use the target language as much as possible.

Students will develop the four skills of Listening, Speaking, Reading and Writing and will be given regular vocabulary tests.

They will be taught grammar; by the end of Year 9, they should be using the present and perfect tenses confidently.

ICT is incorporated into lessons as are a number of different teaching methods such as: pair work, group work and language games. Useful websites for the students to use at home are:

www.linguascope.com (username: hantscs; password: romsey123)

www.languagesonline.org.uk

www.klar.co.uk (username:hantscs; password: florence)

YEAR 10

Students begin preparing themselves for the Edexcel GCSE. The main coursebook followed throughout the two years is **Logo 4**; this is used alongside: **Edexcel German GCSE**. Teaching is supplemented with handouts, the use of video, ICT and realia. Students will continue to build on the language and grammar they have studied in Year 9; this will involve hard work and dedication at all times!

The topics covered in Year 10 are:

- Myself and where I live;
- Free time and leisure activities;
- School;
- Holidays;
- Healthy living;
- Illnesses.

Lessons are conducted in the target language whenever possible.

Vocabulary is regularly tested.

The four skills of Listening, Speaking, Reading and Writing skills continue to be developed.

There are terminal examinations in Listening and Reading in the summer of 2012.

During Year 10, pupils will complete two pieces of GCSE controlled assessment (one speaking and one writing) These pieces of work will count as part of their final GCSE grade.

It is advisable for students to have a good quality German dictionary (*Collins* produce a good range).

The following websites are useful for reinforcement / revision:

www.learnthings.co.uk (user ID: atherley; password: so160ab)

www.languagesonline.org.uk

www.york.ac.uk/depts/educ/gcse

www.bbc.co.uk/revision

www.linguascope.com (username: hantscs; password: romsey123)

www.klar.co.uk (username: hantscs; password: florence)

YEAR 11

Students continue preparing for the Edexcel GCSE and use the text book **Logo 4**. The following themes are covered:

- Healthy lifestyle: exercise, drugs etc.;
- Work experience;

- Where I live (my area);
- Shopping

By the end of the Spring Term, they will have completed a second controlled Writing and Speaking assessment. (The controlled assessments in these skills amount to 30% each of the final examination).

There are examinations in Listening and Reading for all students in the summer of 2011.

Regular practice of past paper questions, in addition to **thorough** learning of key vocabulary and expressions, will enable each student to achieve his/her best possible grade.

Lessons continue to be conducted in the target language whenever possible, and the coursebook is supplemented with handouts, video and ICT.

Students are expected to have a good quality German dictionary (*Collins* produce a sound range).

The following websites are useful for revision:

www.learnthings.co.uk (user ID: atherley; password: so160ab)

www.languagesonline.org.uk

www.york.ac.uk/depts/educ/gcse

www.bbc.co.uk/revision

www.linguascope.com (username: hantscs; password:romsey123)

www.klar.co.uk (username: hantscs; password: florence)

Please note:

Students can be entered at *either* Foundation or Higher Tier level for the Reading and Listening exams.

YEARS 12 AND 13

Students studying AS German follow the Edexcel course and are issued with the textbook: *Zeitgeist*; this is supplemented with a number of other resources gathered from the Internet, newspapers and videos. The topic areas covered at this level are:

- Youth, culture and concerns;
- Lifestyle, health and fitness;
- Education and employment;
- The world around us.

At AS, students are trained to work more independently. All GCSE grammar is thoroughly revised before more complex structures are introduced. Communication during lessons is nearly always in German.

At the end of Year 12, students take an oral exam based on one of the topic areas mentioned above, as well as a Reading, Listening and Writing exam.

It is beneficial for students to expose themselves to as much target language outside the classroom by trying to listen to some German radio, read the German news online, as well as watch German films.

MODERN FOREIGN LANGUAGES - SPANISH

YEAR 7

All pupils in Year 7 begin studying Spanish. The *Así 1* course book is used.

In Year 7 pupils cover the first 6 units of *Así 1*. The topics covered are:

- Classroom language
- Introducing yourself
- Describing your family and pets
- Describing your town / local area
- Describing your house
- Free time activities

Equal importance is given to each of the four language skills of Listening, Speaking, Reading and Writing. Pupils are formally assessed at the end of each two units, but teachers will give more informal assessments such as vocabulary tests on a regular basis.

Teachers will use as much Spanish in lessons as possible and pupils are encouraged to practise the language whenever they can. A variety of teaching styles and resources are used to motivate pupils. For example, pair work, group work, games, activities using the IWB, ICT activities and language websites.

YEAR 8

Pupils in Year 8 continue with the Así 1 course book. The topics covered are:

- Snacks and drinks
- Daily routine
- My School
- In the tourist office
- Clothes and shopping
- Money

Equal importance is given to each of the four language skills of Listening, Speaking, Reading and Writing. In addition, pupils begin to look at grammar in a more formal way. Pupils are formally assessed at the end of each two units, but teachers will give more informal assessments such as vocabulary/verb tests on a regular basis.

Pupils are encouraged to communicate with each other and their teacher in Spanish whenever possible, and pair work, group work and interactive activities using the IWB and language websites are an integral part of lessons.

YEAR 9

Pupils in Year 9 use the Así 2 course book. The topics covered are:

- Holiday activities and routines
- At the doctor's
- Past holidays
- Eating habits and healthy lifestyles
- Family, jobs
- School rules, uniform and future plans

Equal importance is given to each of the four language skills of Listening, Speaking, Reading and Writing. Pupils will also learn how to form and use the past, present and future tenses. Pupils are assessed at the end of each two units, but teachers will give more informal assessments such as vocabulary/grammar tests on a regular basis.

Pupils are expected to communicate with each other and their teacher in Spanish whenever possible at this stage. Pupils are able to develop their skills through a range of activities such as games, surveys, pair work, group work and interactive activities using the IWB and language websites.

YEAR 10

Pupils who choose to do GCSE Spanish follow the Edexcel specification and course book. The topics covered are:

- Holidays and tourism
- Presenting yourself and finding your way around
- School
- Daily routine and using public services
- Education and work
- Leisure and free time

Equal importance is given to each of the four language skills of Listening, Speaking, Reading and Writing. Pupils will also consolidate their learning of the past, present and future tenses. During Year 10, pupils will do at least two pieces of GCSE controlled assessment (one speaking and one writing) These pieces of work will count as part of their final GCSE grade.

Spanish is used as much as possible in lessons by both pupils and teachers and pupils are encouraged to work more independently using the language skills they have been developing since Year 7.

