



AUTUMN TERM 2022

# CURRICULUM



# Contents

# Year 7 Curriculum

## English

### Curriculum Overview

This term, students will study our opening scheme, 'Myths and Legends'. Students will consolidate their knowledge and skills from primary school through the study of a range of Greek myths as well as classic English legends such as **Beowulf** and **Sir Gawain and the Green Knight**. Students will focus on decoding unfamiliar words and gaining an introduction to language analysis. They will also solidify their understanding of different writing styles for a range of purposes and audiences.

### Support Materials / Additional suggested activities

Please find an overview of a range of myths and the context behind them: [www.greekmyths4kids.com](http://www.greekmyths4kids.com)

BBC Bitesize guide on different writing styles and purposes: <https://www.bbc.co.uk/bitesize/topics/zywfbk7>

Our homework platform (set weekly, but the site also has a range of courses students can practise in their own time to consolidate learning) <https://senecalearning.com/en-GB/>

## Mathematics

### Curriculum Overview

In KS2 Maths lessons students will have spent a lot of time working on number topics. In Year 7 students will be starting with a brand-new perspective on Maths with the first half term focusing on algebra, allowing students to make new connections.

Students will work on sequences, algebraic notation and equality and equivalence.

### Support Materials / Additional suggested activities

<https://whiterosemaths.com/homelearning/year-7/>

<https://vle.mathswatch.co.uk/vle/>

<https://completemaths.com/tutor>

# Year 7 Curriculum

## Science

### Curriculum Overview

This term, students will be studying:

**Bridging the gap** – covering topics missed in primary school due to lockdowns.

**Cells, tissues, organs and organ systems** – What is a cell? How do organs function? What happens when an organ system fails?

**The skeleton, muscles and blood** – What is the skeleton? How does it allow us to move? What are the components of blood? How do muscles work?

**The particle model** – What are particles? What is a change of state? What is diffusion?

**Separating techniques** – What is chromatography? How do you carry out filtration and crystallisation? Why do substances need to be separated?

### Support Materials / Additional suggested activities

Online homework resource: <https://www.tassomai.com/>  
BBC Bitesize

## Physical Education

### Curriculum Overview

This term, students will be introduced to our Player/coach/umpire/fit4life model which aims at building on and embedding physical development and skills learnt in primary school. Students will focus on football, fitness, basketball and netball, learning a range of tactics, skills and strategies to outwit opponents in the competitive sports and activities. Students will gain an appreciation of sportsmanship and the positive impact of a healthy, active lifestyle whilst developing a love for sports.

### Support Materials / Additional suggested activities

<https://www.bbc.co.uk/bitesize/subjects/zdhs34j>

Watching elite athletes on television

Consider joining a local team:

Football: Linnets FC or Runcorn Town

Netball : Beechwood

# Year 7 Curriculum

## History

### Curriculum Overview

This term students will focus on the topic **'Shaping the Medieval World'** - What was England like before 1066? How did the Normans take over England? How did the Normans change Britain? What was the Black Death? What happened during the Crusades? What effect did King John have in England?

### Support Materials / Additional suggested activities

For help use [KS3 History - BBC Bitesize](#)

Consider watching Life after the Norman Conquest - <https://www.youtube.com/watch?v=bxpTxuPTkIA>

Consider trying to complete the KS3 history section on the Medieval World on [Seneca - Learn 2x Faster \(senecalearning.com\)](#)

Consider watching Magna Carta - <https://www.youtube.com/watch?v=wWKTy1NlxZE>

## Geography

### Curriculum Overview

This term, students will focus on the topic of **'Distinctive Landscapes'** - What are the features of a river? What are waterfalls and deltas? How is flooding managed? Why do people live by rivers? How are the Nile and Mekong rivers used?

### Support Materials / Additional suggested activities

For help on Distinctive Landscapes - [Rivers and water - KS3 Geography - BBC Bitesize](#)

Consider watching: On the Banks of the World's Longest River <https://www.youtube.com/watch?v=5U2JXUVdVS4>

Consider watching: [Geography KS3: River Flooding - BBC Teach](#)

# Year 7 Curriculum

## Spanish

### Curriculum Overview

This term students will be mastering the basics of the Spanish language:

Introducing yourself and your siblings – name, age and personality.

Numbers and months – Recognising dates.

Pets – Saying what pets you do/don't have and descriptions using colours.

Free time activities – Saying what activities you do on certain days of the week and sharing opinions.

Describing the weather.

### Support Materials / Additional suggested activities

<https://www.linguascope.com/Select 'Beginner' level> (Ask your class teacher for our school login details)

<https://www.bbc.co.uk/bitesize/subjects/zfckjxs>

## Drama

### Curriculum Overview

In Year 7 students have access to one hour of drama per week during which they focus on developing skills and gaining knowledge through creating, performing and evaluating drama. Students are assessed holistically, meaning that they will receive verbal feedback regularly from teacher and peer assessment. There is also a strong focus on students being able to work independently and drive forward their own progress in lessons.

Students will be exploring the following topics this term; **Theatre Through the Ages** - looking at the journey of how theatre began and its development to what we see on stage now.

**Silent Movies** - a journey back to a time without sound.

### Support Materials / Additional suggested activities

For additional support, please consider accessing the following links;  
<https://getintotheatre.org>

#### Get Into Theatre

What does an Assistant Director do? What is the backstage staff structure in theatre like? How do online auditions for drama school work? Top 10 tips on how to self-tape and audition online

<https://www.youtube.com/channel/UCUDq1XzCY0NIOYVJvEMQjqw>

# Year 7 Curriculum

## IT/Computer Science

### Curriculum Overview

This term students will be studying the following two units:

Collaborating online respectfully.

Modelling data

The first unit has been designed to ensure that students are given sufficient time to familiarise themselves with the school network. It also allows the teacher to discuss appropriate use of the school network, and to update and remind students of important online safety issues. Whilst completing this unit, students will also learn how to use presentation software effectively. In terms of online safety, this unit focuses on respecting others online, spotting strangers, and the effects of cyberbullying.

Modelling data - The 'spreadsheet' unit for Year 7 takes students from having very little knowledge of spreadsheets to being able to confidently model data with a spreadsheet. The unit uses engaging activities to progress students from using basic formulas to writing their own COUNTIF statements. This unit will develop a good set of skills that students can use in computer science lessons and in all other subject areas.

### Support Materials / Additional suggested activities

Please access the following resources for further information and support:

Year 7 computer science knowledge organiser

Staying safe on the internet [www.ceop.co.uk](http://www.ceop.co.uk)

[How spreadsheets work - Modelling with spreadsheets - GCSE ICT Revision - BBC Bitesize](#)

GCSE ICT Revision - BBC Bitesize

## Music

### Curriculum Overview

Students will be introduced to the subject of music this term by exploring the use of voice as whole class and in groups. They will also work towards creating an original piece of music based on a stimulus.

### Support Materials / Additional suggested activities

Begin warming your voices up by using the following warm up video:

<https://www.youtube.com/watch?v=K5ibRYDBFTw>

If you would like to learn about some of the basic elements of music to give you a head start, use the following link:

[https://www.youtube.com/watch?v=V7JHdI\\_9sqw](https://www.youtube.com/watch?v=V7JHdI_9sqw)

# Year 7 Curriculum

## RE

### Curriculum Overview

During the autumn term, students will cover the following two topics in RE:

**Topic 1: Where do we belong?** – Why study RE? What makes someone a hero? What are our rights? Why is community cohesion important?

**Topic 2: Christianity** – Who is God? Who is Jesus? Where and how do different Christians worship? What is the Golden Rule?

### Support Materials / Additional suggested activities

For help on Christianity consider accessing - [Christianity - KS3 Religious Studies - BBC Bitesize](#)

Consider watching [BBC Two - My Life, My Religion, Christianity, What is Christianity?](#)

Consider reading and watching for rights [What are human rights? | Equality and Human Rights Commission \(equalityhumanrights.com\)](#)

Consider watching a documentary on Corrymeela for community cohesion <https://www.youtube.com/watch?v=KCVbiRAouJE>

## Dance

### Curriculum Overview

All year 7 students will participate in 1 dance lesson per week.

In the Autumn Term students will study the topic; 'Introduction to Dance' - exploring safe dance practice and 'Cultures' and exploring dance from around the world.

Student will explore a new theme every half term.

### Support Materials / Additional suggested activities

Homework: To rehearse dance routines, learn key vocabulary.



# Year 7 Curriculum

## Lessons For Life

### Curriculum Overview

As part of Lessons for Life this term, Year 7 students will focus on the topic of 'Me and my community'. As part of this they will study, learn and reflect upon the following points;

- All about me
- My strengths, weaknesses and dreams
- My family and other types of families
- The types and importance of relationships
- My community and who lives in it
- The impact of stereotyping and prejudice
- Citizenship
- The role of volunteering

### Support Materials / Additional suggested activities

Sources of support and help are provided to students at the back of each of their Lessons for Life project booklets.

## Art

### Curriculum Overview

This term, Year 7 students will focus on **Drawing skills** to cover core skills such as quality of line, tone, shade, shapes and contrast. They will then move on to study **Musical Art** – Students are to research and create an art work based on the work of Artist Kandinsky who was inspired by the music in creating his paintings. Students will listen to various music styles from different time periods to create their work.

### Support Materials / Additional suggested activities

Consider researching the work of Kandinsky and look at colour relationships and how colour affects mood.

Year 7 Knowledge Organisers can be accessed by clicking this link.

Knowledge Organisers contain key information on specific topics covered within subjects.

[Click Here](#)

# Year 8 Curriculum

## English

### Curriculum Overview

This term students are reading the novel 'Great Expectations'. They will gain an introduction to Victorian era context and the concepts of social class and morality. We will also begin to investigate the writer's overall message, and students will learn how to evaluate a text/concept and how to justify an opinion.

### Support Materials / Additional suggested activities

For additional support, please access the 'Great Expectations study guide and context' - <https://www.sparknotes.com/lit/greatex/context/LifeofCharles>

Dickens <https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/z4j32sq>

Our homework platform (set weekly, but the site also has a range of courses students can practise in their own time to consolidate learning) <https://senecalearning.com/en-GB/>

## Mathematics

### Curriculum Overview

Students will enter Year 8 having studied a variety of number topics in Year 7. At the start of Year 8 we now link all of these things together, looking at proportional reasoning and multiplicative change. This allows students to make connections between different areas of maths and builds understanding for more complex topics in the future.

### Support Materials / Additional suggested activities

For additional support at home, please consider using;

<https://whiterosemaths.com/homelearning/year-8/>

<https://vle.mathswatch.co.uk/vle/>

<https://completemaths.com/tutor>

# Year 8 Curriculum

## Science

### Curriculum Overview

During the Autumn term, Year 8 students will study the following topics in Science:

**Food and nutrition** – What are the different food groups? What is a deficiency disease? What are the different parts of the digestive system?

**Breathing and respiration** – What is gas exchange? Where does it occur? What is the difference between aerobic and anaerobic respiration?

**The periodic table** – What is an atom? What is the structure of atom? How are elements arranged in the periodic table?

**Combustion – How do fuels burn?** How can you reduce air pollution? What is oxidation and how does it occur?

**The particle model** – What is the difference between a solid, a liquid and a gas at a particle level? What is a change of state?

### Support Materials / Additional suggested activities

Online homework resource: <https://www.tassomai.com/>

Students will be tasked to complete a set number of Tassomai questions each week.

BBC Bitesize

## Physical Education

### Curriculum Overview

The curriculum in Year 8 is designed to broaden sporting experiences and embed skills developed in Year 7, such as the application of advanced skills and using sport terminology consistently and effectively. We continue to offer a broad and balanced choice of activities to nurture the various aspects of the national curriculum as well as OBA's intent of courage and choices. Activities in Year 8 during the Autumn term will include football, netball, handball, basketball and gymnastics.

### Support Materials / Additional suggested activities

<https://www.bbc.co.uk/bitesize/subjects/zdhs34j>

Watching elite athletes on television

Consider joining a local team:

Football: Linnets FC, Runcorn Town

Netball: Beechwood

# Year 8 Curriculum

## History

### Curriculum Overview

Year 8 students will study the following two topics in History during the Autumn term:

**Slavery** – What was Africa like before slavery? What was the slave trade journey? What was life in America like for the slaves? How did slavery end? How was Liverpool involved in the slave trade?

**Industrial Revolution** – What changed during the Industrial Revolution? What were the conditions in factories? Who was Anne Besant? How did Robert Peel improve the police? Who was Jack the Ripper?

### Support Materials / Additional suggested activities

For help consider using [KS3 History - BBC Bitesize](#)

Consider trying to complete the KS3 history section on slavery and the Industrial Revolution on [Seneca - Learn 2x Faster \(senecalearning.com\)](#)

Consider reading [The slave trade - a historical background \(bl.uk\)](#)

Consider reading [Factories During Industrial Revolution - Conditions & Growth](#)

Consider watching Private Life of the Industrial Revolution: Social Change <https://www.youtube.com/watch?v=6As8AlbKK5Q&t=720s>

## Geography

### Curriculum Overview

Students will focus on the topic of Tectonic Hazards during the Autumn term. They will look at how the earth is structured and consider the following;

What are the different plate boundaries? What are the types of volcanoes? What is an earthquake? How do we predict and compare disasters? What are secondary hazards? Why do people live near volcanoes?

### Support Materials / Additional suggested activities

For help on Tectonic hazards, access - [Natural hazards - KS3 Geography - BBC Bitesize](#)

Consider watching: Volcanoes for Kids <https://www.youtube.com/watch?v=3Jxeh-yAXek>

Consider using [Royal Geographical Society - Geography resources for teachers \(rgs.org\)](#)

# Year 8 Curriculum

## Spanish

### Curriculum Overview

Year 8 students will study the following topics in Spanish during the Autumn term:

**Travel** – Using the past tense to say where you went on holiday, who you went with and how you travelled there.

**Holiday activities** – Using time phrases to say when you did different activities and sharing your opinion.

**Technology** – Discuss how you use your mobile phone.

**Music and Television** – Sharing opinions and comparing different types of music and television genres.

**Grammar** – Using the present and past tenses to talk about yourself and others.

### Support Materials / Additional suggested activities

For additional support please consider using-

<https://www.linguascope.com/>Select 'Beginner' level (Ask your class teacher for our school login details)

<https://www.bbc.co.uk/bitesize/subjects/zfckjxs>

## French

### Curriculum Overview

Year 8 students will study the following topics in French during the Autumn term:

Introducing yourself and your family member.

