

Swakeleys School for Girls

Key Stage 4 Subject Intent



Swakeleys School for Girls

Key Stage 4 English: Creating a love of language

1) Intent: Wider key skills to develop through English

- Understanding and communicating (A01)
- Analysing (A02)
- Comparing (A03)
- Evaluating (A04)
- Creating powerful and appropriate texts (A05)
- Structuring writing (A05)
- Writing accurately for an audience (A06)
- Strengthening speaking skills & discussion

2) IMPLEMENTATION: WHAT WE WILL DO IN LESSONS

Year 9

CONTENT:

CREATING DIFFERENT WRITTEN PIECES – IMAGINATIVE AND TRANSACTIONAL
THE ELEMENTS OF 19TH CENTURY PROSE
EVALUATING NON FICTION PIECES

Year 10

CONTENT:

CREATE ENGAGING AND ACCURATE PIECES OF IMAGINATIVE WRITING
READ, ANALYSE AND EVALUATE PRE 19TH CENTURY EXTRACTS
(LITERATURE IS MAINLY TAUGHT THROUGHOUT YEAR 10)

Year 11

CONTENT:

LOOK AT A RANGE OF MODERN NON- FICTION TEXTS
COMPARE IDEAS THEMES AND PERSPECTIVES OF WRITERS
EXTEND ANALYSIS OF LANGUAGE, FORM AND STRUCTURE
EVALUATE AND CRITICALLY RESPOND TO A RANGE OF TEXTS
CREATE TRANSACTIONAL PIECES OF WRITING FOR A DEFINED PURPOSE AND AUDIENCE

ALWAYS remember timing! Choose your language to create effects!

3) IMPACT: Assessment and outcomes in Key Stage 4 – Two exams which will assess:

- A01 – Reading and showing understanding of a variety of texts across two exams
- A02 – Analysis of language, form and structure of a range of texts across two exams
- A03 – Comparison of ideas, themes and perspectives in non-fiction texts
- A04 – Evaluation of a range of whole texts and how they have an impact
- A05/6 – imaginative and transactional writing for a specific audience and purpose across two exams

KEEP CALM
AND
LOVE
ENGLISH
LANGUAGE

Swakeleys School for Girls

Key Stage 4 English Literature: Creating a love of literature

succeed
aspire
achieve
enjoy

1) Intent: Wider key skills to develop through English

Understanding and communicating (A01)

Analysing (A02)

Comparing (A03)

Understanding context (A04)

Reading a wide range of literary texts

Reading texts that span eras and cultures

2) IMPLEMENTATION: WHAT WE WILL DO IN LESSONS

Year 9

CONTENT:

STUDY OF A WHOLE NOVEL – DIVERSE VOICES

THE POETRY OF CONFLICT

STUDYING SHAKESPEARE – MACBETH

Year 10

CONTENT:

A STUDY OF 20TH CENTURY DRAMA – AN INSPECTOR CALLS AND CONTEXT

READING THE PRE-NINETEENTH CENTURY NOVEL

READING AND COMPARING A RANGE OF POETRY BOTH CONTEMPORARY AND PRE-NINETEENTH CENTURY

Year 11

CONTENT:

STUDYING SHAKESPEARE - MACBETH

REVISION AND EXTENDING KNOWLEDGE OF TEXTS IN YEAR 10

ALWAYS remember timing! Every text creates an effect!

3) IMPACT: Assessment and outcomes in Key Stage 4

3) IMPACT: Assessment and outcomes in Key Stage 4 – Exams will assess:

A01 – Reading and showing understanding of a variety of texts

A02 – Analysis of language, form and structure of a range of texts

A03 – Comparison of ideas, language, form and structure in poems

A04 – Understanding of how context is important within a text



enjoy
achieve
aspire
succeed

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Key Stage 4 Maths: Making it count



1) Intent: Wider key skills to develop through Maths

Build enjoyment of the subject

Strengthen written and mental methods of calculation

Build resilience

Communicate mathematically

Acquire, select and apply techniques to solve problems

Extend mathematical vocabulary

2) IMPLEMENTATION: KEY TOPICS COVERED EACH YEAR

Year 9

CONTENT:

NUMBER – FRACTIONS, DECIMALS & PERCENTAGES

AREA & PERIMETER

PYTHAGORAS

ALGEBRA – SEQUENCES, EXPRESSIONS & EQUATIONS

Year 10

CONTENT:

COMPOUND MEASURES

TRIGONOMETRY

STATISTICAL DIAGRAMS – CUMULATIVE FREQUENCY, BOX PLOTS & HISTOGRAMS

SIMULTANEOUS EQUATIONS

Year 11

CONTENT:

ADVANCED TRIGONOMETRY

FURTHER ALGEBRAIC TECHNIQUES

RATIO

REVISION - A FOCUS ON APPLYING KNOWLEDGE AND SKILLS LEARNT & WALKING TALKING MOCKS

The only way to learn mathematics is to do mathematics!