YEAR 11

Year 11 pupils continue with the Edexcel GCSE course and are currently using the 'Listos 3' coursebook. Topics covered are:

- Holidays and making reservations for accommodation
- Transport and making travel arrangements
- Health
- The world of work
- Shopping

Equal importance is given to each of the four language skills of Listening, Speaking, Reading and Writing. During Year 11 pupils will complete do at least two more pieces of GCSE controlled assessment (one speaking and one writing) to add to the pieces they did in Year 10. These pieces of work will count as part of their final GCSE grade.

Spanish is used as much as possible in lessons by both pupils and teachers and pupils are encouraged to work more independently using the language skills they have been developing since Year 7. Pupils will also do a number of practice examination papers in order to prepare them for the terminal Listening and Reading examinations.

YEAR 12

Pupils who choose to do A Level Spanish follow the Edexcel specification and course book .The topics covered are:

- The role of the family in society
- Youth culture
- Health and lifestyle issues
- Tourism
- Education
- Changing attitudes to work and the role of women in society
- The media

Communication in the classroom is in Spanish almost all of the time and pupils learn more complex grammatical structures and cover all the major tenses in Spanish. Pupils are required to do back ground reading and research on each topic and to present information both in oral and written form. Pupils are exposed to the target language through a variety of media such as newspapers, films, literature and music.

YEAR 13

Pupils in Year 13 continue with the Edexcel specification and course book .The topics covered are:

- The environment
- Technology
- Human rights and equality
- National and international events
- Crime and punishment
- Literature and the arts.

Communication in the classroom is in Spanish almost all of the time and grammar learning is consolidated. Pupils are required to do back ground reading and research on each topic and to present information both in oral and written form. Pupils are exposed to the target language through a variety of media such as newspapers, films, literature and music.

MUSIC

YEAR 7

Autumn Term, 1st half - Pupils are introduced to/reminded of the basic Elements of music and focus on structures, including AABA form. They begin working in small groups as well as whole class projects.

Autumn Term, 2nd half– Variations form. Assessment piece is a funeral march with series of variations.

Spring Term, 1st half – Major and minor. Pupils sing and play music in both tonalities and then write their own compositions exploring what they have learned.

Spring Term, 2nd half – Working with chords. Pupils learn about harmonising a melody. They listen to and compose fanfares. They sing and play *Eleanor Rigby* and *Charley Marley*, a Caribbean folk song. They listen to music inspired by carnivals and appraise what they have heard.

Summer Term, 1st half – Voices in layers. Not using instruments, pupils sing and compose part-songs in small groups.

Summer Term, 2nd half – Ragtime music. Focusing on the work of Scott Joplin, pupils listen to, play, and compose ragtime tunes and learn about syncopations and vamps. They revise for their final exam at the end of term.

YEAR 8

Autumn Term, 1st half - Pupils learn about chords I, II, IV, V, and VI through listening, composing, and performing. Much focus on rock-and-roll music from the 1950s and scat singing.

Autumn Term, 2nd half– Using chords in songs. Pupils learn about accompaniments and backings and create their own harmonized Christmas carol, which can be performed at the school's carol service.

Spring Term, 1st half – Rondos and recurring structures. Through a variety of music ranging from Mozart to Poulenc, pupils learn the concept of rondo form and reinforce AABA and other structures they already know.

Spring Term, 2nd half – 6/8 and compound time. Pupils listen to, perform, and compose music in compound time, focusing largely on the music from Ireland. They use computer software to compose their own jigs.

Summer Term, 1st half – Textures and timbres of Japan. Pupils use graphic notation to learn about the traditional Japanese theatre music and compose their own piece of ceremonial Gagaku music. Computer software can be used to sequence the different sound layers.

Summer Term, 2nd half – Studying a baroque concerto. Pupils focus on Vivaldi's *Lute Concerto in D*, learning to play arrangements of two of the movements. They learn about ritornellos form and improvise within a set chord progression.

YEAR 9

Autumn Term, 1st half – Pupils learn about 5 and 7 time. They sing *Everything's Alright* and play *Pentaseven* or *Tubular Bells*. They compose their own piece in 5/8 time (may be using computer software).

Autumn Term, 2nd half– Ground bass variations. Pupils perform and listen to *Time Lapse*, then compose their own pieces with similar characteristics. They appraise other ground bass pieces and perform an arrangement of Pachelbel's *Canon*.

Spring Term, 1st half – Vocal chant. Pupils listen to a variety of chants then sing and play *Prabhujee* by Ravi Shankar. They appraise *Song for Athene* and write their own meditation chant in small groups. They improvise using non Western scales.

Spring Term, 2nd half – Samba Batacuda. Pupils play a range of percussion instruments and learn an arrangement of the samba. They sing and play *Twist in My Sobriety* and then write their own samba parts to *Carnival Samba*. They appraise percussion music from other cultures.

Summer Term, 1st half – What is a motif? Focusing on Beethoven's Fifth Symphony and the minimalist works of Phillip Glass, pupils learn about motifs. They play an arrangement of both composers' works and write their own compositions based on motifs.

Summer Term, 2nd half – Gospel music. Pupils learn about the roots of gospel and then perform and listen to *Noyana*. They learn about harmonization and play an arrangement of *Country Boy Blues*. They revise for their final exam at the end of term.

YEAR 10

Throughout the year, pupils develop skills in basic music theory, applying them practically in performance and compositions, as well as through appraisal of set works from the anthology. Deadlines are set for compositions, which must be based on the four Areas of Study prescribed by Edexcel. Pupils study six or more of the anthology pieces and do practice questions based on these pieces. When learning the anthology pieces, pupils will often perform the works, or part of them.

Class performances are arranged, usually one per term, during which pupils perform for each other. These performances can be used for their coursework if they are up to the correct standard.

YEAR 11

Throughout the year, pupils continue developing their skills in basic music theory, applying them practically in performance and compositions, as well as through appraisal of set works from the anthology. Deadlines are set for compositions, which must be based on the four Areas of Study prescribed by Edexcel. Pupils study the remaining anthology pieces and do practice questions based on these pieces. Set works from last year are revised. When learning the anthology pieces, pupils will often perform the works, or part of them. Class performances are arranged, usually one per term, during which pupils perform for each other. These performances can be used for their coursework if they are up to the correct standard. Coursework is expected to be completed by the end of the Spring Term.