**Numbers and months** – Recognising dates.

**Pets** – Saying what pets you do/don't have and descriptions using colours.

**School** – Subjects and uniform.

**Free time activities** – Sharing your opinion about different hobbies and interests.

**Where you live** – Describing where you live, different nationalities and cultures.

### Support Materials / Additional suggested activities

For additional support please consider using-

<https://www.linguascope.com/>Select 'Beginner' level (Ask your class teacher for our school login details)

<https://www.bbc.co.uk/bitesize/subjects/zgdqxn timer>



# Year 8 Curriculum

## Drama

### Curriculum Overview

In Year 8 students have access to one hour of drama per week. During this lesson they will focus on developing skills and gaining knowledge through creating, performing and evaluating drama. Students are assessed holistically, meaning that they will receive verbal feedback regularly from teacher and peer assessment. There is also a strong focus on students being able to work independently and drive forward their own progress in lessons.

Students will be exploring the following topics this term:

**Scripts** - students are exposed to a range of different script extracts and explore how to move them from page to stage.

**Physical Theatre** - in contrast students look at how to communicate meaning through the medium of physical theatre.

### Support Materials / Additional suggested activities

For additional support and information, please consider accessing the following links:

<https://getintotheatre.org>

#### National Theatre - YouTube

At the National Theatre in London, we make world-class theatre that is entertaining, challenging and inspiring. And we make it for everyone. National Theatre Live is National Theatre's ground.

<https://www.youtube.com/channel/UCUDq1XzCYONIOYVJvEMQjqw>

# Year 8 Curriculum

## IT/Computer Science

### Curriculum Overview

This term students will focus on two units:

#### **Computing Systems**

#### **Developing the web**

Computing systems - This unit takes students on a tour through the different layers of computing systems: from programs and the operating system, to the physical components that store and execute these programs, to the fundamental binary building blocks that these components consist of. The aim is to provide a concise overview of how computing systems operate, conveying the essentials and abstracting away the technical details that might confuse or put off learners. The last lessons cover two interesting contemporary topics: artificial intelligence and open source software. These are linked back to the content of the unit, helping learners to both broaden their knowledge and focus on the topics addressed in the unit. The unit assumes no prior knowledge. There are, however, links to the 'Representations' units taught in Years 8 and 9 and the 'Networks' units taught in Years 7 and 8.

Developing for the web - In this unit, students will explore the technologies that make up the internet and World Wide Web. Starting with an exploration of the building blocks of the World Wide Web, HTML, and CSS, students will investigate how websites are catalogued and organised for effective retrieval using search engines. By the end of the unit, students will have a functioning website.

### Support Materials / Additional suggested activities

For further information please see -

Year 8 computer science knowledge organiser

[Computer systems - Introducing computers - GCSE Computer Science Revision - BBC Bitesize](#)

[Computer systems - Introducing computers - GCSE Computer Science Revision - BBC Bitesize](#)

[Web design and development - National 5 Computing Science Revision - BBC Bitesize](#)

# Year 8 Curriculum

## Music

### Curriculum Overview

Year 8 Music lessons, students will explore the diversity of hip hop and dance by creating a rap and producing a backing track. Students will continue to develop their keyboard skills whilst learning about how to produce music.

### Support Materials / Additional suggested activities

If you have access to an Apple product (phone, Mac, iPad) download GarageBand for free and familiarise yourself with the software.

You can find alternatives for windows/ Android products such as Ableton, Fruity Loops and many others.

We will also explore the origins of HipHop music and how it developed contextually.

Consider watching a documentary series called The Defiant One's on Netflix to gain a truly enriching background knowledge on the origins of Hip Hop and Rap music.

## Dance

### Curriculum Overview

Within Years 8 and 9, students will be able to select either 2 lessons of PE or 1 lesson of PE and 1 lesson of dance. In each lesson students will create and perform.

Year 8 dance lessons enable students to study a range of dance styles focusing on key pioneers within the dance industry to embed key dance skills which include: 'Street - Diversity' and 'Commercial - Little Mix'. Students will explore Action, Spatial, Dynamic and Relationship content across the styles.

### Support Materials / Additional suggested activities

Homework: To rehearse dance routines, learn key vocabulary.

# Year 8 Curriculum

## Lessons For Life

### Curriculum Overview

During the Autumn term, students in Year 8 will focus on the topic 'OBA Against Bullying'. This involves students learning, exploring and reflecting on the following points;

- \_ Definition of bullying
- \_ Examples of bullying including physical, verbal, online and prejudicial
- \_ The impact of bullying including how to cope with emotions
- \_ How to respond to bullying
- \_ How OBA tackles bullying including
- \_ How to report bullying
- \_ What it would mean for bullying to become "socially unacceptable"
- \_ The importance of being an "upstander" rather than a "bystander"
- \_ How to "call out" bullies and bullying
- \_ What to do when you see it happening in your year group/school
- \_ What to do when you see one of your friends being the bully

### Support Materials / Additional suggested activities

Sources of support and help are provided to students at the back of each of their Lessons for Life project booklets

## Art

### Curriculum Overview

During the Autumn term, students will focus on Cubism and why this is such an important style of art work.

They will look at Cubism Transcriptions and create Cubism art work to develop their understanding of this influential style. Students will develop a mixed media approach to creating their version.

### Support Materials / Additional suggested activities

Consider researching the work of Pablo Picasso, research the work of a range of Cubist Artists and techniques to gain insight into this popular art style.

**Year 8 Knowledge Organisers can be accessed by clicking this link.**

**Knowledge Organisers contain key information on specific topics covered within subjects.**

**[Click Here](#)**

# Year 9 Curriculum

## English

### Curriculum Overview

Students are reading the novel 'Noughts and Crosses'. Students will analyse how relationships are presented and the human effect of discrimination and prejudice. Students will also begin to look at non-fiction linked to the text. This term has a focus on reading skills of analysis of character and theme and writing skills of using ambitious vocabulary and punctuation for effect.

### Support Materials / Additional suggested activities

For additional support and information please consider accessing the following links;

Noughts and Crosses <https://www.puffinschools.co.uk/resources/ks3-discussion-questions-noughts-and-crosses/> (points for discussion)

Using punctuation for effect:

<https://www.bbc.co.uk/bitesize/guides/zcghcwx/revision/7>

Our homework platform (set weekly, but the site also has a range of courses students can practise in their own time to consolidate learning) <https://senecalearning.com/en-GB/>

## Mathematics

### Curriculum Overview

Students will start Year 9 having already seen a lot of the key concepts that are vital to maths. Now they will be working on the more challenging topics and making further connections to build on their mathematical journey. Topics this term include straight line graphs, forming and solving equations and testing conjectures.

### Support Materials / Additional suggested activities

For additional support please consider accessing the following links;

<https://vle.mathswatch.co.uk/vle/>

<https://whiterosemaths.com/homelearning/year-9/>

<https://completemaths.com/tutor>



# Year 9 Curriculum

## Science

### Curriculum Overview

Students in Year 9 will study the following topics in Science during the Autumn Term:

**Cells** – What are the differences between plant, animal and bacterial cells? What is a specialised cell and how are they adapted to their function?

**Acids, alkalis and indicators** – What is an acid? How can you test the pH of a substance? What is neutralisation?

**Maths skills** – How to draw graphs. What is probability? Interpreting data.

**Forces and motion** – What are resultant forces? What are Newton's laws? What is the difference between thinking distance and braking distance?

**Health and disease** – What are pathogens? How can diseases spread? What is antibiotic resistance?

### Support Materials / Additional suggested activities

Online homework resource: <https://www.tassomai.com/>  
BBC Bitesize

## Spanish

### Curriculum Overview

Students in Year 9 will study the following topics in Spanish during the Autumn Term:

**Personal Interests** – Sharing higher level detailed opinions for yourself and others on a variety of hobbies and topics.

**Movies** – Sharing opinions and comparing different types of movie genres.

**Jobs** – Using the future tense to talk about types of jobs and career plans.

**Working life** – Variety of tasks involved in different jobs.

**C.V** – Describing your personality and qualities for job applications

### Support Materials / Additional suggested activities

For additional information and support please consider accessing the following links-

<https://www.linguascope.com/>Select 'Beginner' level (Ask your class teacher for our school login details)

<https://www.bbc.co.uk/bitesize/subjects/zfckjxs>

# Year 9 Curriculum

## History

### Curriculum Overview

Students in Year 9 will study the following topics in History during the Autumn Term:

**WWII** – What caused WWII? What happened during the battle of Stalingrad and D-Day? What was the Blitz? How did evacuation and rationing happen? What was the A-bomb?

**The Holocaust** – What was the Holocaust? How were Jewish people treated prior to WWII? What were camps like? How were the perpetrators punished? How has genocide continued?

### Support Materials / Additional suggested activities

For help on WWII and the Holocaust - [World War Two - KS3 History - BBC Bitesize](#)

Consider trying to complete the KS3 history section on WWII and the Holocaust on [Seneca - Learn 2x Faster \(senecalearning.com\)](#)

Consider watching World War II and the Holocaust <https://www.youtube.com/watch?v=tMnAztCHcNo>

Consider reading [D-Day - Invasion, Facts & Significance - HISTORY](#)

Consider reading [WW2: Eight months of Blitz terror - BBC Teach](#)

## Geography

### Curriculum Overview

Year 9 Geography students will study the topic **'World of Work'** during the Autumn term. They will look at how we classify industry and learn about the following points; How has employment changed? What is growth and digital economy? What are the role of TNCs? What is Fairtrade? What is the difference between formal and informal work? What is the quaternary sector? How has tourism impacted employment?

### Support Materials / Additional suggested activities

For help on World of Work - [Tourism - KS3 Geography - BBC Bitesize](#)

Consider interacting with [The changing order of economic power | Geography in the News](#)

# Year 9 Curriculum

## Physical Education

### Curriculum Overview

All Year 9 students build on their courage and ability to make informed choices by leading their own sports sessions. Students will choose to lead sessions in various sporting activities that will encourage an active, healthy lifestyle in the future. Activities will include, football, tchoukball, badminton and netball.

### Support Materials / Additional suggested activities

For extra support and information please access - <https://www.bbc.co.uk/bitesize/subjects/zdhs34j>

Consider watching elite athletes on television

Consider joining a local team:

Football: Linnets FC or Runcorn Town

Netball: Beechwood

<https://www.teachpe.com/> Issues and Debates, Film: Supersize me, Invictus, The Game Changers. Further Reading: The Chimp Paradox by Prof Steve Peters. Strength Training Anatomy by Frederic Delavier. The Sports Gene by David Epstein.

# Year 9 Curriculum

## IT/Computer Science

This term. Students will focus on two units of work:

### **Cybersecurity**

### **Data Science**

#### **Curriculum Overview**

Cybersecurity - This unit takes students on an eyeopening journey of discovery about techniques used by cybercriminals to steal data, disrupt systems, and infiltrate networks. Students will start by considering the value of their data to organisations and what they might use it for. They will then look at social engineering techniques used by cybercriminals to try to trick users into giving away their personal data. The unit will look at the more common cybercrimes such as hacking, DDoS attacks, and malware, as well as looking at methods to protect ourselves and our networks against these attacks.

Data science - In this unit, students will be introduced to data science, and by the end of the unit they will be empowered by knowing how to use data to investigate problems and make changes to the world around them. Students will be exposed to both global and local data sets and gain an understanding of how visualising data can help with the process of identifying patterns and trends. Towards the end of the unit, students will go through the steps of the investigative cycle to try to solve a problem in the school using data.

#### **Support Materials / Additional suggested activities**

For further information please see -

Year 9 Computer Science Knowledge Organiser

[Cyber security - Ethical, legal and environmental impacts of digital technology - AQA - GCSE Computer Science Revision - AQA - BBC Bitesize](#)

[Data representation - KS3 Computer Science - BBC Bitesize](#)

# Year 9 Curriculum

## Technology

Year 9 students explore the Design and Technology curriculum which includes Catering (Food), Textiles, Resistant Materials and Hair and Beauty. Throughout the year students experience each of the subject areas on a carousel basis with specialised teachers.

**Textiles** – Students will focus on the research, design and making processes. Students will continue to explore influential movements and references to help produce an outstanding mini portfolio of work, working collaboratively with the latest Performing Arts project. They will further develop their annotation skills and develop designs that will underpin a final outcome, showcasing a range of techniques and materials.

**Catering** – Students learn about food safety in the kitchen, food labelling, diet analysis, food science, foods from around the world and Fairtrade and ethical food choices. Students studying Catering are based in the Food Technology room. They will prepare and cook a selection of dishes to develop practical skills. These skills include:

### Curriculum Overview

- Dough making shaping, rolling and portion control creating pin wheels.
- Pastry making, rolling out and blind baking creating a fruit pie.
- Boiling, simmering, frying, seasoning and time management creating a Rogan Josh.
- Preparing a roux sauce to create macaroni cheese.
- Boiling, simmering baking, mashing and knife skills creating a cottage pie.

**Resistant Materials** – Students will explore electronics and build on their previous knowledge of timbers and polymers to produce a buzzer game. They will develop practical skills as well as knowledge of tools, equipment and how to produce a working electronic circuit. Students will work to a brief, following the design process to produce a creative working prototype.

**Hair and Beauty** – Students will learn and develop skills in hair styling, make up and face paint for school Christmas production of 'Rock of ages' using a range of specialist tools and equipment.



# Year 9 Curriculum

## Technology (Continued)

### Support Materials / Additional suggested activities

**Resistant Materials** - Homework tasks will be used to support learning including materials research, and real-world examples. Please access the following links for further support and guidance-

[ENGINEERING - DESIGN AND TECHNOLOGY \(technologystudent.com\)](http://technologystudent.com)

[KS3 Electronics | STEM](#)

**Textiles** - Be inspired by the use of Pinterest to generate ideas to support initial research on how to create mood boards, present research ideas and generate ideas around presenting experimental samples. Take pride in the presentation of your work by experimenting with different fonts such as using dafont.com. Homework to include bringing in ideas and resources to support research like mood boards and design ideas.

**Catering** - For further information and support please access the following links:

<https://www.food.gov.uk/safety-hygiene/cleaning>

<https://www.food.gov.uk/safety-hygiene/avoiding-cross-contamination>

<https://www.food.gov.uk/safety-hygiene/chilling>

<https://www.nhs.uk/live-well/eat-well/how-to-read-food-labels/>

<https://thecookeryteacher.com/foodie-life-and-learning/article.php?ID=53>

<https://www.bbc.co.uk/bitesize/guides/zgwdg82/revision/2>

<https://www.bbc.co.uk/bitesize/guides/z7fw7p3/revision/3>

**Hair and Beauty** - Homework and self-help videos can be found on YouTube to show step to step on each practical unit. Help can also be accessed via the VTCT website and a student logbook is provide for each individual unit.