3) IMPACT: Assessment and outcomes in Key Stage 4

Use and apply standard techniques (AO1) - recall facts, use and interpret notation correctly, carry out routine procedures

Reason, interpret and communicate mathematically (AO2) - draw conclusions from mathematical information, communicate mathematical information accurately, proof, assess the validity of an argument

Understanding (AO3) - make and use connections between different parts of mathematics, evaluate methods used, translate problems in a variety of contexts into a mathematical process

succeed
aspire
achieve
enjoy

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Key Stage 4 Science: Investigate, Experiment, Discover

2) IMPLEMENTATION: WHAT WE WILL DO IN LESSONS

Year 9

CONTENT:

BIOLOGY: CELL STRUCTURE & TRANSPORT, CELL DIVISION, DIGESTIVE SYSTEM, DISEASES & PREVENTING DISEASES

CHEMISTRY: ATOMIC STRUCTURE, PERIODIC TABLE, BONDING, CALCULATIONS, CHEMICAL CHANGES

PHYSICS: ENERGY STORES & TRANSFERS, ELECTRICAL CIRCUITS, ELECTRICITY IN THE HOME, MOLECULES AND MATTER

Year 10

CONTENT:

BIOLOGY: ORGANISATION IN PLANTS & ANIMALS, PHOTOSYNTHESIS, RESPIRATION, NERVOUS SYSTEM, HORMONES, REPRODUCTION, VARIATION, GENETICS, EVOLUTION

CHEMISTRY: ELECTROLYSIS, ENERGY CHANGES, RATES, EQUILIBRIUM, FUELS, CHEMICAL ANALYSIS

PHYSICS: RADIOACTIVITY, FORCES, MOTION, WAVE PROPERTIES, ELECTROMAGNETISM

Year 11

CONTENT:

BIOLOGY: ADAPTATIONS, INTERDEPENDENCE & COMPETITION, ORGANISING AN ECOSYSTEM, BIODIVERSITY

CHEMISTRY: EARTH'S ATMOSPHERE & RESOURCES

PHYSICS: ELECTROMAGNETIC WAVES

1) Intent: Wider key skills to develop through Science

Observation

Critical thinking

Communication

Creativity

Curiosity

Working safely

Teamwork

Problem solving

Mathematics

Practical skills

Learn your keywords! Try to use them in all of your answers!

3) IMPACT: Assessment and outcomes in Key Stage 4

Knowledge - advanced scientific concepts in biology, chemistry and physics.

Skills - using specialised scientific equipment, performing mathematical calculations, drawing graphs to represent data, writing in a scientific manner to analyse findings, evaluation of data.

Understanding - apply knowledge to unfamiliar questions of varying difficulty, assess environmental considerations, critically analyse investigative methods and suggest improvements to increase reliability of data.

Enjoying Science? Conduct wider reading, watch scientific documentaries and consider science at A Level.

STAND BACK



I'M GOING TO TRY
SCIENCE

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Key Stage 4 Art: Building on your creativity!

2) IMPLEMENTATION: WHAT WE WILL DO IN LESSONS

Year 9

CONTENT:

MARK MAKING
EXPERIMENTATION
PROJECT – AFRICA /FOOD
INSPIRATIONAL VISIT –
DEVELOPMENT OF PRIMARY
RESEARCH
PERSONAL INVESTIGATION AND
RESPONSE

Year 10

CONTENT:

PORTRAITURE PROJECT
OBSERVATIONS DRAWING,
EXPLORE A RANGE OF PROCESSES
AND TECHNIQUES INCLUDING,
DRAWING IN A RANGE OF
MEDIUMS, PAINTING, SCULPTURE
AND PRINTING.
ARTIST CONTEXTUAL RESEARCH.
PERSONAL RESPONSE

Year 11

CONTENT:

SHORT PROJECT TO SUPPORT
PORTFOLIO - LANDSCAPES
MOCK EXAM- TO SUPPORT THE
PORTRAITURE AND
LANDSCAPE/URBAN PROJECT.
FINAL EXAM PAPER TO BE ISSUED
IN JANUARY
10 HOUR EXAM.

Art is everywhere! Engage with the art around you, consider content, form, process and mood!

Assessment objectives

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

3) IMPACT: Assessment and outcomes in Key Stage 4

Aims and learning outcomes

1. actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
2. develop creative, imaginative and intuitive capabilities
3. become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
4. develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
5. develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
6. acquire and develop technical skills through working with a broad range of
7. develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts

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achieve
aspire
succeed

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Key Stage 4 Business: Success in the real world!



1) Intent: Wider key skills to develop through Business

A greater understanding of how business organisations operate.

Good decision-making to develop logical and informed decisions.

Numeracy skills that use and interpret financial data to measure business performance.

An interest and a love of learning about real life case study businesses

2) IMPLEMENTATION: KEY TOPICS COVERED EACH YEAR

Year 9

CONTENT:

Topic 1.1 Enterprise and entrepreneurship

Topic 1.2 Spotting a business opportunity

Topic 1.3 Putting a business idea into practice

Topic 1.4 Making the business effective

Year 10

CONTENT:

Topic 1.5 Understanding external influences on business

Topic 2.1 Growing the business

Topic 2.2 Making marketing decisions

Year 11

CONTENT:

Topic 2.3 Making operational decisions

Topic 2.4 Making financial decisions

Topic 2.5 Making human resource decisions

Know your Business!

3) IMPACT: Assessment and outcomes in Key Stage 4

Knowledge and understanding (AO1 -35%) – Demonstrate knowledge and understanding of business concepts and Issues

Application (AO2 35%) – Apply knowledge and understanding of business concepts and issues to a variety of contexts

Analyse and evaluate (AO3 30%) – Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions

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Key Stage 4 Childcare: giving every child a good start in life

1) INTENT: Wider key skills to develop through Dance

Developing observation skills and work placement skills.

Developing of knowledge of settings, observation methods, activities and their benefits.

Using specialist vocabulary, concepts and terminology.

Use and referring of research and data in Harvard referencing style.