YEARS 12 AND 13

Pupils choose a course of study that is suited to their own musical skills and ability. Work begins in Year 12 on the set works from the anthology that are prescribed for that year. New works are set for Year 13 and the pupils learn to analyse and discuss these works in greater detail as the course progresses. Performance deadlines are set for both years and a recital is held in the Spring Terms for publicly performing the material for Modules 1 and 4 (performing). Pupils begin learning the skills for the technical studies paper and develop a bank of skills for their compositions (the stimulus for these is chosen by the pupil to suit their own experience).

MUSIC TECHNOLOGY

AS COURSE DESCRIPTION

AUTUMN TERM

The course begins with an introduction to all the new pieces of software and equipment that will be used. Although some pupils will be moderately familiar with some of this many will not be aware of the 'capabilities' of the software. The sequenced performance is the first piece of coursework to be started and after some practice exercises to develop creativity ready pupils begin working on the arrangement task in Autumn 2. Pupils begin with simple recording tasks to learn the recording chain (and equipment) and gradually do more complex tasks learning about mic placement for a variety of instruments. In Autumn 2 they begin to look at the mysteries of EQ and compression.

Pupils will also begin with an overall historical perspective of the development of popular music and begin to realise the wide range of styles that are covered. They will then begin to identify the wide range of possible questions that could be asked from technological to musical. Pupils then begin to look in more detail to identify musical features for particular styles and learn to identify a range of production features. In Autumn 2 they begin to look in more detail at the year's set styles.

SPRING TERM

By the spring term their sequenced performance and arrangement tasks should be well progressed and the pupils should have developed enough skills to begin their multi-track recording. Pupils are strongly urged to make full use of their study periods to work on coursework, indeed it is often advisable to do sessions out of school time to get optimum conditions for recording sessions. All coursework should be complete by Easter, requiring only minor 'tweaks' before posting. Pupils continue listening to a wide range of popular styles, identifying musical and production features. They will begin to do practice exam questions to become familiar with the range of question types.

SUMMER TERM

After coursework has been posted pupils normally only have a couple of weeks before the exam. These weeks are spent revising and doing practice papers.

In Summer 2 pupils begin to develop their composition skills and experiment with new uses of technology they didn't have time for during the AS course, these experiments could form the basis of the A2 composition coursework. They also practice the ability to work out how a song goes, by ear.

A2 COURSE DESCRIPTION

AUTUMN TERM

Pupils should arrive with a portfolio of exciting new ideas for compositions, on seeing the set tasks they can then decide which ideas can be used to form the basis of the composition coursework.

Pupils also start the sequenced performance which has to be worked out by ear.

Pupils will begin to study for the production exam. Firstly they will look at importing audio files and editing these in a 'corrective' manner then they will gain more practice at editing in a 'creative' manner. They will begin to study the development of music technology and how it has affected the development of music.

SPRING TERM

Pupils should be well progressed with their sequenced performance and composition coursework and have a plan of action for their multi-track recording. All coursework should be complete by Easter with only the need for minor 'tweaks'. In the later weeks of this term there will be a far greater emphasis on the 'mixing' of all 3 pieces of coursework.

The pupils will continue work towards the production exam with practice tasks to get them used to as wide a range of 'faults' in the original audio file as possible.

SUMMER TERM

After posting the coursework pupils normally have just over a month before their exam. This time is spent with revision, practice tasks and papers.

AS MUSIC TECHNOLOGY

Sequenced Realised Performance

Create an accurate musical realisation of a popular style piece from a score and recording. This will be done using sequencing software controlling MIDI data and possibly Audio samples. Whilst not essential, adequate keyboard skills will make this task much easier.

Multi-Track Recording

Record a 2-4 minute song in a prescribed popular style. It will be marked according to capture of sound, it's processing and mixing of the tracks. It will use at least 8 tracks.

Creative Sequenced Arrangement

Create 2-3 minute original arrangement (or cover) of a popular style piece. This will probably be completed in sequencing software controlling MIDI data and possibly Audio samples. Whilst not essential, adequate keyboard skills will make this task much easier.

Listening and Analysing

Questions will assess the pupils knowledge of '*Popular styles of Music since 1910*' and '*The Principles and Practice of Music Technology*'. It will test in more detail the pupils understanding of two special focus styles (these will change each year).

A2 MUSIC TECHNOLOGY

Sequenced Integrated Performance

Create an accurate musical realisation of a popular style piece from a recording only. This will be done using sequencing software controlling MIDI data and requires additional Audio tracks to be recorded for vocals.

Multi-track Recording

Record a 3-5 minute song in a prescribed popular style. It will be marked according to capture of sound, it's processing and mixing of the tracks. It will use between 12 and 24 tracks.

Composing using Music Technology

Compose a 3-4 minute piece according to a choice of set briefs. The composition will be marked according to both musical criteria and the 'creative' use of technology.

Analysing and Producing

Pupils will be given an Audio CD with a series of music files that need to be imported into a sequencing program. They will analyse the files, for example identifying 'mistakes' or identifying a particular method. They will also need to produce a final stereo mix of these tracks.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP

YEAR 7

Aims

HCS recognises the importance of PSHE and Citizenship within the curriculum, in attempting to nurture a desire for healthy living in all pupils, and to make informed choices within their own lives. HCS work towards empowering pupils to have a sense of their own identity and present themselves confidently in a range of situations, to be able recognise influences, pressures and sources of help and respond to them appropriately. Pupils are encouraged to think about the alternatives and long and short term consequences when making decisions about personal health and be able to use assertiveness skills to resist unhelpful pressure.

Pupils will cover the following topics in Year 7:

- **Introduction to PSHE and Citizenship at HCS**
 - Team Building Games
 - Homework
- **Communication**
 - Co-operation / differences
 - Friendships and responsibilities
 - Identity
 - Bullying
- **Family Life**
- **Health**
 - Personal care (hygiene)
 - Puberty
 - Personal safety around roads, water, fire & strangers
 - Recognise some key people and services
 - Smoking
 - Alcohol & Drugs
 - Taking control
- **Appropriate / Anti-social behavior**
 - Social / Local Issues
 - Crime and punishment
- **Study skills**

From time to time, there may be a need to make changes to the curriculum, to respond to current and local issues.

YEAR 8

Aims

HCS recognises the importance of PSHE and Citizenship within the curriculum, in attempting to nurture a desire for healthy living in all pupils, and to make informed choices within their own lives. HCS work towards empowering pupils to have a sense of their own identity and present themselves confidently in a range of situations, to be able recognise influences, pressures and sources of help and respond to them appropriately. Pupils are encouraged to think about the alternatives and long and short term consequences when making decisions about personal health and be able to use assertiveness skills to resist unhelpful pressure.