Website- [https://www.vtct.org.uk/qualification-category/hairdressing-barbering/?level=2&type=VRQ&size=Diploma&search\\_type=qualifications](https://www.vtct.org.uk/qualification-category/hairdressing-barbering/?level=2&type=VRQ&size=Diploma&search_type=qualifications)

# Year 9 Curriculum

## Drama

### Curriculum Overview

In Year 9 students have the option to explore drama in one of the following ways:

**Drama Exploration - the stage experience** - encounter the world of theatre on your feet in a practical environment and gain an understanding of how drama shapes the world we live in. You will gain a certificate in LAMDA, an industry-based drama qualification by the end of Year 9.

**Drama Exploration - behind the scenes experience** - encounter the world of theatre in a classroom environment and gain an understanding of how drama shapes the world we live in. You will gain a certificate in LAMDA, an industry-based drama qualification by the end of Year 9.

There are clear links here made with the English curriculum to demonstrate the subjects many ties and transferable skills.

During this term students will be studying:  
Teechers by John Godber - linking to their English curriculum, students will explore the different relationships the play demonstrates with its characters as well what its purpose and what it teaches us about society at the time it was written.

### Support Materials / Additional suggested activities

For additional information and support, please consider accessing the following links -

<https://getintotheatre.org>

#### Get Into Theatre

What does an Assistant Director do? What is the backstage staff structure in theatre like? How do online auditions for drama school work? Top 10 tips on how to self-tape and audition online

#### National Theatre - YouTube

At the National Theatre in London, we make world-class theatre that is entertaining, challenging and inspiring. And we make it for everyone. National Theatre Live is National Theatre's ground.

<https://www.youtube.com/channel/UCUDq1XzCY0NIOYVJvEMQjqw>

## Dance

### Curriculum Overview

Within year 9 dance lessons, students will study a range of repertoire, exploring work from West End Musicals such as, Grease, Dirty Dancing and Mama Mia. The focus will be on developing expressive, physical and technical skills.

### Support Materials / Additional suggested activities

Homework: To rehearse dance routines, learn key vocabulary.

# Year 9 Curriculum

## Music

### Curriculum Overview

This term students will have the opportunity to learn about the basics of how to play the guitar.

Each student will be provided with a guitar during lessons and will learn some basic chords and melodies. Students will perform as a class, in groups and as solo musicians.

### Support Materials / Additional Suggested Activities

If you would like a head start on your learning, consider watching

[https://www.youtube.com/watch?v=g8F\\_ncD85-o](https://www.youtube.com/watch?v=g8F_ncD85-o)

If you have a guitar at home, consider watching some lessons by Marty Schwartz on YouTube:

<https://www.youtube.com/watch?v=HNSaXAe8tyg>

Familiarise yourself with music that uses guitars.

## RE

### Curriculum Overview

Year 9 students will focus on the following two topics in RE during the Autumn term:

**Topic 1: Truth & Meaning** – What makes us human? Do humans have a soul and purpose? Does God and an afterlife exist? Why do we give to charity?

**Topic 2: Medical Ethics** – What is abortion and euthanasia? What is IVF and genetic engineering? Why are medical issues controversial?

### Support Materials / Additional suggested activities

For additional information and support, please access the following links-

- For help on charity UK charity fighting global poverty - Christian Aid
- Consider listening to BBC Radio 2 - What Makes Us Human with Jeremy Vine - Downloads
- For help on afterlife What happens when we die? – KS3 Religious Studies – BBC Bitesize – BBC Bitesize
- Consider reading BBC - Ethics - Euthanasia: Ethical problems of euthanasia

# Year 9 Curriculum

## Lessons for Life

### Curriculum Overview

Students in Year 9 will be focusing on the topic 'Look after yourself' as part of their Lessons for Life curriculum. They will be learning about and reflecting on the following points;

- Peer pressure (relating to alcohol, substance misuse and gangs)
- Positive relationships
- Seeking help and ending negative relationships
- Substance and alcohol misuse including:
  - Myths and misconceptions
  - The law
  - Addiction
  - Accessing support

### Support Materials / Additional suggested activities

Sources of support and help are provided to students at the back of each of their project booklets

## Art

### Curriculum Overview

This term, students will be taking part in an advanced drawing course. They will research a range of important historical art movements and begin the process of transcribing images to enhance their understanding of composition, colour, tone and shape.

### Support Materials / Additional suggested activities

Consider researching the work of various artists that relate to the art style chosen.

**Year 9 Knowledge Organisers can be accessed by clicking this link.**

**Knowledge Organisers contain key information on specific topics covered within subjects.**

**[Click Here](#)**

# Year 10 Curriculum

## English (Core)

### Curriculum Overview

Students will be studying the play 'The Merchant of Venice' by William Shakespeare. This is an exciting and engaging text that explores the themes of love, social injustice, prejudice and greed. Students will be able to analyse characters, themes and relationships whilst exploring societal values in Elizabethan England. This term has a focus on the analysis of language and writer's message.

### Support Materials / Additional suggested activities

For additional support and information, please consider accessing the following links;

#### **Modern translation and summary**

<https://www.sparknotes.com/nofear/shakespeare/merchant/>

#### **BBC bitesize – the basics**

<https://www.bbc.co.uk/bitesize/topics/zywqtfr>

**Merchant of Venice Homework menu.** All tasks can be completed independently as extra work.

## Mathematics (Core)

### Curriculum Overview

Students will be consolidating and building on content taught at KS3 and ensuring that they can apply their mathematical skills to a variety of different contexts, including new and unseen problems.

**Congruence, Similarity and Enlargement** – Working out missing sides, areas and volumes in similar shapes

**Trigonometry** – Using trigonometry to find missing sides and angles in right-angled triangles

**Representing Solutions of Equations and Inequalities** – Forming and solving equations and inequalities; showing solutions to inequalities on a number line

**Simultaneous Equations** – Forming and solving a pair of simultaneous equations

**Angles and Bearings** – Understand, measure, read and draw bearings

### Support Materials / Additional suggested activities

For additional help, support and practice, please access-

<https://sparxmaths.com/>



# Year 10 Curriculum

## Science (Core)

<b>Curriculum Overview</b>	<p>Students in Year 10 will be studying the following topics during the Autumn Term:</p> <p><b>Cells and control</b> – How are specialised cells adapted for their function? What are stem cells? What is mitosis?</p> <p><b>Genetics</b> – How is DNA extracted? What are alleles? How do gene become mutated?</p> <p><b>Natural selection and genetic modification</b> – What evidence is there of human evolution? How do we get different breeds and varieties? What is genetic modification?</p> <p><b>Bonding and substances</b> – What is ionic bonding and covalent bonding? What are the properties of metals? What is an allotrope of carbon?</p> <p><b>Acids and alkalis</b> – What is an acid? What is an alkali? How can you test the pH of a substance?</p>
<b>Support Materials / Additional suggested activities</b>	<p>Online homework resource: <a href="https://www.tassomai.com/">https://www.tassomai.com/</a></p> <p>BBC Bitesize</p> <p><a href="https://www.cgpbbooks.co.uk/">https://www.cgpbbooks.co.uk/</a></p>

## Sport (Optional)

<b>Curriculum Overview</b>	<p>The BTEC/GCSE sport curriculum at Key Stage 4 focuses on different physical and emotional requirements needed to compete and achieve at a good level in the course and in sport.</p> <p>Students are encouraged to take 2 sports in more detail, refining technical accuracy and executing skills with precision. This is for Unit 2, practical sport.</p>
<b>Support Materials / Additional suggested activities</b>	<p>For additional information and support, please access <a href="https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Sport/2012/Specification-and-sample-assessments/9781446936368_BTECFIRST_AWD_SPORT_SPEC_ISS4.pdf">https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Sport/2012/Specification-and-sample-assessments/9781446936368_BTECFIRST_AWD_SPORT_SPEC_ISS4.pdf</a></p> <p><a href="https://www.teachpe.com/">https://www.teachpe.com/</a></p> <p>Issues and Debates, Film: Supersize me, Invictus, The Game Changers. Further Reading: The Chimp Paradox by Prof Steve Peters. Strength Training Anatomy by Frederic Delavier. The Sports Gene by David Epstein</p>

# Year 10 Curriculum

## History (Optional)

### Curriculum Overview

Year 10 History students will be studying the following topics this term:

**Crime and Punishment in Medieval England** – How have the Anglo-Saxons and Normans changed laws and punishments? What happened with crime in the later medieval period? What influence did the Church have?

**Crime and Punishment in Early Modern England** – How did the Tudor monarchs influence crime and punishment? What new laws and punishments were introduced? How did witchcraft and the Gunpowder Plot impact crime?

**Crime and Punishment in 18th – 19th Century Britain** – How did crime, laws and punishments change between the 18th and 19th Centuries? What impact did Robert Peel have? How did Pentonville prison change?

**Crime and Punishment in Modern Britain** – What new crimes and laws have appeared? How have punishments changed in the modern world? Why was the death penalty abolished? What happened to conscientious objectors?

### Support Materials / Additional suggested activities

For additional help, information and support please access the following links-

For help [Microsoft Word - Crime-and-punishment-in-Britain-Revision-Guide-FINAL\(1\) \(1\).docx \(q3tipton.org.uk\)](#)

Consider completing the Edexcel sections for Elizabethan England [Seneca - Learn 2x Faster \(senecalearning.com\)](#)

Consider watching [Crime & Punishment: Key Terms \(c1000-Present\) | Crime & Punishment | GCSE History Revision - YouTube](#)

Consider watching [BBC || Crime and Punishment - The Story of Capital Punishment \(2011\) - YouTube](#)

# Year 10 Curriculum

## Geography (Optional)

### Curriculum Overview

Year 10 Geography students will study two topics during the Autumn Term: Natural Hazards and Weather Hazards.

**Natural Hazards** – What are the types of natural hazards? How are plate tectonics distributed? What tectonic landforms occur at plate margins? What are the effects and responses towards natural hazards? How are hazards managed?

**Weather Hazards** – What are the features of a tropical storm? How does climate change effect the weather? What are the effects and responses of weather hazards? How to plan, predict and protect hazards? What weather hazards do we face in the UK? How do we manage climate change?

### Support Materials / Additional suggested activities

For help on both Natural and Weather Hazards - [The challenge of natural hazards](#) - GCSE Geography Revision - AQA - BBC Bitesize

Consider using- <https://timeforgeography.co.uk/>

## Spanish (Optional)

### Curriculum Overview

This term, students will focus on the topics of Travel and School.

**Travel** – Describing how you prefer to spend your summer in the U.K, discussing past holidays abroad; where you went and what you did, booking accommodation and dealing with problems.

**School** – Debating school rules and problems, making plans for a school exchange, talking about your achievements and describing the school; subjects, teachers, day to day activities, uniform and school facilities.

### Support Materials / Additional suggested activities

<https://www.linguascope.com/> Select 'Intermediate' level (Ask your class teacher for our school login details)

<https://www.bbc.co.uk/bitesize/subjects/z4dqxb>

<https://studyspanish.com/verbs>

<https://erevision.uk> Students should already have an account set up. Speak to your class teacher if you need help accessing your class.

# Year 10 Curriculum

## Dance

### Curriculum Overview

Students will embark on the brand new Btec Tech Award Performing Arts Dance course. Students will complete three components of work over the two year course, developing skills in performance, choreography, exploring the life of a dancer and dance appreciation.

Students will explore a range of dance styles through practical workshops, develop work for performance, create log books of research and their skills development journey.

Further information can be found here:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html>

### Support Materials / Additional suggested activities

Students will be set weekly homework which will contribute towards their log books and skills development journey.

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html>

## Art/Photography

### Curriculum Overview

This term involves an Introduction to 'my environment/Identity theme' – Students are to research and create a series of art/photographic outcomes based on the local environment.

### Support Materials / Additional suggested activities

Consider researching the work of various artists that relate to the theme of work chosen. Link below to the course requirements:

GCSE Art and Design - BBC Bitesize

# Year 10 Curriculum

## Religious Education

### Curriculum Overview

This term, students will focus on the following two issues in their RE lessons;

**Issue of Human Rights** – What are our human rights? Is censorship necessary? How do different religious and non-religious groups respond to discrimination? How is wealth and charity understood by religious groups?

**Issue of Relationships** – Why is family important? What are the problems of interfaith marriage? How do religions respond to cohabitation and divorce? How do religions view sex and contraception? How are same-sex relationships and gender roles understood by religions?

### Support Materials / Additional suggested activities

For additional information, reading and support please consider accessing the following links;

For help on discrimination [Show Racism the Red Card](#)

For help on censorship [No cults, no politics, no ghouls: how China censors the video game world | Games | The Guardian](#)

Consider completing the Eduqas religious studies route A section on [Seneca - Learn 2x Faster \(senecalearning.com\)](#)

Consider watching [Human Rights Day: How well do you know your human rights? - BBC Bitesize](#)

Consider watching [Religious Studies GCSE: Homosexuality and different faiths - BBC Teach](#)

## Hair & Beauty

### Curriculum Overview

This qualification includes two mandatory units that can be applied to any sector or vocational area. In this qualification, students will use hairdressing and beauty therapy and related industries (i.e. retail, leisure, fashion, marketing, media, business) to develop themselves and, in particular, the skills and attributes prized by employers, further education colleges and higher education institutions.

### Support Materials / Additional suggested activities

Homework and help videos can be found on YouTube to show step by step on practical.

Help and a wealth of further information can be accessed via the VTCT website and students will receive a logbook for each individual unit.

[https://www.vtct.org.uk/qualification-category/hairdressing-barbering/?level=2&type=VRQ&search\\_type=qualification](https://www.vtct.org.uk/qualification-category/hairdressing-barbering/?level=2&type=VRQ&search_type=qualification)

# Year 10 Curriculum

## Music

### Curriculum Overview

Students will have the opportunity to develop their skills by exploring different workshops which are designed to help prepare for the listening exam.

### Additional / Additional Suggested activities

BBC Bitesize – AQA GCSE Music  
– divided up into Elements of Music or era/genre.

YouTube – AQA GCSE concepts for audio/  
visual demonstrations and explanations.

London Philharmonia Website – for audio/  
visual demonstrations of orchestral instruments.