2) IMPLEMENTATION: What we will do in lessons

Year 9

CONTENT:

CHILDCARE SETTINGS
WORK PLACEMENT EXPECTATIONS
PERSONAL HYGIENE
HEALTH AND SAFETY
INDIVIDUAL NEEDS
LEARNING STYLES
REFERENCING

Year 10

CONTENT:

CHILD DEVELOPMENT 0-5 YEARS
PHYSICAL, INTELLECTUAL, LANGUAGE,
EMOTIONAL & SOCIAL SKILLS
FACTORS AFFECTING DEVELOPMENT
OBSERVATIONS
CHILDREN'S ACTIVITIES & EXPERIENCES
TRANSITIONS

Year 11

CONTENT:

REVISIT OF Y9 CONTENT;
DEVELOPMENT OF WRITTEN PROSE &
DEEPER EXPLORATION OF TOPICS
REVISIT OF Y9 CONTENT;
DEVELOPMENT OF WRITTEN PROSE &
DEEPER EXPLORATION OF TOPICS
DEVELOPMENT OF ESSAYS
EXAM

How does child development and care contribute to society?

3) IMPACT: Assessment & outcomes in Key Stage 4

Knowledge and technique of the observation methods, work placement ethic and guidelines, childcare settings, child development across the skills and age ranges, how to support children with needs and factors that affect development

Skills Developing analysis skills on how activities and methods can support development

Understanding of how transitions, personal and external factors affect development

Eniovina Childcare? Doina well? Why not think about choosing Children's Play Learning and Development as an option at KS5?

SWAKELEYS SCHOOL FOR GIRLS: CITIZENSHIP

'DEVELOPING INFORMED AND PARTICIPATING CITIZENS'

2) IMPLEMENTATION: What students will experience

1) INTENT: What we want aim to deliver:

Extend specific vocabulary

Learn about issues which affect young people and adults locally, nationally and internationally

Strengthen debating skills

Develop informed discussions

Increase knowledge about citizenship topics

Understand situations across the world

Develop skills of advocacy

YEAR 9

COMMUNITIES AND IDENTITIES

DISCRIMINATION AND PREJUDICE

HUMAN RIGHTS, POLITICAL RIGHTS AND LEGAL RIGHTS

LOCAL COUNCILS

YEAR 10

VOTING AND DEMOCRACY

CRIMINAL AND CIVIL LAW

YOUTH JUSTICE SYSTEM

ECONOMIC UNDERSTANDING AND BUDGETS

CITIZENSHIP ACTION PROJECT OF CHOICE

YEAR 11

MEDIA

GLOBAL POWER AND INFLUENCE

THE UNITED NATIONS, NATO, WTO AND INTERNATIONAL JUSTICE

GLOBAL CONFLICT

3) IMPACT: What students will achieve

Knowledge – of the GCSE curriculum and beyond

Skills – in advocacy, debating and justifying

Understanding – the wider world and how it impacts on everyday life

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succeed

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Key Stage 4 Computer Studies: Coding a way to a Solution

1) INTENT: Wider key skills to develop through Computer Studies

Think creatively, innovatively, analytically, logically and critically

Understand the components that make up digital systems and communication

Impacts of digital technology to the individual and wider society

Apply mathematical skills

2) IMPLEMENTATION: What we will do in lessons

Year 9

CONTENT:

SYSTEMS ARCHITECTURE
MEMORY
STORAGE
NETWORK TOPOLOGIES
DATA REPRESENTATION
PYTHON PROGRAMMING

Year 10

CONTENT:

WIRED AND WIRELESS NETWORKS
PROTOCOLS AND LAYERS
SYSTEMS SECURITY
SYSTEMS SOFTWARE
PYTHON PROGRAMMING

Year 11

CONTENT:

PYTHON PROGRAMMING
ALGORITHMS & PSEUDOCODE
PROGRAMMING TECHNIQUES
COMPUTATIONAL LOGIC
TRANSLATORS

3) IMPACT: Assessment & outcomes in Key Stage 4

Knowledge and understanding computer memory and storage, looking at ethical, legal, cultural and environmental concerns in relation to computer science

Applying knowledge and understanding develop skills and understanding in computational thinking. The skills and knowledge developed within this component will support when completing the programming project


Analysis and evaluation define a success criteria from a given problem and then create suitable algorithms to achieve the success criteria.

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Key Stage 4 Design Technology "Don't think outside the box, think like there is no box."

2) IMPLEMENTATION: What we will do in lessons

Year 9	Year 10	Year 11
<p>Introduction to the course, build knowledge of iterative design- Design Ventura competition.</p> <p>Core content: the impact of new and emerging technologies.</p> <p>Functions of mechanical devices to produce types of movement.</p> <p>Electronic systems: sensors and control devices</p> <p>Programmable components: to embed functionality into products</p> <p>Categorisation of types, properties and structure of materials</p> <p>Investigation of environmental, social and economic challenges</p> <p>Investigate and analyse work of past and present professionals and companies</p> <p>Specialist material area focus.</p>	<p>Textiles focus: The sources, origins, physical and working properties of natural, synthetic, woven and non-woven, knitted, blended and mixed-fibre textiles and their social and ecological footprint</p> <p>The way in which the selection of natural, synthetic, blended and mixed-fibre textiles is influenced by aesthetic, environmental, availability, cost, social, cultural factors.</p> <p>The impact of forces and stresses on natural, synthetic, woven and non-woven, knitted, blended and mixed-fibre textiles and how they can be reinforced and stiffened. Typical stock forms, types and sizes</p> <p>Alternative processes that can be used to manufacture typical products Specialist techniques, tools, equipment and processes. Appropriate surface treatments and finishes</p>	<p>Contextual challenge (NEA)</p> <p>Preparation for written examination</p> <p>Mock written examination</p> 
<p>Every great design begins with an even better story.</p>		

3) IMPACT: Assessment & outcomes in Key Stage 4

Knowledge and understanding of different materials and manufacturing processes in order to design and make, with confidence, prototypes in response to issues, needs, problems and opportunities.