Pupils will continue with their ASDAN qualification. They will progress from Bronze through to Silver (level1), and finally Gold (level 2). The latter award is an approved GCSE.

Pupils will cover the following topics in Year 8:

- **Records of Achievement**

- **Equal Opportunities**
 - Gender
 - Job opportunities
 - Breaking down Barriers
 - Give me a chance
 - Understanding Disability
 - Racism
- **Self Esteem**
 - Self Respect/Esteem
- **Charity - Barnardos**
- **The Real Game**

- **Health responsibilities**
 - Smoking
 - Alcohol
 - Discussion
- **Year Review**

This year, pupils will be introduced to, a nationally recognised award scheme (ASDAN). They will progress through the Certificate of Personal Effectiveness, resulting in the completion of a GCSE equivalent, awarded as a grade B.

From to time there may be a need to make changes to the curriculum to respond to current and local issues.

YEAR 9

Aims

HCS recognises the importance of PSHE and Citizenship within the curriculum, in attempting to nurture a desire for healthy living in all pupils, and to make informed choices within their own lives. HCS work towards empowering pupils to have a sense of their own identity and present themselves confidently in a range of situations, to be able recognise influences, pressures and sources of help and respond to them appropriately. Pupils are encouraged to think about the alternatives and long and short term consequences when making decisions about personal health and be able to use assertiveness skills to resist unhelpful pressure.

Pupils will cover the following topics in Year 9:

- **Introduction to Year 9 PSHE – pupil involvement in curriculum**
- **Preparation for Making Career Choices**
- **Healthy Living – Lifestyles**
 - Mental Health
 - Physical Health
 - Physical Growth
- **Citizenship - The Community**
 - Increase awareness of local community
 - Charity Team Challenge
- **Sex & Relationships education**
 - SRE - Puberty – visit from the SRE Nurse
 - *Conception and pregnancy,*
 - *contraception, STI's*
 - SRE - Differences in Gender
 - SRE - Choices
 - Marriage
- **Conflict**
- **Recognising emotions**
 - Relationships, myself and emotions
- **Health**
 - Alcohol

- Drugs CD ROM
- Drugs Quiz
- Drugs debate
- **Laws and young people**
 - Justice
- **Revision skills**

From time to time, there may be a need to make changes to the curriculum, to respond to current and local issues.

YEAR 10

Aims

HCS recognises the importance of PSHE and Citizenship within the curriculum, in attempting to nurture a desire for healthy living in all pupils, and to make informed choices within their own lives. HCS work towards empowering pupils to have a sense of their own identity and present themselves confidently in a range of situations, to be able recognise influences, pressures and sources of help and respond to them appropriately. Pupils are encouraged to think about the alternatives and long and short term consequences when making decisions about personal health and be able to use assertiveness skills to resist unhelpful pressure.

Pupils will cover the following topics in Year 10:

- **Work Related Activities**
 - Planning and writing a CV
 - Careers file
- Safety over the Christmas period
- **Healthy Living – Lifestyles**
 - Making decisions about personal health:
 - Look for accidents that have been reported in newspapers over a period of time. Identify the most common types of accidents and suggest ways they could be avoided.
 - *Research one of the following health related topics and present key findings.*
 - Drugs
 - Alcohol
 - Stress / time management
 - Safe Sex – Contraception / STI's
- **Beliefs and Ethics**
 - Challenging racism and discrimination
 - Respect for all: Refugees and human rights
- **Reminder of risks of Sunbathing**
- **Y11 Work Experience**
 - Planning and writing a letter of application
 - Interviews

From time to time, there may be a need to make changes to the curriculum, to respond to current and local issues.

YEAR 11

Aims

HCS recognises the importance of PSHE and Citizenship within the curriculum, in attempting to nurture a desire for healthy living in all pupils, and to make informed choices within their own lives. HCS work towards empowering pupils to have a sense of their own identity and present themselves confidently in a range of situations, to be able recognise influences, pressures and sources of help and respond to them appropriately. Pupils are encouraged to think about the alternatives and long and short term consequences when making decisions about personal health and be able to use assertiveness skills to resist unhelpful pressure.

Pupils will cover the following topics in Year11:

- **Year 11 Work Experience**
 - Any further letters of application
 - Interviews

- **Careers choices at Year 11**
 - Personal Goals
- **Revision Skills / planning for mocks**
- **Safety over the Christmas period – reminder of last year.**
- **SRE advisor – Contraception and STI's**
- **Personal Safety**
 - Influences and pressures
 - Assertiveness skills to resist unhelpful pressure
- Causes, symptoms and treatments for **stress and depression**, and to identify strategies for prevention and management
- **Financial tools and services**, including budgeting and saving, in managing personal money
- **Revision skills**
- **Year 11 Work Experience - preparation**

From time to time, there may be a need to make changes to the curriculum, to respond to current and local issues.

PSYCHOLOGY (A2)

AUTUMN TERM

Relationships

The formation, maintenance and breakdown of romantic relationships
 Human reproductive behaviour - sexual selection - parental investment
 Effects of early experience and culture on adult relationships

Aggression

Social psychological approaches to explaining aggression - learning theory – deindividuation - institutional aggression
 Biological explanations of aggression - neural and hormonal mechanisms - genetic factors
 Aggression as an adaptive response - evolutionary explanations - explanations of group display

Eating behaviour

Factors influencing attitudes to food and eating behaviour
 Biological explanations of eating behaviour
 Eating disorders - Psychological explanations - Biological explanations

SPRING TERM

Eating Behaviour

Eating disorders - Psychological explanations - Biological explanations

Psychopathology

Anxiety disorders (obsessive compulsive disorder)
 Clinical characteristics of OCD - classification and diagnosis, including reliability and validity
 Biological explanations – genetics - biochemistry
 Psychological explanations – behavioural - cognitive, - socio-cultural
 Biological therapies - appropriateness - effectiveness
 Psychological therapies – behavioural - cognitive-behavioural - appropriateness - effectiveness

The Psychology of Addictive Behaviour

Models of addictive behaviour
 Biological, cognitive and learning models - initiation - maintenance - relapse
 Explanations for specific addictions - smoking - gambling
 Factors affecting addictive behaviour - vulnerability - self-esteem - attributions - social context
 The role of media in addictive behaviour
 Reducing addictive behaviour - models of prevention - reasoned action - planned behaviour
 Types of intervention – biological - psychological, legislation - effectiveness