## Sociology Autumn

### Curriculum Overview

This term, students will look at the theory and methods required for each sociology exam whilst studying each of the topics listed below;

#### Paper One (and Two):

#### Theory and Methods

Theory involves the viewpoint of different sociologists.

Methods and designs that sociologists use to collect their data.

#### Paper One

#### The Sociology of families, including relevant areas of social theory and methodology

Functions of families; Family forms; Conjugal role relationships; Changing relationships within families; Criticisms of the viewpoints about families; Divorce.

### Support Materials / Additional Suggested activities

Past papers and mark schemes on AQA website.

AQA GCSE 9-1 Sociology Student Book (Wilson) or All-in-One Complete Revision and Practice (Collins book). Alternative books available on Amazon.

Homework and help videos can be found on <https://www.youtube.com/user/TheTEACHERSOCIOLOGY/featured>

Extra research: The British Sociology Association website and Twitter site.

# Year 10 Curriculum

## Psychology Autumn

### Curriculum Overview

This term, students will look at the research methods required for the Psychology Paper One exam whilst studying each of the topics listed below;

#### **Paper One (and Two):**

##### **Research Methods**

Research methods and designs that psychologists use to collect their data.

##### **Paper One**

##### **Memory**

Processes of memory; Structures of memory; Memory as an active process.

##### **Paper One**

##### **Perception**

Sensation and perception; Visual cues and constancies; Gibson's direct theory of perception – the influence of nature; Visual illusions; Gregory's constructivist theory of perception – the influence of nurture; Factors affecting perception.

### Support Materials / Additional suggested activities

Past papers and mark schemes on AQA website.

Student book or revision guide book (for AQA) – Flanagan (boy with red hair on cover). Alternative books available on Amazon.

Homework and help videos can be found on [weekly psychboost.com](http://www.psychboost.com)

Support with psychology notes: <https://www.tutor2u.net/search?q=psychology+notes> and <http://www.psychology4a.com/>

Extra research: The British Psychological Society and BPS Research digest on Twitter

# Year 10 Curriculum

## Lessons for Life

### Curriculum Overview

This term Year 10 students will focus on the topic 'Snagged'. This involves learning about and reflecting on each of the points listed below:

- Conducting relationships online (including managing potential risks)
- Legal and ethical aspects of online relationships
- How to seek help with unwanted attention (e.g. stalking and harassment)
- Grooming
- Examining attitudes towards abuse, including online
- Evaluating how behaviour can influence their peers positively and negatively
- Identifying when they are at risk of being negatively influenced
- Examining factors which lead to young people being involved in crime

### Support Materials / Additional suggested materials

Sources of support and help are provided to students at the back of each of their project booklets.

## Engineering

### Curriculum Overview

This term students will be introduced to the different engineering sectors and look at the advancements in these areas. Students will explore engineering materials such as metals and plastics.

Students will also start their unit 1 coursework: Engineering design which involves students looking analysing an existing engineered product, engineering drawings and reverse engineering a product.

### Support Materials / Additional suggested activities

Homework tasks will be used to support learning of exam content. This will include research, past paper examples and drawing skills. Please access the following links for further support and guidance-

ENGINEERING - DESIGN AND TECHNOLOGY (technologystudent.com)

Selecting materials - Design engineering - OCR - GCSE Design and Technology Revision - OCR - BBC Bitesize



# Year 10 Curriculum

## Drama

### Curriculum Overview

The GCSE Drama course is centred on students exploring the world of theatre, analysing how theatre is created and how technical theatre enhances the audience's enjoyment and understanding.

Students will focus on the following topics this term:

**Introduction to Brecht** - during years 7, 8 and 9 students will have explored many of Brecht's techniques in their drama lessons but here they look explicitly at his work and its impact on theatre as we know it today. Link to Component 1: Devising (40% of the course).

**The Crucible** - students will begin to explore the GCSE set text and begin to unpick the world Arthur Miller created. Students explore this from a practical perspective to prepare them for their GCSE written examination. Link to Component 3: Theatre Makers in Practice (40% of the course).

### Support Materials / Additional suggested activities

For additional information and support, please access the following links –

<https://www.bbc.co.uk/bitesize/examspecs/zkvm2sg>

[GCSE Drama - Edexcel - BBC Bitesize](#)

Easy-to-understand homework and revision materials for your GCSE Drama Edexcel '9-1' studies and exams. [www.bbc.co.uk](http://www.bbc.co.uk)

<https://getintotheatre.org>

[Get Into Theatre](#)

What does an Assistant Director do? What is the backstage staff structure in theatre like? How do online auditions for drama school work? Top 10 tips on how to self-tape and audition online

[getintotheatre.org](http://getintotheatre.org)

<https://www.youtube.com/channel/UCUDq1XzCY0NIOYVJvEMQjqw>

[National Theatre - YouTube](#)

At the National Theatre in London, we make world-class theatre that is entertaining, challenging and inspiring. And we make it for everyone. National Theatre Live is National Theatre's ground ...

[www.youtube.com](http://www.youtube.com)

# Year 10 Curriculum

## Animal Care

### Curriculum Overview

Students will be studying for the exam in June 2022 by looking at the importance of animal health in relation to provision of the five animal welfare needs, in line with the Animal Welfare Act 2006. They will also take part in practical activities including handling a variety of animals and investigating suitable accommodation for them.

### Support Materials / Additional suggested activities

For additional information, please access the following websites and links-

PDSA: information about rabbit health

[www.pdsa.org.uk/pet-health-advice/rabbits](http://www.pdsa.org.uk/pet-health-advice/rabbits)

Poultry Club of Great Britain: information about poultry health

[www.poultryclub.org/poultry/health-and-diseases](http://www.poultryclub.org/poultry/health-and-diseases)

Purina: information about cat health

[www.purina.co.uk/content/your-cat/helping-to-keep-your-cat-healthy](http://www.purina.co.uk/content/your-cat/helping-to-keep-your-cat-healthy)

Purina: information about dog health

[www.purina.co.uk/content/your-dog/helping-to-keep-your-dog-healthy](http://www.purina.co.uk/content/your-dog/helping-to-keep-your-dog-healthy)

RSPCA: advice about care and welfare

[www.rspca.org.uk/adviceandwelfare/pets/general](http://www.rspca.org.uk/adviceandwelfare/pets/general)

## Computer Science

### Curriculum Overview

Students will be embarking on the OCR Computer Science 9-1 course, where they will have the opportunity to get a grasp of coding and delve deeper into the brain of a computer. Students will begin this by looking at the architecture of a computer, the mathematics that allows a computer to make decisions and also building up their coding skills.

### Support Materials / Additional suggested activities

Please consider accessing the following resources:

Craig and Dave YouTube videos

OCR Computer Science Revision Book

Google Classroom

# Year 10 Curriculum

## ICT

### Curriculum Overview

Students will begin the BTEC Digital Information Technology Course which is built up of two coursework components and one exam. For the first section of their coursework student will be creating a set of plans to design and evaluate their own graphical user interface. This will be in the form of a touch screen at a football stadium.

### Support Materials / Additional suggested activities

For further information and guidance please consider accessing the following resources:

BTEC website.

Google classroom – resources available on each of the classrooms.

BBC Bitesize.

OBA Revision Guide.

## BTEC Business

### Curriculum Overview

As part of the BTEC Tech Award in Enterprise, students are looking at profit and loss calculations in preparation for their exam.

### Support Materials / Additional suggested activities

Please access the following resources for more information and guidance:

BTEC website.

Google Classroom – resources available on each of the classrooms.

BBC Bitesize.

OBA Revision Guide

# Year 10 Curriculum

## GCSE Business

### Curriculum Overview

Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact on business behaviour.

Students will apply their knowledge and understanding to business decision making including:

- the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources, and how these interdependencies underpin business decision making
- how different business contexts affect business decisions
- the use and limitation of quantitative and qualitative data in making business decisions.

Our specification requires students to draw on the knowledge and understanding to:

- use business terminology to identify and explain business activity
- apply business concepts to familiar and unfamiliar contexts
- develop problem solving and decision making skills relevant to business
- investigate, analyse and evaluate business opportunities and issues
- make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.

### Support Materials / Additional suggested activities

<https://www.bbc.co.uk/bitesize/examspecs/zvwb382>

# Year 10 Curriculum

## Hospitality and Catering

### Curriculum Overview

Year 10 students will be introduced to the hospitality and catering course. They will learn about health and safety in the kitchen, food hygiene, food poisoning and the environmental health officer. Students will learn about a wide range of catering equipment and nutrition.

This term students will cook a variety of dishes focusing on certain skills including breadmaking, pastry making, whisking, blending, knife skills and preparing of a variety of different commodities.

### Support Materials / Additional suggested activities

For additional information and support please access the following links:

<https://www.food.gov.uk/safety-hygiene/cleaning>

<https://nationalcareers.service.gov.uk/job-profiles/environmental-health-officer>

<https://www.food.gov.uk/business-guidance/personal-hygiene>

<https://www.food.gov.uk/topic/storage-refrigeration>

<https://www.nhs.uk/live-well/eat-well/eight-tips-for-healthy-eating/>

<https://www.bbc.co.uk/bitesize/guides/z8rqw6f/revision/4>

To support learning students should revise topics at home using different revision techniques.

To build practical skills students could cook a selection of dishes at home in line with skills they are developing in the classroom

**Year 10 Knowledge Organisers can be accessed  
by clicking this link.**

**Knowledge Organisers contain key information  
on specific topics covered within subjects.**

**[Click Here](#)**

# Year 11 Curriculum

## English (Core)

### Curriculum Overview

Students will be studying the novella 'A Christmas Carol' by Charles Dickens. This is an exciting and engaging text that explores the themes of family, social injustice, compassion and greed. Students will be able to analyse characters, themes and relationships whilst exploring societal values in Victorian England. This term encourages students to apply their prior understanding of character analysis and writer's message, as well as embedding a contextual knowledge to their responses.

### Support Materials / Additional suggested activities

For additional information and support please consider accessing the following links -

<https://www.bbc.co.uk/bitesize/topics/zwhkxsg>

[https://www.yorknotes.com/gcse/english-literature/a-christmas-carol-2017/revision-cards/01\\_characters](https://www.yorknotes.com/gcse/english-literature/a-christmas-carol-2017/revision-cards/01_characters)

The whole text: [https://www.pagebypagebooks.com/Charles\\_Dickens/A\\_Christmas\\_Carol/](https://www.pagebypagebooks.com/Charles_Dickens/A_Christmas_Carol/)

ACC Homework menu - see attached. All tasks can be completed independently as extra work

## Mathematics (Core)

### Curriculum Overview

The content covered in Year 11 depends on which scheme of the three schemes of work the students are following: Higher, Crossover or Working Towards. This is to ensure that we provide students with the fundamental skills required for their GCSE work.

**Higher (11o1, 11o2)** - Functions; Proof; Congruence and Vectors.

**Crossover (11o3, 11o4, 11b1, 11b2)** - Vectors; Sequences; Forming and solving equations; Proportion and Simultaneous equations.

**Working towards (11b3, 11b4)** - Highest common factor and lowest common multiple; Exchange rates; Rounding and Pie charts.

### Support Materials / Additional suggested activities

<https://completemaths.com/tutor>

<https://vle.mathswatch.co.uk/vle/>

# Year 11 Curriculum

## Science (Core)

Curriculum Overview	<p>This term, Year 11 students will be studying the following topics in Core Science:</p> <p><b>Animal coordination, control and homeostasis</b> – What is a hormone? Where are hormones secreted throughout the body? How is blood glucose controlled?</p> <p><b>Exchange and transport in animals</b> – The heart and the circulatory system. What is cellular respiration?</p> <p><b>Ecosystems</b> – What are abiotic and biotic factors? What is an ecosystem? What are the stages of the carbon cycle?</p> <p><b>Groups and rates of reactions</b> – What is halogen reactivity? Rates of reaction. What is the difference between an exothermic and an endothermic reaction?</p> <p><b>Fuels</b> – Fractional distillation. What is crude oil?</p> <p><b>Earth and atmospheric science</b> – The atmosphere today. How can we reduce climate change?</p>
	<p>Support Materials / Additional suggested activities</p> <p>Online homework resource: <a href="https://www.tassomai.com/">https://www.tassomai.com/</a></p> <p>BBC Bitesize</p> <p><a href="https://www.cgpbooks.co.uk/">https://www.cgpbooks.co.uk/</a></p>

## Sport

Curriculum Overview	<p>This term Year 11 students will focus on Unit 1 - Fitness in sport. This unit is an exam unit and students will aim to take the exam before Christmas. The unit covers topics such as components of fitness, methods of training, fitness testing and principles of training.</p>
Support Materials / Additional suggested activities	<p><a href="https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Sport/2012/Specification-and-sample-assessments/9781446936368_BTECFIRST_AWD_SPORT_SPEC_ISS4.pdf">https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Sport/2012/Specification-and-sample-assessments/9781446936368_BTECFIRST_AWD_SPORT_SPEC_ISS4.pdf</a></p> <p><a href="https://www.teachpe.com/">https://www.teachpe.com/</a> Issues and Debates, Film: Supersize me, Invictus, The Game Changers. Further Reading: The Chimp Paradox by Prof Steve Peters. Strength Training Anatomy by Frederic Delavier. The Sports Gene by David Epstein</p>

# Year 11 Curriculum

## History (Optional)

### Curriculum Overview

During the Autumn Term, Year 11 students will be studying the following topics in History:

**Crime and Punishment in Medieval England** – How have the Anglo-Saxons and Normans changed laws and punishments? What happened with crime in the later medieval period? What influence did the Church have?

**Crime and Punishment in Early Modern England** – How did the Tudor monarchs influence crime and punishment? What new laws and punishments were introduced? How did witchcraft and the Gunpowder Plot impact crime?

**Crime and Punishment in 18<sup>th</sup> – 19<sup>th</sup> Century Britain** – How did crime, laws and punishments change between the 18<sup>th</sup> and 19<sup>th</sup> Centuries? What impact did Robert Peel have? How did Pentonville prison change?

**Crime and Punishment in Modern Britain** – What new crimes and laws have appeared? How have punishments changed in the modern world? Why was the death penalty abolished? What happened to conscientious objectors?