Skills: developing realistic design proposals, to critique and refine their own ideas, decision making, including the planning and organisation of time and resources.

Understanding that high-quality design and technology is important to the creativity, culture, sustainability, wealth and wellbeing of the nation and global community.

Intent: wider key skills to develop through GCSE Food

Investigate

Use creativity & imagination to design

Make with confidence in response to needs, problems and opportunities

Evaluate

Problem solving

Teamwork

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Key Stage 4: Food preparation & nutrition

2) IMPLEMENTATION: What we will do in lessons



Intent: wider
key skills to
develop
through GCSE
Food

Food, nutrition
& health

Food science

Food safety

Food choice

Food
provenance

Year 9	Year 10	Year 11
Food preparation skills, sensory evaluation, British & international cuisines		
Introduction to nutrients and their functions.	Recap of nutrients, functions, deficiencies and excess	Making informed choices
Planning meals for different life stages. Teenagers	Planning meals for different life stages. Young children	Planning meals for different life stages. Elderly
Reading nutritional labels	How to carry out nutritional analysis	Plan, make and modify dishes calculating energy and nutritional values.
Food science: heat transfer, protein denaturation & coagulation, gelatinisation, aeration	Food science: choosing appropriate methods of cooking, Gluten formation, foam formation, gelatinisation, Dextrinisation, and caramelisation. Shortening. Enzymic browning & oxidation. Raising agents.	Plasticity, emulsification
Buying and storing food safely. Preparing, cooking and serving food safely.	Food spoilage and contamination	Microorganisms in food production
Factors affecting food choice: select recipes with reasons for choice	Prepare recipes and meals considering lifestyle, consumer choice, religious belief, food labelling and marketing influences	Recap knowledge of yr9 & 10, cost all dishes and make modifications considering food choice.
Food sources (environmental issues associated with food.	Sustainability: impact of food and food security on local & global markets/ communities.	Food production: primary & secondary stages of processing & production. Technological developments.

Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

3) IMPACT: Assessment & outcomes in Key Stage 4

Knowledge and understanding of the functional properties, chemical processes and nutritional content of foods.

Skills: demonstrate effective and safe high-level cooking skills by planning, preparing dishes using a variety of cooking techniques and equipment.

Understanding the relationship between diet, nutrition and health, including the physiological and psychological effects of different diets and health.

ENJOY

ACHIEVE

ASPIRE

SUCCEED

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Key

Paper 1

Paper 2

Paper 3

KS4 Geography: Understanding our World

2) IMPLEMENTATION – What do we do in lessons?

1) INTENT:

- Real-world focused curriculum
- Identify UK and global challenges
- Develop holistic understanding of our world
- Become globally and environmentally informed and thoughtful, enquiring citizens.
- Develop geographic skills

Year 9	Year 10	Year 11
Introduction to Geographic Skills	Topic 1C – Glaciated upland landscapes and processes	Topic 6A – Energy resource management
Topic 3 – Ecosystems, biodiversity, and management	Topic 5 – Global Development	Topic 8 – UK challenges
Topic 4 – Changing cities	Topic 6B – Water resource management	
Topic 1B – River landscapes and processes	Topic 1A – Coastal landscapes and processes	Targeted exam skills and exam revision
Topic 7 - Urban Fieldwork	Topic 7 – Coastal Fieldwork	
Targeted exam skills and content revision	Topic 2 – Weather hazards and climate change	

3) IMPACT – Assessment & Outcomes

Skills – enquiry, language and literacy, numeracy and statistics as well as geographic skills of interpreting GIS maps, OS maps, atlases, infographics, and Fieldwork.

Knowledge – To know geographical material of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (source: Edexcel).

Understanding – Think like a geographer by understanding the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (source: Edexcel)

ENJOY

ACHIEVE

ASPIRE

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KS4 History: Understanding that History is not just about the past but the present and future

2) IMPLEMENTATION – What do we do in lessons?

	OCRA	AQA (Hums pathway)
Year 9	GCSE exam skills and background content on the Industrial Revolution and empire. OCR also do a unit on WWI whilst AQA start the American 1840-95 Consolidation & expansion. OCR begin international relations from 1918-2001	
Year 10	Continue with international relations from 1918-2001 The USA 1919–1948: The People and the State Begin in the last summer half term Migration background	Conflict and tension 1894-1918 Start Britain: Health & the people 1000-present
Year 11	Migration to Britain 1000-2001 Impact of empire 1688-1730 and urban environment.	Complete Health & the people Norman England 1066-1100

1) INTENT: Wider key skills to develop through History

- Extend vocabulary
- Strengthen speaking skills & discussion
- To expand on explanations for justifying arguments.
- Using interpretations to find out about the past and using them in a critical manner.
- To assess the significance of content being learnt in relation to life today.
- To use knowledge and understanding learn to recall through describing and explaining

3) IMPACT – Assessment & Outcomes

Knowledge – Gain historical knowledge from 3 eras: Medieval (500–1500) Early Modern (1450–1750) Modern (1700–present day) based on a short (depth study), medium (period study), long study (thematic). It will cover a historical environment, British and non-British history

Skills – Explanation, analysis, interpretation of evidence in written and cartoon form, comparing and contrasting, assessing change and continuity.

Understanding – unfolding narrative of substantial developments and issues associated with the period, understanding change and continuity, the relationship between a place and historical events and developments and the complexity of a society or historical situation and the interplay of different aspects within it.