SUMMER TERM

Psychological Research and Scientific Method

The application of scientific method in psychology

Designing psychological investigations

Data analysis and reporting on investigations

Exam preparation – Exam

PHYSICAL EDUCATION

YEAR 7

Year 7 have one 55 minute PE lesson per week. They follow a diverse range of inclusive activities throughout the year, specifically; basketball, lacrosse, badminton, gymnastics, athletics and orienteering. These promote physical, cognitive, social and moral development. They will learn to communicate within a team to work towards a common goal, learning basic skills, techniques (both specific to each activity and transferable) and rules in order to experience a challenging and stimulating learning environment. Knowledge and understanding will be basic and specifically aimed towards learning core skills. Each term pupils will record their flexibility with the sit and reach test. They will also record their cardiovascular fitness by performing the multistage fitness test. The Year 7 PE booklet will be used to aid coaching, underline learning objectives and help with recording and analysis of results. First Aid will be taught, so that pupils could provide immediate care, if ever in the situation.

During games (1 hour 50 min), Year 7 will study rugby, hockey and cricket for the boys, and hockey, netball, and rounders for the girls.

YEAR 8

Year 8 also follow a diverse range of inclusive activities throughout the year, specifically; basketball, lacrosse, badminton, gymnastics, volleyball, softball, tennis athletics and orienteering. They have two 55 minute periods per week. These promote physical, cognitive, social and moral development. Pupils are expected to advance the skills that they learnt in Year 7. They will learn to communicate within a team to work towards a common goal, learning basic skills, techniques (both specific to each activity and transferable) and rules in order to experience a challenging and stimulating learning environment. Knowledge and understanding will be basic and specifically aimed towards learning core skills. Each term pupils will record their flexibility with the sit and reach test. They will also record their cardiovascular fitness by performing the multistage fitness test.

During games, Year 8 will study rugby, hockey and cricket for the boys, and hockey, netball, and rounders for the girls.

YEAR 9

Year 9 follow a similar programme to Year 8 (two 55min periods per week) with the addition of ultimate frisbee. Although a similar programme is followed in terms of sports, more advanced tactics and techniques are taught. More emphasis is given to analysis of performance.

During games (1 hour 50 minutes per week), Year 9 will study rugby, hockey, football, tennis, and cricket for the boys, and hockey, netball, rounders and tennis for the girls. More choice is given regarding the activities pupils participate in; this is extended in Year 10 and 11.

YEARS 10 AND 11

The Edexcel GCSE course is followed by those opting to take it. This comprises of two components. 40% of the marks are awarded to the theory component and 60% to the practical component. Pupils attend one practical lesson, one theory lesson and one tutorial lesson per week. During the theory component pupils learn about 'healthy active lifestyles'. This includes some contemporary issues and anatomy and physiology. The practical lessons are used for pupils to practise one of their 4 chosen sports and learn how to coach or officiate. The tutorials are flexible lessons where theory, practical or analysis of performance occurs. The entire course is studied in Year 10 and is reviewed in Year 11.

Core PE lessons are also taught. Half the year group attends at any one time, giving the possibility to offer more choice. In term 1 pupils may choose one of basketball, football, lacrosse or dance. In Term 2 the choice is trampoline, tag-rugby, badminton or dance. In Term 3 the choice is between Tennis, cricket, athletics and volleyball. Pupils are expected by this stage to be able to lead sports specific warm ups for their chosen activity.

During games (1 hour 50 minutes per week), Year 10 boys are expected to follow a programme of rugby, hockey and cricket, whilst the girls play hockey, netball and rounders. Groups tend to be set so that squad practices take place separately from the other group. Equal staffing and expertise is, however, given to both groups.

Year 11 have much more choice during games, as they share their games afternoon with the sixth form. There are usually around 8 sports per term for pupils to choose from. These will include school 1st team squads.

YEARS 12 AND 13

A2 and AS physical education are taught in the Sixth Form. The theory component is taught by three staff from the department, each with their own area of expertise. Three 55 minute lessons are taught to cover these areas including, anatomy, exercise physiology, acquisition of skill, sport psychology, contemporary issues, and history of sport. A further 55min lesson is used to practice the practical element of the course. A fifth 55 min lesson is then used as a tutorial period, where some areas are looked into in more depth, analysis of performance is developed and where pupil concerns regarding the course are answered. Pupils need to offer two sports at AS, but only one at A2. During games afternoons (1 hour 50 minutes per week), the Sixth Form have a similar range of options to those of Year 11, normally around 8 choices.

Pupils are encouraged to participate and a vast majority of pupils do. Strong 1st team squads are coached by well qualified, experienced coaches in all our major sports. External experts are also brought in to augment the programme.

The Sixth Form also have the opportunity to take the 'Community Sports Leaders Award' (CSLA). This is taught during one period per week, but includes these Sixth Formers helping coach younger children at different times during the week. Students learn some rudimentary teaching, coaching and sports organisational skills. Many of our Sixth Form pupils have become excellent coaches and assist in the schools extensive activities programme.

PSYCHOLOGY

YEAR 12 - AS

AUTUMN TERM

Cognitive psychology - Memory

Memory models – Multi store model – Working memory model

Memory in everyday life – Eye witness testimony – Misleading questions/Cognitive interview –

Memory improvement strategies

Developmental psychology – Attachment

Explanations of attachment – Types of attachment- Cultural variations – Disruption of attachments – Failure to form attachments

Attachment in everyday life – Impact of day care on development – Implications of research into attachment on day care

Research methods

Methods and techniques – experiments - correlations – observations – self reporting – case studies

SPRING TERM

Research methods

Investigations design – Aims – Hypotheses – Designs – Variables – Reliability and validity – Ethics - Sampling

Data analysis and presentation – Statistics – Measures of central tendency and dispersion – analysis of correlational data – content analysis

Biological psychology - Stress

Stress as a bodily response – Bodies physiological response to stress – Stress related illness and the immune system

Stress in everyday life – Life changes daily hassles – Workplace stress – Personality factors – Coping strategies – Stress management techniques

Social psychology - social influence

Social influence – Types of conformity – Explanations of why people conform – obedience - Explanations of why people obey

Social influence in everyday life – Independent behaviour – Individual difference – Implications for social change

SUMMER TERM

Individual difference – Psychopathology

Defining and explaining psychological abnormality – Definitions - Limitations – Biological and psychological approaches

Treating Abnormality – Biological therapies – Psychological therapies

Exam preparation - Exam

RELIGIOUS STUDIES

AT KS3

The syllabus at KS3 is constructed to support the progression of pupils' learning from a start point of enquiry, through contextualisation, evaluation, communication and finally the application of their own responses.