### Support Materials / Additional suggested activities

For additional help and support, please access - [Microsoft Word - Crime-and-punishment-in-Britain-Revision-Guide-FINAL\(1\) \(1\).docx \(q3tipton.org.uk\)](#)

Consider completing the Edexcel sections for Elizabethan England [Seneca - Learn 2x Faster \(senecalearning.com\)](#)

Consider watching [Crime & Punishment: Key Terms \(c1000-Present\) | Crime & Punishment | GCSE History Revision - YouTube](#)

Consider watching [BBC || Crime and Punishment - The Story of Capital Punishment \(2011\) - YouTube](#)



# Year 11 Curriculum

## Geography (Optional)

<b>Curriculum Overview</b>	<p>Year 11 Geography students will focus on two topics this term - <b>Changing Cities</b> and <b>Rivers</b>.</p> <p><b>Changing Cities</b> – What is urbanisation? Is Liverpool urbanised? How does retail, crime and housing look in Liverpool? How sustainable is Mexico City? What is the quality of life in Mexico City? Why is there rapid growth and how do we solve it in Mexico City?</p> <p><b>Rivers</b> – What processes occur in a river? What processes occur in a waterfall? What are ox-bow lakes and meanders? What are depositional landforms?</p>
<b>Support Materials / Additional suggested activities</b>	<p>For help on Changing Cities - <a href="#">Changing cities - GCSE Geography Revision - Edexcel - BBC Bitesize</a></p> <p>Consider using- <a href="https://timeforgeography.co.uk/">https://timeforgeography.co.uk/</a></p> <p>For help on Rivers - <a href="#">Changing UK landscapes - GCSE Geography Revision - Edexcel - BBC Bitesize</a></p>

## Spanish (Optional)

<b>Curriculum Overview</b>	<p>This term, Year 11 students will focus on the topic of ‘School’ and ‘Global Issues’.</p> <p>Global Issues – Students will consider worldwide issues such as global warming, pollution and poverty, discussing charity work and showing awareness of how to help the environment.</p> <p>School – Debating school rules and problems, making plans for a school exchange, talking about your achievement.</p>
<b>Support Materials / Additional suggested activities</b>	<p>For additional support, please access-</p> <p><a href="https://www.linguascope.com/">https://www.linguascope.com/</a> Select ‘Intermediate’ level (Ask your class teacher for our school login details)</p> <p><a href="https://www.bbc.co.uk/bitesize/subjects/z4dqxnb">https://www.bbc.co.uk/bitesize/subjects/z4dqxnb</a></p> <p><a href="https://studyspanish.com/verbs">https://studyspanish.com/verbs</a></p> <p><a href="https://erevision.uk">https://erevision.uk</a> Students should already have an account set up. Speak to your class teacher if you need help accessing your class.</p>

# Year 11 Curriculum

## Drama (Optional)

### Curriculum Overview

The GCSE Drama course is centred on students exploring the world of theatre, analysing how theatre is created and how technical theatre enhances the audience's enjoyment and understanding.

During this term Year 11 students will explore the following topics:

Component 1: Devising - students will focus on developing their portfolio's.

Component 2: Text in Performance - developing monologues/ duologues/group performances.

### Support Materials / Additional suggested activities

For additional information and support please access the following links -

<https://www.bbc.co.uk/bitesize/examspecs/zkvm2sg>

<https://getintotheatre.org>

[Get Into Theatre](https://getintotheatre.org)

What does an Assistant Director do? What is the backstage staff structure in theatre like? How do online auditions for drama school work? Top 10 tips on how to self-tape and audition online

[getintotheatre.org](https://getintotheatre.org)

<https://www.youtube.com/channel/UCUDq1XzCY0NIOYVJvEMQjgw>

[National Theatre - YouTube](https://www.youtube.com/channel/UCUDq1XzCY0NIOYVJvEMQjgw)

At the National Theatre in London, we make world-class theatre that is entertaining, challenging and inspiring. And we make it for everyone. National Theatre Live is National Theatre's ground ...

[www.youtube.com](https://www.youtube.com)

<https://www.ucas.com/job-subjects/drama-music-and-performing-arts>

[Drama, music, and performing arts | UCAS](https://www.ucas.com/job-subjects/drama-music-and-performing-arts)

The confidence and communication skills developed from drama, music and the performing arts can be useful in a wide range of occupational areas including catering and hospitality, retail sales and customer services, broadcast media and the performing arts, marketing, sales and advertising and leisure, sport and tourism.

[www.ucas.com](https://www.ucas.com)

# Year 11 Curriculum

## Dance

### Curriculum Overview

#### Component 1 - Choreography 30%

Students must learn how to respond creatively to an externally set stimulus, to choreograph their own complete dance. The dance created must be either a solo dance of a minimum of **two** minutes and a maximum of **two and a half** minutes or a group dance of a minimum of **three** minutes and a maximum of **three and a half minutes** for two to five dancers. They will choose an aural setting and can be in any style or style fusion(s) (as long as it meets the assessment criteria) and communicates their own chosen choreographic intention. The student is not required to perform in their choreographed dance but may do so if they wish.

Students will also recall key information on the 6 professional works they have studied in Year 10 with a focus on key facts, motifs, and physical setting.

### Support Materials / Additional suggested activities

Homework: To rehearse solo and group phrases, learn key vocabulary and revise theory work using knowledge organisers and flashcards

Set phrases Homework: To learn subject specific vocabulary and their definitions:

Subject Vocabulary Performance content and assessment criteria can be found here: <https://www.aqa.org.uk/subjects/dance/gcse/dance-8236/specification-at-a-glance>

# Year 11 Curriculum

## Hair & Beauty

### Curriculum Overview

Students will develop the following techniques this term:

**Shampooing** – know how to perform a shampoo on the hair and be able to carry out a shampoo on a client.

**Blow-drying** – Know how to perform a blow-dry and be able to carry out a blow dry on a client/peer's hair.

**Manicure/pedicure** – know how to perform a manicure and pedicure, be able to carry out a manicure and pedicure on a client.

**Skincare** – understand how to perform a facial, be able to carry out a facial on client.

**Create an image based on a theme** - know how to complete an action plan, mood board and evaluation, be able to complete an overall look including hair, make up and outfit to fit a bridal theme.

### Support Materials / Additional suggested activities

Homework and self-help videos can be found on YouTube to show step by step on each practical unit.

Additional help and a wealth of information can be accessed on the VTCT website.

Students will also receive a logbook for each individual unit.

Website- [https://www.vtct.org.uk/qualification-category/hairstyling-barbering/?level=2&type=VRQ&size=Diploma&search\\_type=qualifications](https://www.vtct.org.uk/qualification-category/hairstyling-barbering/?level=2&type=VRQ&size=Diploma&search_type=qualifications).

# Year 11 Curriculum

## Music

### Curriculum Overview

Students will complete Composition 1 (free composition) using Sibelius Software and begin work on their second composition.

Students will be working on recording their solo/ensemble performances with support from peripatetic tutors.

### Support Materials / Additional suggested activities

BBC Bitesize – AQA GCSE Music – divided up into Elements of Music or era/genre.

YouTube – AQA GCSE concepts for audio/visual demonstrations and explanations.

Continue to practice on your instrument, specifically over what you have gone over with your peripatetic tutor.

## Lessons for Life

### Curriculum Overview

Year 11 students will study the 'Me and My Money' topic as part of their Lessons for Life curriculum this term. This involves;

- Budgeting
- Payslips and deductions
- Types of spending (including essential and discretionary)
- Methods of payment
- Different types of bank account
- Insurance
- Credit and the risk of debt
- Keeping money secure
- Attitudes to spending and saving
- How money impacts on wellbeing
- Sources of advice

### Support Materials / Additional suggested activities

Sources of support and help are provided to students at the back of each of their project booklets

# Year 11 Curriculum

## Engineering

### Curriculum Overview

Year 11 Engineering

This term students will start their Unit 2 coursework: Producing engineered products which involves students planning the manufacture as well as manufacturing a desk lamp. Students will then evaluate their finished product. Students will also develop engineering knowledge of materials and their properties as well as manufacturing processes.

### Support Materials / Additional suggested activities

Homework tasks will be used to support learning of exam content. This will include research, past paper examples and knowledge recall. Please access the following links for further support and guidance -

[ENGINEERING - DESIGN AND TECHNOLOGY \(technologystudent.com\)](http://technologystudent.com)

[Selecting materials - Design engineering - OCR - GCSE Design and Technology Revision - OCR - BBC Bitesize](#)

## Religious Education

### Curriculum Overview

Students will study the following two topics in RE this term:

**Christian Beliefs** - Who is God? Why is evil a problem for belief in God? What are the key elements to Jesus' life? How do Christians understand salvation? What do Christians believe about afterlife?

**Christian Practices** - What are the different ways Christians worship and pray? What are the sacraments and celebrations of Christianity? Is Britain religious? How does Christianity spread? Do Christians work together?

### Support Materials / Additional suggested activities

For additional help and information, please access - [Study of Christianity - GCSE Religious Studies Revision - Eduqas - BBC Bitesize](#)

Consider completing the Eduqas religious studies route A section on Seneca - [Learn 2x Faster \(senecalearning.com\)](#)

Consider watching [What is Christianity? | Religious Studies - My Life, My Religion: Christianity - YouTube](#)

Consider watching [Christianity 101 | National Geographic - YouTube](#)

# Year 11 Curriculum

## Art/Photography

### Curriculum Overview

Year 11 students will undertake their Personal Investigation Coursework this term. Students will research and create a series of art works based on the work of their own chosen theme or topic.

### Support Materials / Additional suggested activities

Consider researching the work of various artists that relate to the theme of work chosen. Link to the course requirements - [GCSE Art and Design](#) - [BBC Bitesize](#)

## Design Craft

### Curriculum Overview

BTEC Level 2 in Art and Design: Design Craft

Unit 1: Specialist pathways in Art

Unit 2: Communicating Ideas in 2D

Unit 3: Communicating Ideas in 3D

Students explore a variety of designers and artists as inspiration to produce a final craft-based product. Students experiment with a variety of different medias such as woods and paints as well as textiles and mixed medias.

Students will produce a portfolio of work based around the design of a chair bringing together all of their research and creative ideas. Students will be examined via a brief that is released in January and they will produce a similar portfolio under examination conditions.

### Support Materials / Additional suggested activities

Please consider accessing the following links for further information, ideas and support-

[www.designmuseum.org](http://www.designmuseum.org)

[www.pinterest.co.uk](http://www.pinterest.co.uk)

[www.dafont.co.uk](http://www.dafont.co.uk)

## IT/Computer Science

### Curriculum Overview

Students will be completing their final piece of coursework, reflecting over the content they have created and applying the assignment brief to their evaluations

### Support Materials / Additional suggested activities

For further information and guidance please see access the following resources:

BTEC website.

Google classroom - resources available on each of the classrooms.

BBC Bitesize.

OBA Revision Guide.

# Year 11 Curriculum

## Business

### Curriculum Overview

Students will continue with the BTEC Enterprise course and will be revisiting their coursework, using their assignment brief to create a strong evaluation in preparation for completing their course. Students will revisit finance calculations and budgeting techniques in order to prepare for the real world.

### Support Materials / Additional suggested activities

For further information and guidance please access the following resources:

- \_ BTEC website.
- \_ Google classroom - resources available on each of the classrooms.
- \_ BBC Bitesize.
- \_ OBA Revision Guide.

## GCSE Business

### Curriculum Overview

Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact on business behaviour.

Students will apply their knowledge and understanding to business decision making including:

- \_ the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources, and how these interdependencies underpin business decision making
- \_ how different business contexts affect business decisions
- \_ the use and limitation of quantitative and qualitative data in making business decisions.

Our specification requires students to draw on the knowledge and understanding to:

- \_ use business terminology to identify and explain business activity
- \_ apply business concepts to familiar and unfamiliar contexts
- \_ develop problem solving and decision making skills relevant to business
- \_ investigate, analyse and evaluate business opportunities and issues
- \_ make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.

### Support Materials / Additional suggested activities

<https://www.bbc.co.uk/bitesize/examspecs/zvwb382>



# Year 11 Curriculum

## Hospitality and Catering

### Curriculum Overview

This term students will be completing their Unit 2 coursework planning a two-course meal. To do this, students will learn about the function of nutrients in the body, nutritional needs of customers, unsatisfactory nutritional intake and associated health problems, allergies and food intolerances and activity levels. To enable students to achieve distinction criteria work they must use a minimum of three cooking and preparation techniques. Students will consolidate their past learning by recapping on these high-level skills to help them choose a high skilled two course meal. When students have chosen their dish, they will complete a dish proposal using the knowledge they have gained throughout the course.

This term students will have the opportunity to cook high skilled dishes they have chosen. They will practice a variety of skills in preparation for their practical exam in the new year focusing on independent working skills.

### Support Materials / Additional suggested activities

For further information and support please access-

<https://www.bbc.co.uk/bitesize/guides/z8rqw6f/revision/4>

<https://www.food.gov.uk/safety-hygiene/food-allergy-and-intolerance>

<https://www.nutrition.org.uk/healthyliving/an-active-lifestyle/eating-for-sport-and-exercise.html?showall=1&limitstart>

- To support learning students should revise topics at home using different revision techniques.
- To build practical skills students could cook a selection of dishes at home in line with skills they are developing in the classroom.

# Year 11 Curriculum

## Child Development

### Curriculum Overview

This term students will be focussing on Component 2: 'Learning through Play'.

This component is made up of two parts:

A- Understand how children play.

B - Demonstrate how children's learning can be supported through play.

### Support Materials / Additional suggested activities

#### Books

Tassoni, P (2013) BTEC Level 2 Firsts in Children's Play, Learning and Development Student Book, Pearson, 978-1447944614.

Lindon, J. (2012) Understanding Child Development: 0-8 Years: Linking Theory and Practice. London: Hodder Education, 978-1444167184.

Meggitt. C. (2006) Child Development: An Illustrated Guide 2nd edition, Heinemann, 978-0435420482.

#### Websites

[www.nhs.uk/Tools/Pages/birthtofive](http://www.nhs.uk/Tools/Pages/birthtofive).

[www.nhs.uk/Tools/Pages/birthtofive.aspx](http://www.nhs.uk/Tools/Pages/birthtofive.aspx)

[https://www.beststart.org/OnTrack\\_English/2-factors.html](https://www.beststart.org/OnTrack_English/2-factors.html)

<https://www.choc.org/primary-care/ages-stages/>

# Year 11 Curriculum

## Film Studies

### Curriculum Overview

Students are required to use the skills they have learnt over the past 2 years to create a screenplay for a film. Students will be creating their own characters and using film techniques to bring their film to life. Following this the students expand on their skills by creating a shooting script to accompany the screenplay that they have created. Explaining all aspects of mise en scene to highlight all of the film terminology that they have adopted over the course.