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Key Stage 4 Media: Critically analyse the digital world

2) IMPLEMENTATION: WHAT WE WILL DO IN LESSONS

1) Intent: Wider key skills to develop through Media

Demonstrate skills of enquiry, critical thinking and analysis

Analyse and compare how media products construct and communicate meaning and generate intended interpretations and responses

Respond through discursive writing to show knowledge and understanding of media issues

Year 9

CONTENT:

CINEMATOGRAPHY

NARRATIVE

EDITING

REPRESENTATION

STEREOTYPES

MIS-EN-SCENE

Year 10

CONTENT:

LANGUAGE

INSTITUTIONS

AUDIENCES

REPRESENTATION

CONTEXT & THEORY

SET TEXTS

Year 11

CONTENT:

CREATE MEDIA PRODUCTS

MEDIA LANGUAGE

INSTITUTIONS

AUDIENCES

REPRESENTATION

CONTEXT & THEORY

SET TEXTS

ANALYSE everything! Aim to deconstruct every advert, TV show, and film or print text you encounter.

3) IMPACT: Assessment and outcomes in

Knowledge - how the media works, how different media texts are created, how media texts reflect when and where they were created, that media texts change according to context

Skills - deconstructing moving image and print, analysing meaning, decoding messages and ideologies.

Understanding - develop practical and decision-making skills, apply knowledge and understanding of media language and representation to a media production, use media language to express and communicate meaning to an intended audience.

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aspire
succeed

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Key Stage 4 French: Continuing to Love Languages

2) IMPLEMENTATION: WHAT WE WILL DO IN LESSONS

Year 9

CONTENT:

- FAMILY & FRIENDS
- LOCAL AREA & HOME
- MY STUDIES
- MUSIC, CINEMA & TV
- SPORTS, FOOD & EATING OUT
- CELEBRITY CULTURE
- MY STUDIES

Year 10

CONTENT:

- TRAVEL & TOURISM
- HEALTHY LIVING & LIFESTYLES
- MEDIA & TECHNOLOGY
- EDUCATION POST 16
- JOBS & CAREERS
- CUSTOMS, FESTIVALS & CELEBRATIONS

Year 11

CONTENT:

2024-2025

- ENVIRONMENT
- CHARITY & VOLUNTARY WORK
- POVERTY & HOMELESSNESS
- REVISION OF GCSE TOPICS

2025-2026 (NEW SPECIFICATION)

- ENVIRONMENT & GLOBAL ISSUES
- SEXUAL ORIENTATION, MARRIAGE & PARTNERSHIP
- REVISION OF GCSE TOPICS

Participate at least once every lesson!

1) Intent: Wider key skills to develop through French

Extend vocabulary

Extend speaking, reading, listening & writing skills

Extend the ability to apply grammar successfully

Extend the ability to translate from and into the target language

Extend appreciation of the target culture

3) IMPACT: Assessment and outcomes in Key Stage 4

Knowledge - to extend knowledge of vocabulary and grammatical structures across a range of topics in order to build upon the foundations set during KS3.

Skills - writing and speaking, using accurate spelling and grammar, understanding written and spoken language of a range of both familiar and unfamiliar texts.

Understanding - to apply an increasingly sophisticated knowledge of vocabulary and grammar across all topics and all 4 skills.



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Key Stage 4 German: Continuing to Love Languages

2) IMPLEMENTATION: WHAT WE WILL DO IN LESSONS

1) Intent: Wider key skills to develop through German

- Extend vocabulary
- Extend speaking, reading, listening & writing skills
- Extend the ability to apply grammar successfully
- Extend the ability to translate from and into the target language
- Extend appreciation of the target culture

Year 9

CONTENT:

- FAMILY & FRIENDS
- LOCAL AREA & HOME
- MY STUDIES
- MUSIC, CINEMA & TV
- SPORTS, FOOD & EATING OUT
- CELEBRITY CULTURE
- MY STUDIES

Year 10

CONTENT:

- TRAVEL & TOURISM
- HEALTHY LIVING & LIFESTYLES
- MEDIA & TECHNOLOGY
- EDUCATION POST 16
- JOBS & CAREERS
- CUSTOMS, FESTIVALS & CELEBRATIONS

Year 11

CONTENT:

- 2024-2025
- ENVIRONMENT
- CHARITY & VOLUNTARY WORK
- POVERTY & HOMELESSNESS
- REVISION OF GCSE TOPICS
- 2025-2026 (NEW SPECIFICATION)
- ENVIRONMENT & GLOBAL ISSUES
- SEXUAL ORIENTATION, MARRIAGE & PARTNERSHIP
- REVISION OF GCSE TOPICS

Participate at least once every lesson!

3) IMPACT: Assessment and outcomes in Key Stage 4

Knowledge - to extend knowledge of vocabulary and grammatical structures across a range of topics in order to build upon the foundations set during KS3.

Skills - writing and speaking, using accurate spelling and grammar, understanding written and spoken language of a range of both familiar and unfamiliar texts.

Understanding - to apply an increasingly sophisticated knowledge of vocabulary and grammar across all topics and all 4 skills



Guten Tag!