YEAR 7

In this year, the pupils' syllabus will be as follows: Pupils will study the concepts of survival, community, rite of passage, code of law, commemoration, remembrance and truth, truth, tradition and the sacred through the medium of an imaginary uninhabited island upon which they are trapped. The story unfolds within the time scale of 500 years. An enquiry into some of important concepts within Buddhism and an exploration into how these concepts are contextualised within the Buddha's life and teaching. The environment and the sacred, exploring the key concepts of myth, stewardship, the Dreamtime and the sacred and evaluating the importance of these concepts and their significance in the modern world.

YEAR 8

The syllabus for Year 8 is as follows: A study of the key concepts within Islam and the way in which they are expressed within its beliefs and practices and the relevance of these concepts for Muslims growing up in non-Muslim societies. An enquiry into the concepts of creation and injustice in the context of the work of Christian Aid. An exploration of how different people have fought for equality, justice and freedom through a comparison of the lives, work and beliefs of Martin Luther King and Malcolm X.

YEAR 9

In Year 9, the syllabus consists of: An enquiry into key concepts within Christian thought, The Christian vision, The Nicene Creed, the Trinity, Christ, reconciliation, sacrament and discipleship. Exploring ways in which these concepts form the basis of Christian beliefs, practices and actions in the modern world. Answering the question - *Does God Exist?* A critical examination of the different ways of knowing God (empirical, rational, numinous experience, mystical experience and conscience) and an evaluation of the evidence gained. The changing face of religion and its survival, an investigation into the concepts of religiousness, religious change, new religious movements and religious cults.

GCSE: YEARS 10 AND 11

At GCSE pupils follow the two year OCR syllabus in Philosophy and Applied Ethics (R.S.). There are two units of study in Year 10: Philosophy Unit 1 – Beliefs about Deity, Religious and Spiritual Experience and The End of Life and Ethics Unit 1 – Religion and Human Relationships, Religion and Medical Ethics and Religion, Poverty and Wealth. The final two units of study are covered in Year 11:

Philosophy Unit 2 – Good and Evil, Religion, Reason and Revelation and Religion and Science. Ethics Unit 2 comprises of: Religion, Peace and Justice, Religion and Equality and Religion and the Media. The final examination is comprised of four papers, each lasting one hour. There are no controlled assessments or coursework for this subject.

AS

At AS Level, students follow the Edexcel syllabus and study two units which are examined externally at the end of their AS year. The first of these units explores the areas of Philosophy of Religion, which comprises the study of philosophical arguments about the existence of God and selected problems in the philosophy of religion and Ethics and ethical theory. In the second unit, students undertake a personal investigation into an area of applied ethics which is then assessed by external examination.

A2

At A2 level, students build upon the knowledge which they have gained at AS, studying a further unit which focuses upon philosophical arguments about the existence of God and selected problems in philosophy of religion. In the final unit, Implications, students focus upon the implications of certain aspects of the philosophy of religion in terms of how far particular beliefs and values might affect people's understanding or awareness of religion and human experience.

SCIENCE

KEY STAGE 3: YEARS 7, 8 AND 9

Aims and Purposes

Offers opportunities for pupils to:

- build on their scientific knowledge and understanding from key stage 2 and make connections between different areas of science;
- use scientific ideas and models to explain phenomena and events;
- understand a range of familiar applications of science;
- think about the advantages and drawbacks of scientific and technological developments for the environment and in other contexts, considering the reasons for different opinions;
- carry out investigations of different types, on their own and in groups, making use of reference sources and evaluating their work;
- communicate what they did and its significance;
- learn how scientists work and the importance of experimental evidence in supporting scientific ideas.

Content of science at key stage 3

In the programme of study for science, the content is set out in a sequence of statements covering:

- scientific enquiry (Sc1);
- life processes and living things (Sc2);
- materials and their properties (Sc3);
- physical processes (Sc4).

GCSE: YEAR 10

CORE SCIENCE

In addition to the topics outlined below, Core Science includes the study of 'How Science Works'. This unit is incorporated into normal lessons and is the basis of the Coursework Assessment. (See end)

Biology (Units 1)

Pupils complete the study of the following topics:

Unit 1

- How do human bodies respond to changes inside them and their environment?
- What can we do to keep our bodies healthy?
- How do we use/abuse medical and recreational drugs?
- What causes infectious diseases and how can our bodies defend themselves against them?
- What determines where particular species live and how many of them there are?

- What causes variation? How do we produce animals and plants with the characteristics we prefer?
- What causes extinction and how do new species develop?
- How do humans affect the environment?

Chemistry (Units 1)

Pupils complete the study of the following topics:

Unit 1

- How do rocks provide building materials?
- How do rocks provide metals and how are metals used?
- How do we get fuels from crude oil?
- How are polymers and ethanol made from oil?
- How can plant oils be used?
- What are the changes in the Earth and its atmosphere?

Physics (Unit 1)

Pupils complete the study of the following topics:

Unit 1

- How is heat transferred and what factors affect the rate at which it is transferred?
- What is meant by the efficient use of energy?
- Why are electrical devices so useful?
- How should we generate the electricity we need?
- What are the uses and hazards of the waves that form the electromagnetic spectrum?
- What are the uses and dangers of emissions from radioactive substances?
- What do we know about the origins of the Universe and how it continues to change?

SEPARATE SCIENCES

The pupils following this course study the same units as Core Science , but in addition they will also begin to study Unit 2 of all three sciences. However, Unit 2 is not externally assessed until the end of Year 11. Pupils also study the unit 'How Science Works' and this unit is incorporated into normal lessons and is the basis of the Coursework Assessment.