Students have studied a broad variety of films ranging from modern day Juno and Slumdog Millionaire to classics such as Ferris Buellers day off. Students deepen their understanding of the film industry as they study British, American and Global film.

### Support Materials / Additional suggested activities

For further support and guidance please access:

<https://www.studiobinder.com/blog/how-to-write-shots-in-a-script/>

Films we study:

- \_ Juno
- \_ Ferris Bueller's day off
- \_ Tsotsi
- \_ Slumdog Millionaire
- \_ Attack of the Block
- \_ Rebel Without a Cause

<https://www.squibler.io/blog/write-a-script-screenplay/#:~:text=How%20to%20Write%20a%20Screenplay.%201%201.%20Spec,to%20Be%20Original%2C%20Actually%20Be%20Original.%20More%20items>

**Year 11 Knowledge Organisers can be accessed by clicking this link.**

**Knowledge Organisers contain key information on specific topics covered within subjects.**

**[Click Here](#)**

# Year 12 Curriculum

## Beauty

### Curriculum Overview

This term students will develop a clear understanding of all aspects of Beauty Therapy Level 2 and will be able to confidently carry out and evaluate each practical treatment.

### Support Materials / Additional suggested activities

Homework and self-help videos can be found on YouTube to show step by step on each practical unit.

A wealth of additional information can be found on the VTCT website.

A logbook is provided for each student for each individual unit.

Website- [https://www.vtct.org.uk/qualification-category/hairstyling-barbering/?level=2&type=VRQ&size=Diploma&search\\_type=qualifications](https://www.vtct.org.uk/qualification-category/hairstyling-barbering/?level=2&type=VRQ&size=Diploma&search_type=qualifications)

## Hairstyling

### Curriculum Overview

This term students will develop a clear understanding of all aspects of Hairstyling Level 2 and will be able to confidently carry out and evaluate each practical treatment.

### Support Materials / Additional suggested activities

Homework and self-help videos can be found on YouTube to show step by step on each practical unit

A wealth of additional information can be found on the VTCT website.

Website- [https://www.vtct.org.uk/qualification-category/hairstyling-barbering/?level=2&type=VRQ&size=Diploma&search\\_type=qualifications](https://www.vtct.org.uk/qualification-category/hairstyling-barbering/?level=2&type=VRQ&size=Diploma&search_type=qualifications)

# Year 12 Curriculum

## Geography

### Curriculum Overview

Students will study the following two topics in detail this term:

**Dynamic Landscapes** – How are plate boundaries globally distributed? What are the processes of plate boundaries? What are earthquakes and volcanic hazards? What is the difference between disaster and natural hazards? How do hazards impact developing and emerging worlds? How do we measure magnitude? What patterns of hazards are there? How do we predict hazards?

**Diverse Places and Globalisation** – How are population and settlements structured? What is Runcorn like? How are urban and rural settlements perceived? How diverse is the UK? How does migration and diversity impact society? What is globalisation? How is globalisation measured? What are IGOs and SEZs?

### Support Materials / Additional suggested activities

For help on Dynamic Landscapes - [Tectonic Processes and Hazards - A-LEVEL GEOGRAPHY REVISION: EDEXCEL \(weebly.com\)](https://www.edexcel.com/revision/subject%20guides/geography/tectonic-processes-and-hazards/)

Consider reading- [Paper 3 Hazardous Environments \(Advanced Physical Options Cambridge A-Level\)](https://www.slcgeog.co.uk/paper-3-hazardous-environments-advanced-physical-options-cambridge-a-level/) | [SLC Geog A Level Blog \(wordpress.com\)](https://www.slcgeog.co.uk/a-level-blog/)

For help on Globalisation - [Globalisation - A-LEVEL GEOGRAPHY REVISION: EDEXCEL \(weebly.com\)](https://www.edexcel.com/revision/subject%20guides/geography/globalisation/)

## Mathematics

### Curriculum Overview

The start of Year 12 is dedicated to ensuring that all pupils are set up and ready to tackle the challenges of A-Level. It recaps some topics they have seen at GCSE and then takes them just a little bit further. There is a real focus on Algebra to begin with and pupils will cover completing the square, solving simultaneous equations and graph transformations.

### Support Materials / Additional suggested activities

For a additional support, please access -<https://www.drfrostmaths.com/index.php>  
<https://completemaths.com/tutor>

# Year 12 Curriculum

## Sport

### Curriculum Overview

The Sixth form PE course is BTEC Level 3 National in Sport.

Students will focus on the two following units which are both exam units that students will sit in June of next year.

Unit 1: Anatomy & Physiology

Unit 2: Fitness Training & Programming for Health, Sport & Well Being.

### Support Materials / Additional suggested activities

<https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Sport/20161/specification-and-sample-assessments/btec-l3-national-ext-cert-in-sport-spec.pdf>

Consider watching elite athletes on television

Consider joining a local team:

Football: Linnets FC or Runcorn Town

Netball: Beechwood

## Applied Science

### Curriculum Overview

This term students will focus on the following 2 units:

Unit 1: Exam unit - Key concepts of Biology, Chemistry and Physics

Unit 2: Practical scientific procedures and techniques

### Support Materials / Additional suggested activities

Additional information and support can be accessed via the following link- <https://qualifications.pearson.com/en/qualifications/btec-nationals/applied-science-2016.html>

# Year 12 Curriculum

## Chemistry

### Curriculum Overview

This term students will study the following topics in Chemistry:

- \_ Practical skills in Chemistry
- \_ Atomic structure
- \_ Amount of substances
- \_ Acids and bases
- \_ Redox
- \_ Electrons, bonding and structure

### Support Materials / Additional suggested activities

<https://chemrevise.org/ocr-revision-guides/>  
<https://chemguide.co.uk/>

## BTEC Media

### Curriculum Overview

The course is designed to equip students with an introduction to, and practical skills in Creative Media Production. You will learn about how to plan creatively including storyboarding and scriptwriting, gaining the essential skills to create a Media Product.

You will study a range of media from different sectors, such as music videos, short film extracts, animation, news programmes, websites, digital games and print adverts in order to explore how meaning, messages and values are constructed through formal and stylistic elements.

### Support Materials / Additional suggested activities

Please access the following for further support and guidance:

<https://www.youtube.com/watch?v=wGHGYHJogk0>  
<https://www.youtube.com/watch?v=6YMBryi4Ow0>  
<https://www.youtube.com/watch?v=EldOibIXFPw>  
<https://www.youtube.com/watch?v=liyBo-qLDeM>

# Year 12 Curriculum

## History

### Curriculum Overview

Students will study the following topics in History this term:

**Charles I** – Is Charles responsible for his execution? Did Charles I cause the civil war?

**Cromwell Interregnum** – was Cromwell an absolutist? Did the interregnum fail due to Cromwell?

**Charles II** – Was Charles II Catholic? Could James II have avoided the Glorious Revolution?

### Support Materials / Additional suggested activities

For additional information and help, please access-

**Charles I** - [Charles I | a2-level-level-revision, history-0, tudors-stuarts, charles-i | Revision World](#)

**Read** [A summary of Charles I, Civil War and the Restoration - Charles I, Civil War and the Restoration - KS3 History Revision - BBC Bitesize](#)

**For help on Charles II** - [BBC - History - British History in depth: Charles II: The Masquerading Monarch](#)

**Consider watching The Interregnum** <https://www.youtube.com/watch?v=wTkU4tP38Cw>

## Physics

### Curriculum Overview

This term students will study the following topics in Physics:

- \_ Practical skills in Physics.
- \_ Physical quantities and units.
- \_ Making measurement and analysing data.
- \_ Nature of quantities.

### Support Materials / Additional suggested activities

Additional support and guidance can be accessed via the following links and resources:

<https://ocr.org.uk/qualifications/as-and-a-level/physics-a-h156-h556-from-2015/>

OCR CGP revision guide for Physics A-Level



# Year 12 Curriculum

## Biology

### Curriculum Overview

This term students will study the following units in Biology:

- \_ Practical skills in Biology
- \_ Cell structure
- \_ Biological molecules
- \_ Nucleotides and Nucleic acids
- \_ Enzymes

### Support Materials / Additional suggested activities

<https://ocr.org.uk/qualifications/as-and-a-level/biology-a-h020-h420-from-2015/>  
OCR CGP revision guide for Biology A-Level

## English Language

### Curriculum Overview

This term students will be introduced to the English Language A level course. They will begin to learn about the 'language levels' needed for analysis at A level and will gain more knowledge of the main word classes of English as well as sentence construction. Pupils will read some articles that discuss current debates within language and linguistics and begin to form their own opinions about the use of the English language in the world around them.

### Support Materials / Additional suggested activities

Learn more about the course from OCR: <https://www.ocr.org.uk/qualifications/as-and-a-level/english-language-h070-h470-from-2015/specification-at-a-glance/>  
Watch this tutorial on word classes: <https://www.youtube.com/watch?v=QmpvO9cl1eQ>  
Read some articles about the English language: <https://theconversation.com/uk/topics/english-language-6781>

# Year 12 Curriculum

## English Literature

### Curriculum Overview

This term students will be introduced to the A level English literature course and begin to read and study some of the set texts. Pupils will start with 'Hamlet' by arguably the most famous playwright of all time, William Shakespeare and will study the presentation of the major characters and themes within the play. Pupils will also be introduced to the poetry of one of Britain's most famous war poets, Wilfred Owen focusing on the presentation of war in a selection of his poems.

### Support Materials / Additional suggested activities

Learn more about the course from OCR: <https://www.ocr.org.uk/qualifications/as-and-a-level/english-literature-h072-h472-from-2015/specification-at-a-glance/>

Do some research on the play 'Hamlet': <https://www.sparknotes.com/shakespeare/hamlet/>

Find out more about Wilfred Owen: <https://www.poetryfoundation.org/poets/wilfred-owen>

## Graphics

### Curriculum Overview

Students are working in the style of different artists, developing skills by hand and through different technologies available in school. Students will be responding creatively to their chosen brief.

### Support Materials / Additional suggested activities

Students could practice drawing skills and mark making at home. Students could upskill on photoshop by watching you tube tutorials to help develop the knowledge required.

## Engineering

### Curriculum Overview

This term, students will be looking at 2 units. Unit 1 will consist of students looking at Scientific principles including electronics where students will do both theory and practical work. In unit 2, students will look at processes to generate safe products and services as a team by looking at health and safety procedures and legislation.

Students will use study time and homework to complete assignments based on knowledge acquired in lesson and to recall knowledge required for the unit 1 exam. Please access the following links for further support and guidance-

### Support Materials / Additional suggested activities

[ENGINEERING - DESIGN AND TECHNOLOGY \(technologystudent.com\)](http://technologystudent.com)

[Health and safety legislation - laws in the workplace \(hse.gov.uk\)](http://hse.gov.uk)

# Year 12 Curriculum

## Dance

### Curriculum Overview

Pearson BTEC Level 3 National Extended Certificate in Performing Arts

The Extended Certificate is for students who are interested in learning about the performing arts sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in performing arts. This qualification gives a broad introduction to the performing arts sector with an emphasis on core knowledge and fundamental skills which are transferable across other sectors (including communication, presentation, physical and creative skills).

The mandatory units focus on:

#### **Unit 1 - Investigating Practitioners' Work (90GLH)**

You will investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work.

You will cover research, critical analysis and extended writing skills that aim to support your progression to higher education. You will gain a good understanding of the work of influential practitioners to inform your own work and practice

#### **Unit 2 - Developing Skills and Techniques for Live Performance (90GLH)**

You will explore technical performance skills with a focus on developing skills and techniques in at least two performance styles.

You will cover an introduction to the performing arts where you will develop the appropriate skills and techniques in various performance disciplines within dance.

### Support Materials / Additional suggested activities

Pearson BTEC Level 3 National Extended Certificate in Performing Arts specification can be found here:

[https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Performing-Arts/2016/specification-and-sample-assessments/9781446938362\\_BTEC\\_Nat\\_ExtCert\\_PA\\_Spec\\_Iss2C.pdf](https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Performing-Arts/2016/specification-and-sample-assessments/9781446938362_BTEC_Nat_ExtCert_PA_Spec_Iss2C.pdf)

Sample assessment materials can be found here:

<https://qualifications.pearson.com/en/qualifications/btec-nationals/performing-arts-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments&filterQuery=category:Pearson-UK:Document-Type%2FSample-assessment-material>

# Year 12 Curriculum

## Art/Photography

### Curriculum Overview

Introduction to 'my environment/Identity theme' – Students are to research and create a series of art/photographic outcomes based on the local environment.

### Support Materials / Additional suggested activities

Consider researching the work of various artists that relate to the theme. Various suggestions for themes and starting points are available on Google Classrooms Year 12 pages.

## Sociology Autumn

### Curriculum Overview

**All topics include theory and methods**

**Paper One (but appears in Paper Three also):**

**Theory and Methods**

Theory involves the viewpoint of different sociologists.

Methods and designs that sociologists use to collect their data.

**Paper One**

**Education with Theory and Methods**

The role and functions of the education system, including its relationship to the economy and to class structure; Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society; Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning; The significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.

### Support Materials / Additional suggested activities

Complete bridging the gap activities (booklet given GCSE results day).

Past papers and mark schemes on AQA website.

AQA A Level Sociology Student Book 1 (Collins AQA A Level Sociology). Sociology for AQA Volume 1: AS and 1st-Year A Level, 5th Edition (Browne). Alternative books available on Amazon.

Homework and help videos can be found on <https://www.youtube.com/user/TheTEACHERSOCIOLOGY/featured>

Extra research: The British Sociology Association website and Twitter site.