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Key Stage 4 Physical Education: Stay on track

2) IMPLEMENTATION: What we will do in lessons

1) INTENT: Wider key skills to develop through being physically active:

- Health & Mental Well-being
- Leadership skills & qualifications as appropriate
- Stress busting
- Resilience
- Fitness
- Sport for all
- Sport for life
- Elite performance & competition as appropriate
- Positive Lifestyle Choices

Year 9 & 10

CONTENT:

FITNESS INCLUDING FITNESS TESTING TRACK & FIELD ATHLETICS
 VOLLEYBALL HANDBALL
 BADMINTON FOOTBALL
 BASKETBALL ROUNDERS
 NETBALL BENCHBALL / DODGEBALL
 CRICKET TABLE TENNIS
 SOFTBALL TAG RUGBY

SPORTS DAY (Y9 ONLY)

Year 11

REC PE:

AN AFTERNOON OF PE EVERY WEEK B

ZUMBA SPIN
 BOULDERING CROSSFIT
 GYM SESSIONS TRAMPOLINING
 BADMINTON TABLE TENNIS
 SELF DEFENCE ARCHERY
 TEAM GAMES

Clubs & teams continue & GCSE PE for those who have chosen it!

3) IMPACT: Assessment and outcomes Key Stage 4

Aiming to build on Key Stage 3, this is a games based curriculum learning skills through activities. The aim is to provide a wide experience of physical activities with the aim of finding one that can be your 'beyond school' activity – **healthy body, healthy mind!**



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Key Stage 4 GCSE PE: Tackling the track

2) IMPLEMENTATION: What we will do in lessons

Year 9

CONTENT:

- C1: APPLIED ANATOMY & PHYSIOLOGY
- C2: HEALTH, FITNESS & WELL-BEING
- C3: NETBALL
- C3: BADMINTON
- C3: ATHLETICS
- C3: TRAMPOLINING

Year 10

CONTENT:

- C1: PHYSICAL TRAINING
- C2: SPORTS PSYCHOLOGY
- C1: APPLIED ANATOMY & PHYSIOLOGY
- C3: NETBALL
- C3: BADMINTON
- C3: ATHLETICS
- C3: TRAMPOLINING
- C3: CRITICAL EVALUATION OF SPORTS PERFORMANCE

Year 11

CONTENT:

- C1: MOVEMENT ANALYSIS
- C2: SOCIO-CULTURAL INFLUENCES
- C2: HEALTH, FITNESS & WELL-BEING
- C1: APPLIED ANATOMY AND PHYSIOLOGY
- C1 + 2: REVISION
- C3: ASSESSMENT IN SPECIALIST SPORTS

1) INTENT: Wider key skills to develop through GCSE PE:

Component 1:
The human body and movement in sport

Component 2:
Socio-cultural influences and well-being in sport

Component 3:
Practical performance in physical activity and sport

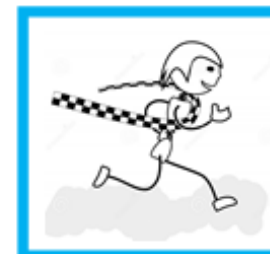
Clubs and teams continue. Progress onto A-level PE at KS5

3) IMPACT: Assessment and outcomes Key Stage 4

Knowledge - Apply knowledge of the factors that underpin performance and involvement in physical activity and sport.

Skill - Demonstrate and apply relevant skills and techniques in sport both in team based and individual based activities

Understanding - Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. Be able to critically evaluate own sporting performance.



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Key Stage 4 Dance: Building on the art of movement

1) INTENT: Wider key skills to develop through Dance

Performing (physical & technical skills)

Developing artistry & imagination through choreography

Critical appreciation

Teamwork & leadership

Health & well-being

Confidence & resilience

Fitness

2) IMPLEMENTATION: What we will do in lessons

Year 9

CONTENT:

PHYSICAL THEATRE

INGREDIENTS OF DANCE & SAFE PRACTICE

'ROSAS DANST ROSAS'

'EMANCIPATION OF EXPRESSIONISM'

SET PHRASES & PHYSICAL SKILLS

CHOREOGRAPHY SKILLS

'A LINHA CURVA'

CHOREOGRAPHY CHALLENGE

Year 10

CONTENT:

REFINE & PERFORM SET PHRASES

TECHNIQUE CLASSES

PERFORMANCE IN A GROUP

GROUP CHOREOGRAPHY

'SHADOWS'

'WITHIN HER EYES'

SOLO CHALLENGE

Year 11

CONTENT:

'ARTIFICIAL THINGS'

'INFRA'

SOLO PERFORMANCES - SET PHRASES & PERFORMANCE IN A DUET/TRIO

CHOREOGRAPHING TO A STIMULUS

SET WORK AND WRITTEN PAPER

REVISION

Extra-curricular clubs run all year round

3) IMPACT: Assessment & outcomes in Key Stage 4

Knowledge and technique of the set works, dance styles, choreographic skills and safe practice

Skills Performance and development of physical, technical, mental and expressive skills in each dance style. Developing leadership skills, analytic skills and evaluative skills.

Understanding analysis and appreciation of choreography within set works and also production features. The importance of health and fitness.

Enjoying Dance? Doing well? Why not think about choosing GCSE Dance as an option at KS5?