Biology

Unit 2

- Cells
- Diffusion and Osmosis
- Photosynthesis
- Food production
- Nutrient Cycles

Chemistry

Unit 2

- Particle theory and Atomic structure
- Bonding and structure formation
- Molecular equations and Moles

Physics

Unit 2

- Velocity and Acceleration
- Forces in Action
- Momentum
- Energy transformations in motion
- Electrostatics
- Electrical components and instruments

SCIENCE YEAR 10 SEPTEMBER 2010-11

SUBJECT	NATURE OF COURSE WORK	% total based on c/w	TIME ALLOCATION	PRESENTATION REQUIREMENTS
Core Science	In the form of Practical Skills Assessment (PSA) and Investigative Skills Assignments (ISA). Candidates will carry out a number of the Assignments but only the best mark is submitted to the exam board.	25%	Time allocated in lessons. PSA's are assessed during normal practical work & the ISA's are taken in a science lesson.	Hand written and hand drawn graphs are required. Pupils also sit a 45 minute exam paper based on each of the practical tasks.
Separate Sciences	<p>Biology – Practical Skills Assessment (PSA) & Investigative Skills Assignments (ISA)</p> <p>Chemistry – Practical Skills Assessment (PSA) & Investigative Skills Assignments (ISA)</p> <p>Physics – Practical Skills Assessment (PSA) & Investigative Skills Assignments (ISA)</p> <p>Candidates will carry out a number of the Assignments but only the best mark is submitted to the exam board.</p>	25% 25% 25%	Time allocated in lessons. PSA's are assessed during normal practical work & the ISA's are taken in a science lesson.	Hand written and hand drawn graphs are required. Pupils also sit a 45 minute exam paper based on each of the practical tasks.

GCSE: YEAR 11

ADDITIONAL SCIENCE

In addition to the topics outlined below, unit 2 (Additional Science) includes the study of 'How Science Works'. This unit is incorporated into normal lessons and is the basis of the Coursework Assessment. (See end)

Biology (Unit 2)

Unit 2

- Cells
- Diffusion and Osmosis
- Photosynthesis
- Food production
- Nutrient Cycles
- Enzymes
- Homeostasis
- Inheritance

Chemistry (Unit 2)

Pupils study the following topics:

Unit 2

- Particle theory and Atomic structure
- Bonding and structure formation
- Molecular equations and Moles

Physics (Unit 2)

Pupils study the following topics:

Unit 2

- Velocity and Acceleration
- Forces in Action
- Momentum
- Energy transformations in motion
- Electrostatics
- Electrical components and instruments

Therefore, at the end of Year 11 all pupils will have completed Unit 1, for all three sciences, plus the coursework section and have completed Unit 2, for all three sciences, plus the Unit 2 coursework assessment.

All pupils will therefore be awarded two grades in Science in August; one for Core Science & one for Additional Science.

SEPARATE SCIENCES

The pupils following this course will complete the study of Unit 2, started in Year 10, and this unit will be externally examined in June. To achieve three separate sciences the pupils must also study Unit 3 of all three sciences. Pupils also study the unit 'How Science Works' and this unit is incorporated into normal lessons and is the basis of the Coursework Assessment for both Units 2 & 3.

Biology

Pupils will complete the study of:

Unit 2

- Cells
- Diffusion and Osmosis
- Photosynthesis
- Food production
- Nutrient Cycles
- Enzymes
- Homeostasis
- Inheritance

Unit 3

- How materials get into organisms?
- Heart & blood
- The effects of exercise
- Kidneys
- Using microorganisms

Chemistry

Pupils will complete the study of:

Unit 2

- Particle theory and Atomic structure
- Bonding and structure formation
- Molecular equations and Moles

Unit 3

- Periodic Table
- Acids & Alkalis
- Water
- Chemical Reactions

- Identifying & analysing substances

Physics

Pupils will complete the study of:

Unit 2

- Velocity and Acceleration
- Forces in Action
- Momentum
- Energy transformations in motion
- Electrostatics
- Electrical components and instruments

Unit 3

- Forces
- Affecting light
- Sound & Ultrasound
- Generators & Transformers
- History of Stars

Therefore, at the end of Year 11 all pupils will have completed unit 1, unit 2 & unit 3, for all three sciences plus the coursework unit for each science.

All pupils will therefore be awarded three grades in August ; one for each of the three sciences.

YEAR 11 2010-11

SUBJECT	NATURE OF COURSE WORK	% total based on c/w	TIME ALLOCATION	PRESENTATION REQUIREMENTS
Additional Science	In the form of Practical Skills Assessment (PSA) and Investigative Skills Assignments (ISA). Candidates will carry out a number of the Assignments but only the best mark is submitted to the exam board.	25%	Time allocated in lessons. PSA's are assessed during normal practical work & the ISA's are taken in a science lesson.	Hand written and hand drawn graphs are required. Pupils also sit a 45 minute exam paper based on each of the practical tasks.
Separate Sciences	Biology – Practical Skills Assessment (PSA) & Investigative Skills Assignments (ISA) Chemistry – Practical Skills Assessment (PSA) & Investigative Skills Assignments (ISA) Physics – Practical Skills Assessment (PSA) & Investigative Skills Assignments (ISA) Candidates will carry out a number of the Assignments but only the best mark is submitted to the exam board.	25% 25% 25%	Time allocated in lessons. PSA's are assessed during normal practical work & the ISA's are taken in a science lesson.	Hand written and hand drawn graphs are required. Pupils also sit a 45 minute exam paper based on each of the practical tasks.

BIOLOGY AS and A2: YEARS 12 AND 13

COURSE OVERVIEW – AQA

AS Examination – 1411

Unit 1 - Biology and disease – BIOL1

Disease may be caused by infectious pathogens or may reflect the effects of lifestyle. This unit focuses on the cell, the digestive system, the lungs, the heart and the immune system.

Unit 2 - The variety of living organisms – BIOL2

Living organisms vary and this variation is influenced by genetic and environmental factors. This unit focuses on DNA as an information-carrying molecule. Its sequence of bases determines the structure of proteins, including enzymes. Similarities and differences in DNA results in genetic diversity. The variety of life is extensive and this is reflected in similarities and differences in both biochemical basis and cellular organisation.

Unit 3 – Investigative and practical skills in AS Biology – BIOL3

This unit will address the following aspects of the AS subject criteria. The ability to:

- demonstrate and describe ethical, safe and skilful practical techniques, selecting appropriate qualitative and quantitative methods
- make, record and communicate reliable and valid observations and measurements with appropriate precision and accuracy
- analyse, interpret, explain and evaluate the methodology, results and impact of their own and others' experimental and investigatory activities in a variety of ways.

A2 Examination – 2411

Unit 4 - Populations and environment – BIOL4

Living organisms form structured communities within dynamic but essentially stable ecosystems through which energy is transferred and chemical elements are cycled.

Humans are part of the ecological balance and their activities affect it both directly and indirectly. Consideration of these effects underpins the content of this unit and should lead to an understanding that sustainability of resources depends on effective management of the conflict between human needs and conservation.