# Year 12 Curriculum

## Psychology Autumn

Curriculum Overview	<p><b>All topics include research methods</b></p> <p><b>Paper One</b></p> <p><b>Social Influence</b></p> <p>Conformity; Asch's research; Zimbardo's Prison Study; Milgram's research into obedience; Explanations for obedience; Explanations of resistance to social influence; Minority influence and social change.</p> <p><b>Paper One</b></p> <p><b>Memory</b></p> <p>Features of memory; The multi-store model of memory; The working memory model; Types of long-term memory; Explanations for forgetting; Factors affecting eyewitness testimony; The cognitive interview</p> <p><b>Paper Two (but appears in Paper One and Three also):</b></p> <p><b>Research Methods</b></p> <p>Research methods and designs that psychologists use to collect their data.</p>
	<p>Complete bridging the gap activities (booklet given GCSE results day).</p> <p>Past papers and mark schemes on AQA website.</p> <p>Homework and help videos can be found on weekly psychboost.com</p> <p>Support with psychology notes: <a href="https://www.tutor2u.net/search?q=psychology+notes">https://www.tutor2u.net/search?q=psychology+notes</a> and <a href="http://www.psychology4a.com/">http://www.psychology4a.com/</a></p> <p>Extra research: The British Psychological Society and BPS Research digest on Twitter</p>
Support Materials / Additional suggested activities	

## Spanish

Curriculum Overview	<p>Grammar - Present tense, Present continuous, Reflexive verbs, Irregular verbs, Near future, Simple future, Conditional tense, Preterit tense, Imperfect tense, Perfect tense, Subjunctive tenses and Pronouns,</p> <p>Modern and Traditional Values – Comparing families of the past and present, the importance of the Catholic religion in Spanish festivals, different types of Hispanic families.</p> <p>Cyberspace – The different sides to the internet, how technology has changed over the years in Hispanic countries, how young people use smart phones.</p>
	<p><a href="https://studyspanish.com/verbs">https://studyspanish.com/verbs</a></p> <p><a href="http://www.memrise.com">www.memrise.com</a> Students should already have an account set up. Speak to your class teacher if you need help accessing your class.</p>
Support Materials / Additional suggested activities	

# Year 12 Curriculum

## Textile Design

### Curriculum Overview

During KS5, students have access to five one-hour lessons per week which underpins the independent development element of their studies. This is a two-year course consisting of two components. Component 1 (60%) is a coursework unit based on a personal investigation and supported extended piece of writing which supports the practical work. Component 2 (40%) is an externally set examination by AQA where students will choose from a set of questions issued by the exam board. Their final outcome is undertaken during 15 hours of supervised time and takes place between January and April of Year 13. There is a strong focus on students being able to work independently and drive forward their own progress both during and away from lessons as they embark on their personalised projects based on the theme of 'Me & My Environment' for Component 1.

### Support Materials / Additional suggested activities

Be inspired by the use of Pinterest to generate ideas to support initial research on how to create mood boards, present research ideas, layout of sketchbooks, experimental samples and artist responses and generate ideas towards final pieces.

Take pride in the presentation of your work by experimenting with different fonts such as using [dafont.com](http://dafont.com).

Homework to respond to feedback and tutorials, further develop subject knowledge and understanding through independent online research, visiting galleries and museums and exploring different locations to support primary research.

## Animal Care Level 3

### Curriculum Overview

This term students will complete units looking at Animal Accommodation. This involves selecting the appropriate housing, taking into account the need for sufficient space and shelter, bedding for comfort and hygiene, furnishings for feeding, watering and enrichment. Students will clean and care for a variety of animals and maintain the housing on a regular basis. Students will learn how to work safely while cleaning and caring for animals in order to protect themselves, the animals and others around them.

Students will also plan diets and feeding regimes for animals including the nutritional requirements of a range of species. They will then monitor and evaluate the feeding of a chosen animal.

### Support Materials / Additional suggested activities

#### Websites:

Blue Cross [www.bluecross.org.uk](http://www.bluecross.org.uk)

Pet Care [www.petcare.org.uk](http://www.petcare.org.uk)

RSPCA [www.rspca.org.uk](http://www.rspca.org.uk).

If students have their own pets then it would be useful to video themselves cleaning out their accommodation. Also keep a diary of the feeding regime for a period of 3 weeks for a chosen animal

# Year 12 Curriculum

## Animal Care Level 2 (one-year course)

### Curriculum Overview

This term students will complete Unit 2: Maintain Animal Accommodation. This involves selecting the appropriate housing, taking into account the need for sufficient space and shelter, bedding for comfort and hygiene, furnishings for feeding, watering and enrichment. Students will clean and care for a variety of animals and maintain the housing on a regular basis. Students will learn how to work safely while cleaning and caring for animals in order to protect themselves, the animals and others around them.

### Support Materials / Additional suggested activities

(Continued)

#### Websites

Blue Cross [www.bluecross.org.uk](http://www.bluecross.org.uk)

Pet Care [www.petcare.org.uk](http://www.petcare.org.uk)

RSPCA [www.rspca.org.uk](http://www.rspca.org.uk).

If students have their own pets then it would be useful to video themselves cleaning out their accommodation.

## Applied Law

### Curriculum Overview

This term students will study the following topics in Law:

- \_ What is Law and how is it made?
- \_ Parliamentary influences
- \_ Acts of Parliament - how they're made
- \_ Statutory Interpretation - methods and tools the courts use to interpret Acts of Parliament
- \_ EU Law and its impact when UK was a member

### Support Materials / Additional suggested activities

For further information and guidance please consider accessing the following links-

[www.e-lawresources.co.uk](http://www.e-lawresources.co.uk) - Tort Law

Student textbook <https://www.pearsonactivelearn.com/app/home>

Username - [r.dutton@ob-ac.co.uk](mailto:r.dutton@ob-ac.co.uk)

Password: Ormiston20

# Year 12 Curriculum

## ICT

### Curriculum Overview

Students will begin their BTEC Level 3 ICT course that consists of two exams and two pieces of coursework. Students will begin looking at how social media is embedded into a business model and looking into the benefits that this can bring a company, using real world examples.

### Support Materials / Additional suggested activities

For further information and guidance, please access the following resources:

- \_ BTEC Assignment Brief
- \_ KnowItAll Nijnja Website Access
- \_ Youtube - BTEC Level 3 ICT

## A Level Business

### Curriculum Overview

Students of this course should study business in a variety of contexts (eg large/small, UK focused/global, service/manufacturing) and consider:

- \_ the importance of the context of business in relation to decision making
- \_ the interrelated nature of business activities and how they affect competitiveness
- \_ the competitive environment and the markets in which businesses operate
- \_ the influences on functional decisions and plans including ethical and environmental issues
- \_ the factors that might determine whether a decision is successful eg the quality of data and the degree of uncertainty
- \_ how technology is changing the way decisions are made and how businesses operate and compete
- \_ the impact on stakeholders of functional decisions and their response to such decisions
- \_ use of non-quantitative and quantitative data in decision making (including the interpretation of index numbers and calculations such as ratios and percentages).

### Support Materials / Additional suggested activities

[AQA](#) | [AS and A-level](#) | [Business](#) | [Subject content](#)



# Year 12 Curriculum

## Philosophy

### Curriculum Overview

This term, students will be focusing on the following concepts:

**Cosmological Argument** – Why is there something rather than nothing? Can we prove a God through motion?

**Utilitarianism** – Can we solve moral dilemmas by focusing on pleasure? Can we always choose the greatest happiness for the greatest number?

**War and Peace** – How do Christians and Humanists view war? Is war ever justifiable? How do nuclear weapons change war?

**Nature of God** – What makes God a personal being? What makes God a creator?

**Key Moral Principles** – How do Christians make decisions? How is love shown throughout Christianity?

**Problem of Evil and Theodicies** – How does the problem of evil disprove God? How do believers defend their belief from the problem? Which theodicy is most effective?

**Sexual Ethics** – what is the purpose of sex? What are the issues of consent and pornography? What are the views on contraception?

**The Trinity** – What is the Trinity? How is analogy used to help understand it?

**The Bible** – How is the Bible formed and used? How is the Bible interpreted?

### Support Materials / Additional suggested activities

For help on [Cosmological Argument](#) | [Revision World](#)

For help on <https://philosophydungeon.weebly.com/>

Consider watching for the Problem of Evil <https://www.youtube.com/watch?v=EOxYJzGzUB8>

For help on [Utilitarianism](#) | [Revision World](#)

Consider for course notes and revision [Course notes and revision materials for students of A Level Religious Studies/Philosophy](#). – A blog for Philosophy and Religious Studies A-Level students and teachers ([philrsblog.com](http://philrsblog.com))

# Year 12 Curriculum

## Hospitality and Catering

### Curriculum Overview

Year 12 students are introduced to the Hospitality and Catering qualification. We begin with an introduction to food safety in a professional kitchen and the many job roles in the industry. This term students begin with unit 10 'Exploring European Foods'. Students will have the opportunity to practise and develop their skills in the preparation and cooking of a range of European dishes, while ensuring that safe, professional, and hygienic practices are always followed. They will be introduced to the process of reviewing and evaluating their dishes and then recommending any appropriate improvements. The application of evaluation techniques and quality criteria will make a valuable contribution to student's future roles as supervisors in the hospitality industry. Learners will consider the influence that other European countries have had on UK food and explore the factors that have promoted the incorporation of European food influences.

### Support Materials / Additional suggested activities

For further information and support, please access:

<https://www.food.gov.uk/business-guidance/food-hygiene-for-your-business>

<https://nationalcareers.service.gov.uk/job-categories/hospitality-and-food>

<https://www.bbc.co.uk/food/cuisines>

To support learning students should revise topics at home using different revision techniques.

To build practical skills students could cook a selection of dishes at home in line with skills they are developing in the classroom

**Year 12 Knowledge Organisers can be accessed by clicking this link.**

**Knowledge Organisers contain key information on specific topics covered within subjects.**

**[Click Here](#)**

# Year 13 Curriculum

## Beauty

### Curriculum Overview

Students will be able have a clear understanding of all aspects of Beauty Therapy Level 3 and will be able to carry out and evaluate each practical treatment.

### Support Materials / Additional suggested activities

Homework and help videos can be found on YouTube to show step by step on each practical unit.

Help on VTCT website, logbook for each individual unit.

Website- [https://www.vtct.org.uk/qualification-category/hairdressing-barbering/?level=2&type=VRQ&size=Diploma&search\\_type=qualifications](https://www.vtct.org.uk/qualification-category/hairdressing-barbering/?level=2&type=VRQ&size=Diploma&search_type=qualifications)

## Hairdressing

### Curriculum Overview

Students will be able have a clear understanding of all aspects of Advanced Hairdressing Level 3 and will be able to carry out and evaluate each practical treatment.

### Support Materials / Additional suggested activities

Homework and help videos can be found on YouTube to show step to step on each practical unit.

Help on VTCT website, logbook for each individual unit.

Website- [https://www.vtct.org.uk/qualification-category/hairdressing-barbering/?level=2&type=VRQ&size=Diploma&search\\_type=qualifications](https://www.vtct.org.uk/qualification-category/hairdressing-barbering/?level=2&type=VRQ&size=Diploma&search_type=qualifications)

## Geography

### Curriculum Overview

**Diverse Places and Globalisation** - How are population and settlements structured? What is Runcorn like? How are urban and rural settlements perceived? How diverse is the UK? How does migration and diversity impact society? What is globalisation? What are the causes and impacts of migration?

**Physical systems and Sustainability: The Water cycle and insecurity**  
- What is the hydrological cycle? What is a drainage basin and what affects it? What is a water budget? What are the different types of drought? What are the different types of flooding? What causes water insecurity? What are the consequences of water insecurity? How do we manage water insecurity?

### Support Materials / Additional suggested activities

For help on Globalisation - [Globalisation - A-LEVEL GEOGRAPHY REVISION: EDEXCEL \(weebly.com\)](#)

Consider reading- <https://www.geography-fieldwork.org/a-level/>

Consider reading - [Will coronavirus reverse globalisation? - BBC News](#)

For help on the Water Cycle - [Water Cycle | A Level Geography](#)

# Year 13 Curriculum

## Mathematics

### Curriculum Overview

Here students will build on the foundations they have from Year 12. We recover lots of the topics and take them into more depth. This allows the pupils to revise some of the content from last year and then continue to see the journey it goes on. We look at partial fractions, how to find an inverse function and composite transformations on graphs.

### Support Materials / Additional suggested activities

<https://www.drfrostmaths.com/index.php>  
<https://completemaths.com/tutor>

## Sport

### Curriculum Overview

Sixth Form PE course is Btec Level 3 National in Sport.

Btec Extended Cert has 360GL:

Students will focus on the following two units which are both coursework units.

Unit 3: Professional Development in the Sports Industry

Unit 4: Sports Leadership

### Support Materials / Additional suggested activities

<https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Sport/20161/specification-and-sample-assessments/btec-l3-national-ext-cert-in-sport-spec.pdf>

## Applied Science

### Curriculum Overview

Unit 3: Scientific investigation skills  
Unit 1 recap: Principle and applications of science

### Support Materials / Additional suggested activities

<https://qualifications.pearson.com/en/qualifications/btec-nationals/applied-science-2016.html>

# Year 13 Curriculum

## Chemistry

### Curriculum Overview

- \_ Practical skills in Chemistry
- \_ Reaction rates and equilibrium
- \_ pH and buffers
- \_ Enthalpy and Entropy
- \_ Redox and electrode potentials

### Support Materials / Additional suggested activities

<https://ocr.org.uk/qualifications/as-and-a-level/chemistry-a-h032-h432-from-2015/>

<https://chemrevise.org/>

OCR CGP revision guide for Chemistry A-Level

## Media

### Curriculum Overview

The students will be preparing for an exam about responding to a commission.

Students will be required to research all about a desired brief and conduct their own questionnaires to get accurate data to respond to the commission effectively.

Students will use the skills adopted from their studies in yr12 to ensure the ethics around their pitch is appropriate.

Using their creative skills with will create all of the relevant pre-production for a campaign video.

### Support Materials / Additional suggested activities

Please access the following links for further support and guidance:

<https://www.youtube.com/watch?v=Ni-94kYaRuI>

<https://www.youtube.com/watch?v=TgsRbze7G7M>

<https://lingfieldbttecunit8.blogspot.com/2019/01/responding-to-commission-process-of.html?view=sidebar>

<https://hpbtecunit8.wordpress.com/#:~:text=1%20Rationale%20%E2%80%93%20your%20detailed%20response%20to%20the,your%20response%20to%20the%20commission%20More%20items...%20>

# Year 13 Curriculum

## Physics

### Curriculum Overview

- \_ Practical skills in Physics
- \_ Thermal physics
- \_ Circular motion
- \_ Oscillations
- \_ Gravitational fields

### Support Materials / Additional suggested activities

<https://ocr.org.uk/qualifications/as-and-a-level/physics-a-h156-h556-from-2015/>

OCR CGP revision guide for Physics A-Level

## Motor Vehicle

### Curriculum Overview

This term, students will complete Unit 2: Vehicle Engine Principles, Operation, Service and Repair. Students will continue to produce written reports based on their knowledge of the operation of vehicle serviceable components, braking systems, vehicle steering system and engines. Students will also complete a practical activity based around the removal and refit of serviceable vehicle components.

### Support Materials / Additional suggested activities

All support materials can be accessed via Google Classroom.

Students could up skill on vehicle related theory by watching you tube tutorials from [www.autodoc.co.uk](http://www.autodoc.co.uk) to help develop the knowledge required regarding vehicle servicing.