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Key Stage 4 Drama: All the worlds a stage

2) IMPLEMENTATION: What we will do in lessons

Year 9	Year 10	Year 11
<p>CONTENT:</p> <p>THE HISTORY OF THEATRE</p> <p>PRATITIONERS- BRECHT AND BOAL</p> <p>IMPROVISATION SKILLS- COMMUNICATING MEANING</p> <p>EXPLORING TEXTS- MONOLOGUES AND DUOLOGUES</p> <p>DEVSING- ARTISTIC INTENTIONS</p>	<p>CONTENT:</p> <p>C1- DEVISING NON-NATURALISTIC- EXPLORATIVE STRATEGIES</p> <p>C1- PRACTITIONER STYLES</p> <p>C2 & C3- DNA- EXPLORATION, CREATIVITY, KNOWLEDGE, UNDERSTANDING & PERFORMANCE.</p> <p>C2- MONOLOGUES AND DUOLOGUES</p> <p>C3- WRITTEN EXAM- EXTENDED ANSWERS</p> <p>C3- RESPONDING TO THE THEATRE</p>	<p>CONTENT:</p> <p>C1- STIMULUS, EXPLORATION, PERFORMANCE & COURSEWORK</p> <p>C1- THE STANISLAVSKI SYSTEM- BELIEVABLE CHARACTERS</p> <p>C2- PERFORMANCE FROM TEXT</p> <p>C3- DNA- CONTEXT AS A DESIGNER, DIRECTOR AND PERFORMER- REVISION</p> <p>C3- RESPONDING TO THEATRE- REVISION</p>
<p>Extra-curricular clubs run all year round</p>		

1) INTENT: Wider key skills to develop through Drama

Devising work for performance.

Interpreting texts in performance.

Understanding social, cultural and historical context of texts.

Applying theatrical skills to create and evaluate.

Collaborative working to generate and communicate ideas

Develop as creative, effective, independent and reflective choice makers, individually and as a team.

Understanding of roles in professional practices

Adopting safe working practices

3) IMPACT: Assessment & outcomes in Key Stage 4

AO1 To create and develop ideas to communicate meaning for theatrical performance. (20%)

AO2 To apply theatrical skills to realise artistic intentions in live performance. (30%)

AO3 To demonstrate knowledge and understanding of how drama and theatre is developed and performed. (30%)

AO4 To analyse and evaluate their own work and the work of others. (20%)

Enjoying Drama? Doing well? Why not think about choosing A Level Drama as an option at KS5?



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Key Stage 4 Music: Perform a Solo!

2) IMPLEMENTATION: WHAT WE WILL DO IN LESSONS

1) Intent: Wider key skills to develop through Music

Performing (solo and ensemble)

Composition skills

Develop imagination and foster creativity

Develop awareness of a variety of instruments, styles and music technologies

Recognise contrasting genres, styles and traditions of music, and musical chronology

Develop effective and independent learners with enquiring minds

Reflect on and evaluate music

Music vocabulary

Year 9

CONTENT:

STEP UP TO GCSE MUSIC

SOLO PERFORMANCE

TERNARY COMPOSITION

JINGLE BELLS REMIX

FILM IMAGE COMPOSITION

AOS3: MUSIC FOR STAGE AND SCREEN

Year 10

CONTENT:

AOS2: VOCAL MUSIC

SOLO PERFORMANCE

COMPOSING TO AN IMAGE

FREE COMPOSITION

AOS4: MUSICAL FUSIONS

ENSEMBLE PERFORMANCE

Year 11

CONTENT:

AOS1: INSTRUMENTAL MUSIC

SOLO PERFORMANCE

COMPOSING TO A BRIEF

ENSEMBLE PERFORMANCE

SET WORK REVISION

GET INVOLVED! Music clubs run throughout the year.

3) IMPACT: Assessment and outcomes in Key Stage 4

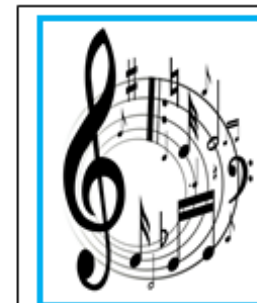
AO1 To perform with technical control, expression and interpretation

AO2 To compose and develop musical ideas with technical control and coherence

AO3 To demonstrate and apply musical knowledge

AO4 To use appraising skills to make evaluative and critical judgements about music

Enjoying Music? Doing well? Why not think about choosing A Level Music as an option at KS5



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Key Stage 4 PSHCE: Expanding Life Knowledge

1) Intent: Wider key skills to develop through PSHCE

Extend vocabulary

Continue to strengthen speaking skills & discussion

Awareness of mental health and how to manage stress

Consolidate knowledge of key personal, social, economic and health issues

Consolidation of how to be responsible for yourself and signs to look out for to protect yourself

2) IMPLEMENTATION: WHAT WE WILL DO IN LESSONS

Year 9

CONTENT:

THEME 1: HEALTH & WELLBEING

SELF-ESTEEM, GROWTH MINDSET, MANAGING PEER PRESSURE, SELF-CARE, ESAFETY

THEME 2: RELATIONSHIPS & IDENTITY

MANAGING CONFLICT, CONSENT & PEER ON PEER ABUSE, CHILD SEXUAL EXPLOITATION

THEME 3: LIVING IN THE WIDER WORLD

BRITISH VALUES, PROTECTED CHARACTERISTICS, GAMING, HUMAN TRAFFICKING

Year 10

CONTENT:

THEME 1: HEALTH & WELLBEING

SOCIAL MEDIA & SELF-ESTEEM, SOCIAL ANXIETY, GRIEF & BEREAVEMENT, TEENAGE PREGNANCY, FGM, PEER ON PEER ABUSE, FIRST AID, ESAFETY

THEME 2: RELATIONSHIPS & IDENTITY

CONSENT, HARASSMENT & STALKING, ROLE OF BEING A PARENTS,

THEME 3: LIVING IN THE WIDER WORLD

BRITISH VALUES, PROTECTED CHARACTERISTICS, RACISM

Year 11

CONTENT:

THEME 1: HEALTH & WELLBEING

IDENTITY & DIVERSITY, MENTAL HEALTH, PERSERVERANCE, PLANNING FOR MOCK EXAMS, FERTILITY & REPRODUCTIVE HEALTH, PERSONAL SAFETY

THEME 2: RELATIONSHIPS & IDENTITY

BULLYING AND BODY-SHAMING, RELATIONSHIPS WITH OURSELVES, RAPE, SAME-SEX RELATIONSHIPS, GOOD SEX

THEME 3: LIVING IN THE WIDER WORLD

CHOICES AFTER SCHOOL, FINANCE, FAKE NEWS & CRITICAL THINKING, GLOBALISATION

Read a newspaper to find out what's going on locally, nationally & internationally

3) IMPACT: Assessment and outcomes in Key Stage 3

Knowledge - of a range of personal, social, economic and health topics and what issues/situations they may face and what they should be aware of to make well-informed decisions throughout life and consolidate and develop knowledge of these areas some of which are studied at KS3.