Unit 5 - Control in cells and in organisms – BIOL5

Multicellular organisms are able to control the activities of different tissues and organs within their bodies. They do this by detecting stimuli and stimulating appropriate effectors: plants use specific growth factors; animals use hormones, nerve impulses or a combination of both. By responding to internal and external stimuli, animals increase their chances of survival by avoiding harmful environments and by maintaining optimal conditions for their metabolism.

Consideration of control mechanisms underpins the content of this unit. Students who have studied it should develop an understanding of the ways in which organisms and cells control their activities. This should lead to an appreciation of common ailments resulting from a breakdown of these control mechanisms and the use of DNA technology in the diagnosis and treatment of human diseases.

Unit 6 – Investigative and practical skills A2 Biology – BIOL6

This unit will address the following aspects of the A2 subject criteria. The ability to:

- demonstrate and describe ethical, safe and skilful practical techniques, selecting appropriate qualitative and quantitative methods
- make, record and communicate reliable and valid observations and measurements with appropriate precision and accuracy
- analyse, interpret, explain and evaluate the methodology, results and impact of their own and others' experimental and investigatory activities in a variety of ways.

CHEMISTRY AS AND A2: YEARS 12 AND 13

COURSE OVERVIEW - OCR

AS Exam H034

Unit F321: Atoms, Bonds and Groups

This unit contains the basic concepts of chemistry. The electronic structure of atoms, molecules and ions is studied and then linked to the periodic table and reactivity. The basic chemistry of group I, group VII and acids and alkalis are used to illustrate these points. Students also develop an ability to calculate amounts of substance reacting.

Unit F322: Chains, Energy and Resources

Unit 2 begins with an introduction to organic chemistry. The following classes of compounds are studied: alkanes, alkenes, alcohols and carbonyl compounds. Students then learn to interpret the results of various analytical techniques.

The rate and equilibria of a reaction are important industrial considerations. Students learn how to control the rate and equilibrium position of a reaction and undertake various calculations of the energy changes associated with a reaction.

The unit finishes with a study of how we can minimise the environmental impact of chemical processes.

Unit F323: Practical Skills in Chemistry 1

This AS (practical skills) unit is teacher assessed and externally moderated by OCR.

Candidates are assessed on one task from each of the following categories: qualitative, quantitative and evaluative tasks.

A2 Exam H434

Unit F324: Rings, Polymers and Analysis

The chemistry of a wider range of organic compounds is studied including aromatic compounds, amines and fats. The detail of polymerisation and synthesis of complex chemicals which may be medicines or cosmetics is studied. Students learn how to use and interpret a wide range of analytical techniques.

Unit F325: Equilibria, Energetics and Elements

This unit is mainly quantitative in approach; students learn calculations involving pH, rates, equilibrium and energy. Students also study the chemistry of transition metal complex ions.

Unit F326: Practical Skills in Chemistry 2

This A2 (practical skills) unit is teacher assessed and externally moderated by OCR.

Candidates are assessed on one task from each of the following categories: qualitative, quantitative and evaluative tasks.

PHYSICS AS and A2: YEARS 12 AND 13

AS COURSE OVERVIEW: AQA SPECIFICATION 1451

The course, as detailed in the AQA specification, is as follows:

Unit 1 – PHYA1: Particles, Quantum Phenomena and Electricity

This unit is in three parts:

- 1) It covers the structure of the atom, and stable and unstable nuclei before delving deeper into the world of subatomic particles and their interactions.
- 2) The photoelectric effect introduces the concept of wave-particle duality. Energy levels in an atom explain the existence of the spectra of elements.
- 3) Current electricity is dealt with in greater depth than at GCSE level. Resistivity, the potential divider and electromotive force are introduced. Sinusoidal alternating currents are investigated; root mean square and peak-to-peak values defined. The oscilloscope is used as an AC voltmeter to measure frequency and peak voltage.

Unit 2 – PHYA2: Mechanics, Materials and Waves

This unit is in three parts:

- 1) Mechanics: scalars and vectors, moments, motion in a straight line and in two dimensions under gravity, Newton's Laws of Motion, work energy and power, conservation of energy.
- 2) The bulk properties of solids: density, the Young Modulus, tensile stress and strain.

- 3) An introduction to foundation wave theory leads on to a study of refraction, superposition, interference and diffraction.

Unit 3 – PHYA3X: Investigative and Practical Skills in AS Physics

The assessment of this unit is through a one-off practical activity. The methods of gathering, presenting and analysing data in an appropriate, safe skilful manner are introduced throughout the teaching of Units 1 and 2.

A2 COURSE OVERVIEW: AQA SPECIFICATION 2451

The course, as detailed in the AQA specification, is as follows:

Unit 4 – PHYA4: Fields and Further Mechanics

This unit is in three main parts:

- 1) Momentum, followed by Simple Harmonic Motion which leads on to a study of simple harmonic systems, forced vibrations and resonance in real situations.
- 2) Electric and gravitational fields are studied (field strength, potential). The analogy between the underlying physics of these two fields is stressed. The study of electric fields leads onto a study of capacitance, whereas the study of gravitational fields leads onto a study of planetary and satellite orbits.
- 3) Magnetic fields: the concepts of flux density and flux linkage are introduced. Electromagnetic induction (including a study of the transformer) follows.

Unit 5 – PHYA5A-D: Nuclear Physics, Thermal Physics and an Optional Topic

This paper is in two sections: core topics plus an optional section.

The core part of this unit is in two parts:

- 1) Nuclear Physics: evidence for the nucleus, nuclear radius, nuclear instability with a study of α , β and γ radiation and a quantitative study of radioactive decay. $E = mc^2$ and its application to fission and fusion events. The features of a nuclear fission power station.
- 2) Thermal Physics: calculations involving exchanges of energy (changes of temperature and state). The molecular kinetic theory model of gases used to explain the behaviour of ideal gases.

There are 4 options: Astronomy and Cosmology, Medical Physics, Applied Physics (rotational dynamics and thermodynamics), Turning Points in Physics. The option is determined partly by a student poll, partly by recommendation by the 'A' level teaching staff.

Unit 6 – PHYA6X: Investigative and Practical Skills in A2 Physics

The assessment of this unit is through a one-off practical activity. The methods of gathering, presenting and analysing data in an appropriate, safe skilful manner are developed throughout the teaching of Units 4 and 5.

Review Date: October 2012