## Biology

### Curriculum Overview

Students will focus on the following topics in Biology this term:

- \_ Practical skills in Biology
- \_ Communication and homeostasis
- \_ Excretion
- \_ Neuronal communication
- \_ Hormonal communication
- \_ Plant and animal responses
- \_ Photosynthesis

### Support Materials / Additional suggested activities

Please access the following resources for further information and guidance:

<https://ocr.org.uk/qualifications/as-and-a-level/biology-a-h020-h420-from-2015/>

OCR CGP revision guide for Biology A-Level

# Year 13 Curriculum

## English Language

### Curriculum Overview

This term pupils will learn about Child Language Acquisition. Pupils will study the stages of acquisition and examine the main theories within the field going on to apply this theory to transcripts of real child language. Pupils will also begin to prepare for their Independent Language Research Projects which will see them investigating an area of linguistics that they find of particular interest. Finally, this term pupils will be studying how the English Language has changed over the last 400 years.

### Support Materials / Additional suggested activities

Watch this tutorial on Child Language Acquisition theories: <https://www.youtube.com/watch?v=h6Hvu9wnO8A>

## Engineering

### Curriculum Overview

This term, students will complete unit 12 looking at a variety of engineering systems and mechanisms. Students will learn about seals, bearing and fastenings justifying the use of each for a specific application. Students will compare and contrast systems such as clutches, pneumatic and hydraulic to determine strengths and weaknesses for each.

### Support Materials / Additional suggested activities

Students will use study time and homework to complete assignments based on knowledge acquired in lesson. Please access the following links for further support and guidance-

[Selecting materials - Design engineering - OCR - GCSE Design and Technology Revision - OCR - BBC Bitesize](#)

[ENGINEERING - DESIGN AND TECHNOLOGY \(technologystudent.com\)](#)

# Year 13 Curriculum

## Dance

### Unit 3 - Group Performance Workshop (120GLH)

You will explore and integrate creative and physical skills and techniques, working collaboratively to create a performance in response to a given stimulus.

Within group performance you will develop the essential dance skills for the performing arts industry. You will develop physical techniques as well as wider transferable skills, such as being able to work collaboratively, personal management and organisation (rehearsals, time-management), being able to give and take direction, confidence in front of an audience, problem solving (refining the process) and teamwork (essential when dancing as a group). You will understand different audiences in different environments and will learn to adapt a performance to engage the target audience.

One further unit we study is:

### Unit 12 - Contemporary Dance Technique (60GLH)

You will develop your knowledge, skills and techniques with an emphasis on practical development, application and performance skills.

In this unit, you will develop the skills needed to be a contemporary dancer by participating in technique classes, rehearsals and performance. You will gain an understanding of this dance style and the key influences on its development through research and practical application. Throughout your learning and development, you will be taught how to reflect on your progress and practice, which will support your development as a dancer.

Total course is 360 GLH (480 TQT) Equivalent in size to one A Level. 4 units, of which 3 are mandatory and 2 are external. Mandatory content (83%). External assessment (58%).

#### Curriculum Overview

#### Support Materials / Additional suggested activities

Pearson BTEC Level 3 National Extended Certificate in Performing Arts specification can be found here:

[https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Performing-Arts/2016/specification-and-sample-assessments/9781446938362\\_BTEC\\_Nat\\_ExtCert\\_PA\\_Spec\\_Iss2C.pdf](https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Performing-Arts/2016/specification-and-sample-assessments/9781446938362_BTEC_Nat_ExtCert_PA_Spec_Iss2C.pdf)

Sample assessment materials can be found here:

<https://qualifications.pearson.com/en/qualifications/btec-nationals/performing-arts-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments&filterQuery=category:Pearson-UK:Document-Type%2FSample-assessment-material>



# Year 13 Curriculum

## Psychology Autumn

### Curriculum Overview

**All topics include research methods**

**Paper Two:**

**Research Methods** (We have touched on research methods throughout year one and will continue to explore in the second year)  
Research methods and designs that psychologists use to collect their data.

**Paper Two:**

**Biopsychology**

The nervous and endocrine system; Neurons; Functions in the brain; Brain recovery after trauma; Ways of studying the brain; Biological rhythms.

**Paper Three:**

**Issues and debates in Psychology** (We have touched on issues and debates throughout year one and will continue to explore in the second year)

Gender and culture; Free will and determinism; The nature-nurture debate; Holism and reductionism; Idiographic and nomothetic approaches; Ethical implications.

**Paper Three:**

**Schizophrenia**

Classification of schizophrenia; Reliability and validity in diagnosis and classification of schizophrenia; Biological explanations and treatments for schizophrenia; Psychological explanations and treatments for schizophrenia; The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model.

### Support Materials / Additional suggested activities

Complete summer work booklet.

Past papers and mark schemes on AQA website.

AQA Psychology for A Level Year 2 Student Book: 2nd Edition (Flanagan). Revision guide also available and other books on Amazon.

Homework and help videos can be found on weekly psychboost.com

Support with psychology notes: <https://www.tutor2u.net/search?q=psychology+notes> and <http://www.psychology4a.com/>

Extra research: The British Psychological Society and BPS Research digest on Twitter

# Year 13 Curriculum

## Textile Design

### Curriculum Overview

During KS5, students have access to five one-hour lessons per week which underpins the independent development element of their studies. This is a two-year course consisting of two components. Component 1 (60%) is a coursework unit based on a personal investigation and supported extended piece of writing which supports the practical work. Component 2 (40%) is an externally set examination by AQA where students will choose from a set of questions issued by the exam board. Their final outcome is undertaken during 15 hours of supervised time and takes place between January and April of Year 13. There is a strong focus on students being able to work independently and drive forward their own progress both during and away from lessons as they embark on their personalised projects based on the theme of 'Me & My Environment' for Component 1.

### Support Materials / Additional suggested activities

Be inspired by the use of Pinterest to generate ideas to support initial research on how to create mood boards, present research ideas, layout of sketchbooks, experimental samples and artist responses and generate ideas towards final pieces.

Take pride in the presentation of your work by experimenting with different fonts such as using [dafont.com](http://dafont.com).

Homework to respond to feedback and tutorials, further develop subject knowledge and understanding through independent online research, visiting galleries and museums and exploring different locations to support primary research.

## Animal Care

### Curriculum Overview

This term students will study the promotion and health of a range of animal species. They will gain knowledge of specific animal health signs for a variety of species, as well as giving them an insight into the causes of disease and an understanding of some common diseases and parasites. They will study the current health and safety, animal welfare legislation, codes of practice and any additional requirements. Student will carry out health checks on animals and produce animal health plans.

### Support Materials / Additional suggested activities

#### Websites

[www.bvna.org.uk](http://www.bvna.org.uk) British Veterinary Nursing Association

[www.defra.gov.uk](http://www.defra.gov.uk) Department for Environment, Food and Rural Affairs.

[www.pdsa.co.uk](http://www.pdsa.co.uk) PDSA

[www.rspca.org.uk](http://www.rspca.org.uk) The Royal Society for the Prevention of Cruelty to Animals.

# Year 13 Curriculum

## History

### Curriculum Overview

**Changing Geography of the Civil Rights Movement** – Why did African-Americans migrate? Why did racial tensions increase in the north?

**Changing Portrayal of Civil Rights in Fiction and Film** – How has African-American portrayal changed in fiction? How has African-American portrayal changed in film?

**Free at Last** – What rights did Black people have after emancipation? How did former slave owning states react?

**The Triumph** – How did segregation in southern states begin? What rights did black people lose? How did this impact the civil rights movement? How did the Supreme Court support segregation?

**The New Deal** – Did Roosevelt help to advance civil rights? Did any alphabet agencies help African-Americans?

### Support Materials / Additional suggested activities

Read [The Great Migration - HISTORY](#)

Read [Segregation in the United States - HISTORY](#)

Read [New Deal - Programs, Social Security & FDR - HISTORY](#)

Consider watching Birth of a Nation, In the Heat of the Night, Mississippi Burning, Malcolm X, Roots, The Wire

## Art/Photography

### Curriculum Overview

Personal Investigation Coursework- Students are to research and create a series of art works based on the work of their own chosen theme or topic.

### Support Materials / Additional suggested activities

Consider researching the work of various artists that relate to them of the work chosen. Various suggestions for themes and starting points are available on Google Classrooms Year 12 pages.

## Music

### Curriculum Overview

Students will be finishing their compositions whilst completing any supporting evidence.

### Support Materials / Additional suggested activities

Continue to practice on your instrument, specifically over what you have gone over with your peripetetic tutor. If you need any additional resources, please email Mr Tallant.

If you would like to enhance your knowledge of Logic, use the following link and make notes of any techniques you might find useful:

[https://www.youtube.com/watch?v=7QQN\\_UFVpbk](https://www.youtube.com/watch?v=7QQN_UFVpbk)

# Year 13 Curriculum

## Applied Law

### Curriculum Overview

This term, students will be studying the following topics in Law:

- Homicide – what does it include?
- Murder – actus reus and mens rea
- Introduction to Voluntary Manslaughter
- Defences to murder – diminished responsibility, loss of control, self defence
- Introduction to Involuntary Manslaughter
- Reform of Homicide
- Theft Act offences – theft, burglary, robbery
- Fraud Act offences
- Criminal Damage Act offences

### Support Materials / Additional suggested activities

For further information and guidance, please consider accessing the following resources:

[www.e-lawresources.co.uk](http://www.e-lawresources.co.uk) – Fatal and Non Fatal Offences – Applying the Law

Student textbook <https://www.pearsonactivelearn.com/app/home>

Username – [r.dutton@ob-ac.co.uk](mailto:r.dutton@ob-ac.co.uk)

Password: Ormiston20

## ICT

### Curriculum Overview

Students will now have completed Unit 5 of Social Media in Business and will start to prepare for an exam that will be sat in January 2022. This is a practical exam where students will have the opportunity to create a product under exam conditions. Students will use this term to prepare and take advantage of mock-runs of these exams.

### Support Materials / Additional suggested activities

For further information and support, please access the following resources:

- BTEC Assignment Brief
- KnowItAll Nijnja Website Access
- Youtube – BTEC Level 3 ICT

# Year 13 Curriculum

## Graphics

### Curriculum Overview

Students are working in the style of different artists, developing skills by hand and through different technologies available in school. Students will be responding creatively to their chosen brief.

Students will complete an examination element following a given brief. This will involve thinking creatively and using a range of medias to develop an interesting outcome.

The coursework will be accompanied by a 1000- 3000-word essay based on two artists of their choice.

### Support Materials / Additional suggested activities

Students could practice drawing skills and mark making at home. Students could upskill on photoshop by watching you tube tutorials to help develop the knowledge required.

## Philosophy

### Curriculum Overview

This term students will be focusing on the following concepts:

**Science** – How does Galileo challenge Christian belief? How does Darwin challenge Christian belief?

**Secularism** – Why is religion declining? Why does Dawkins and Hitchens argue against religion?

**Meta-Ethics** – What do we mean by good? Can nature or intuition help us work out morality? Is morality subjective?

**Deontology** – Are rights and wrongs absolute? How can we decide absolute rules for ethics? Is ethics duty-based?

**Religious Language** – Is language meaningful? Can we verify or falsify language? How is language used? Is language a game?

**Pluralism** – What is a multicultural and multifaith society? How do Christians relate to other religions?

**New Theological Movements** – How has feminism and civil rights impacted Christianity? How has ideas of liberation impacted Christianity? What is Pentecostalism? How does migration impact Christianity?

### Support Materials / Additional suggested activities

For help on <https://revisionworld.com/a2-level-level-revision/religious-studies-level-revision>

For help on <https://philosophydungeon.weebly.com/>

[Course notes and revision materials for students of A Level Religious Studies/Philosophy. – A blog for Philosophy and Religious Studies A-Level students and teachers \(philsblog.com\)](#)

Consider watching [Religious Language - Does it have any meaning? \(A-Level Revision\) - YouTube](#)

Consider watching for meta ethics [Ethics 101 Introducing Metaethics - YouTube](#)

For help on Science [Theory of Evolution: How did Darwin come up with it? - BBC News - YouTube](#)

# Year 13 Curriculum

## Hospitality and Catering

### Curriculum Overview

Year 13 students are introduced to Unit 12 World foods. This Unit introduces learners to a variety of innovative and contemporary styles of food from a broad spectrum of hospitality businesses. Ranging from fashionable restaurants owned or franchised by celebrity chefs with large budgets and the ability to charge high prices, to schools and residential businesses such as care homes that must meet strict budgetary constraints while maintaining nutritional balance and interest for the customer. Students will develop planning skills in the development of menus, which will then be prepared, cooked, and presented to a professional restaurant standard. Students will develop a wide knowledge of a variety of modern styles of food and the ability to safely use equipment involved in its preparation and presentation. Learners will have opportunities to develop practical skills in preparing, cooking, and presenting locally, nationally, and globally available commodities, following safe, professional, and hygienic practices. Students will investigate how and where to obtain commodities required to produce dishes, their seasonal availability, origins, and cost and how to order them. The unit also introduces students to the processes involved in evaluating and suggesting improvements to or modifying dishes and will give them the opportunity to reflect on their skills and identify areas for future improvement.

### Support Materials / Additional suggested activities

<https://www.bbc.co.uk/food/cuisines>

<https://www.nisbets.co.uk/restaurant-dietary-requirements-guide>

To support learning students should revise topics at home using different revision techniques.

To build practical skills students could cook a selection of dishes at home in line with skills they are developing in the classroom

# Year 13 Curriculum

## A Level Business

### Curriculum Overview

Students of this course should study business in a variety of contexts (eg large/small, UK focused/global, service/manufacturing) and consider:

- the importance of the context of business in relation to decision making
- the interrelated nature of business activities and how they affect competitiveness
- the competitive environment and the markets in which businesses operate
- the influences on functional decisions and plans including ethical and environmental issues
- the factors that might determine whether a decision is successful eg the quality of data and the degree of uncertainty
- how technology is changing the way decisions are made and how businesses operate and compete
- the impact on stakeholders of functional decisions and their response to such decisions
- use of non-quantitative and quantitative data in decision making (including the interpretation of index numbers and calculations such as ratios and percentages).

### Support Materials / Additional suggested activities

[AQA](#) | [AS and A-level](#) | [Business](#) | [Subject content](#)

**Year 13 Knowledge Organisers can be accessed by clicking this link.**

**Knowledge Organisers contain key information on specific topics covered within subjects.**

**[Click Here](#)**