Skills - to express opinions with confidence and be able to explain why there are other views, to develop ways to deal with issues they face now and as they get older

Understanding - Of situations in life that individually they may come across and also to understand the wider community, and continue to learn how to develop into responsible young people. To understand and respect the reasons why others have different opinions, and respect themselves recognising signs in situations that could potentially put them at risk.

Enjoying PSHCE? Why not think about how we can as a school can ensure that year 7 girls leave this school as confident, well-informed and passionate young women.

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Key Stage 4 Religious Studies: Exploring religious and ethical issues



2) IMPLEMENTATION: What we will do in lessons

Year 9

Year 10

Year 11

CONTENT:

Christian Beliefs

Living the Christian Life

Marriage and the Family

CONTENT:

Matters of Life and Death

Muslim Beliefs

Peace and Conflict

CONTENT:

Living the Muslim Life

Crime and Punishment

REVISION

All Key Stage 4 students study Edexcel GCSE Religious Studies B

1) INTENT: Wider key skills to develop through Religious Studies

Knowledge and understanding of two world religions

Engagement with questions of ethics and belief

Critical analysis of values, beliefs and attitudes

Preparation for adult life in a pluralistic society

3) IMPACT: Assessment & outcomes in Key Stage 4

Knowledge and understanding of: Christian and Muslim beliefs, teachings and sources of wisdom and authority; non-religious beliefs; the influence of religion on individuals, communities and societies; significant common and divergent views between and within religions and beliefs.

Skills: to construct well-argued, well-informed, balanced and structured written arguments; apply knowledge and understanding in order to analyse questions related to religious beliefs and values; construct well-informed and balanced arguments on matters concerned with religious beliefs and values.

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Key Stage 4 Psychology: What does your behaviour say about you?

2) IMPLEMENTATION: What we will do in lessons

Year 9

CONTENT:

Research methods

Memory

Perception

Year 10

CONTENT:

Development

Social influence

Language, thought
and communication

Year 11

CONTENT:

Brain and
neuropsychology

Psychological
problems

How does psychology contribute to society?

1) INTENT: Wider key skills to develop through Psychology

Use specialist vocabulary, psychological concepts, terminology.

Understand the role of scientific method and data analysis.

Develop an understanding of personal, moral, social, cultural, and ethical issues.

How psychological understanding can help to explain everyday social Phenomena.

3) IMPACT: Assessment & outcomes in Key Stage 4

Knowledge and understanding (A01) Demonstrate knowledge and understanding of psychological ideas, processes and procedures.

Applying knowledge and understanding (A02) Apply knowledge and understanding of psychological ideas, processes and procedures.

Analysis and evaluation (A03) Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.

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Key Stage 4 Sociology: How society shapes us and how we shape society

2) IMPLEMENTATION: What we will do in lessons

Year 9

CONTENT:

Sociological approach

Research methods

Families

Year 10

CONTENT:

Education

Crime and Deviance

Year 11

CONTENT:

Social stratification



Analyse and better understand the social world

**1) INTENT:
Wider key skills
to develop
through
Sociology**

Develop analytical and assimilation skills.

Using key sociological vocabulary.

Strengthening discussion and debate on sociological issues.

Develop and respect opinions and new ideas on social issues.

3) IMPACT: Assessment & outcomes in Key Stage 4

Knowledge and understanding (A01) of sociological theories, social structures and key concepts.

Applying knowledge and understanding (A02) of sociological theories, concepts, evidence and methods.

Analysis and evaluation (A03) of sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.

INCLUSION DEPARTMENT

'BREAKING DOWN BARRIERS'

2) IMPLEMENTATION: What students will experience

1) INTENT: What we want aim to deliver:

Supporting a broad curriculum for students with various areas of need.

Supporting in well planned lessons assisting with differentiated tasks.

Supporting with the achievement of SEND students in lessons.

Support the systems to keep all SEND students safe & happy.

In the classroom...

- TA support in lessons for many of the students with education health care plans.
- Teacher differentiation to support the different levels of need.
- Specialised TA support for teaches with students in their classes with complex or severe needs.

Beyond the classroom...

- Literacy intervention boosters for all year 7 students with a reading age of below 9 years.
- Literacy and numeracy boosters for all students in year 7 & 8 with an education health care plan.
- Homework, teamwork, social skills and organisational skills afterschool clubs.
- Speech and language therapy sessions.
- Psychometric testing to assess need for individuals.
- Exam access arrangements for exam concessions.
- Annual reviews for all students with an education health care plan.
- The graduated approach – assess – plan – do – review.
- Pastoral support and guidance for students with SEND needs where appropriate.

3) IMPACT: What students will achieve

- High levels of progress for SEND students.
- Confident, happy and independent learners.
- Progression onto appropriate post 16 courses.
- Students are able to make a positive contribution to the school or wider society.