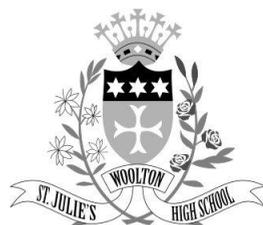




**St. Julie's Catholic High School  
Key Stage 3 to 4 Curriculum  
2018-19**



## **What curriculum do we offer?**

All students have access to a broad and balanced range of courses relevant to their needs. The curriculum fulfils the legal requirements of the National Curriculum Programmes of Study and Religious Education, with pathways developed at both Key Stages 4 and 5 to offer a more personalised curriculum that is student focused and flexible. The curriculum promotes the differentiation of learning and teaching through the setting of students according to ability, supporting all and stretching and challenging the most able. In some courses, students are taught in mixed-ability teaching groups across Key Stages 3 and 4.

In addition to the “fixed curriculum”, there is an extensive range of extra-curricular activities (clubs, study visits, enrichment programmes and charity projects) and other planned experiences to enhance the curriculum offer and to make learning at St Julie’s Catholic High School memorable, enjoyable and successful.

## **Why do we offer this curriculum?**

- To prepare students for all aspects of life whilst at school and when they leave
- To foster a life-long love of learning
- To develop the “whole” student
- To develop high written and spoken standards in literacy, numeracy and communication in all forms
- To stimulate creativity, confidence and independence
- To encourage the development of every student as an international citizen
- To develop moral values which encourage both personal and social responsibility

## **A Curriculum for All Groups of students**

### **Beliefs and Values**

At St. Julie’s Catholic High School, we believe that all students are entitled to an education that enables them to develop their full potential by finding appropriate challenge in the learning environment. All students have individual needs, which put personalised learning at the heart of our teaching and learning. “*Let them be taught what is necessary for life.*” St Julie’s Catholic High School is committed to providing a challenging curriculum for every student. We provide opportunities to identify and in turn nurture those who are more able or require specific support.

Specific groups of students such as: most able; disadvantaged; special educational needs and English as an additional language are supported using a range of strategies. Most able students are supported daily within their classroom environment through stretch and challenge activities and differentiation. The SEN Department support

students with identified learning needs as well as continued support within their classroom environment. Disadvantaged students who are eligible for Pupil Premium receive support, which enables them to make progress from Key Stage 2 to 5.

## Curriculum 2018/19

### Key Stage 3

In response to the reformed GCSEs and A Levels, Year 9 students will start their GCSE options from September 2018 (curriculum model implemented since September 2015). This is in response to the increased rigour and content of GCSE qualifications. Through schemes of work there is a key focus on developing students' analytical, evaluative and decision-making skills as well as supporting all ability levels with their higher level numeracy and literacy skills.

Students continue to have access to a range of courses across Key Stage 3 in order to prepare them for GCSEs (starting in Year 9) and other equivalent qualifications. Year 7 to 11 students attend thirty taught lessons each week.

Subjects	Yr. 7 No. of lessons per week	Yr. 8 No. of lessons per week	Subjects	Yr. 7 No. of lessons per week	Yr.8 No. of lessons per week
Maths	4	4	Geography	2	2
English	4	4	History	2	2
Science	4	4	PE	2	2
RE	3	3	Dance	1	1
MFL	2	2	Drama	1	1
Computer Science	1	1	Music	1	1
D and T	2	2	Art	1	1

**Please note that students with a KS2 scaled score of 106 or above continue with MFL as a compulsory qualification from year 7 to 11.**

### GCSE Options process (decide in Year 8, to start GCSE options in Year 9)

- All students will choose at least **2 option subjects**;
- **Top universities are looking for quality grades at GCSE (9/8/7) NOT the quantity of GCSEs taken**;
- Students are better served with higher grades in 8 or 9 GCSE subjects rather than lower grades in 10 or more GCSE subjects;

- Students attend 3 lessons per week for their option subjects in years 9, 10 and 11, to reflect the greater challenge with the new GCSE specifications;
- We believe these subjects ensure a **balanced GCSE curriculum**;
- This combination of subjects improve chances of access to **facilitating A level subjects**;
- These facilitating subjects improve chances of accessing competitive university courses such as law, medicine and accountancy at leading **Russell Group** universities (Oxford, Cambridge, LSE, Liverpool, Durham, QUB);
- This does amount to a more traditional academic curriculum so it will be challenging.

Universities may ask for a specific number of GCSEs (or their equivalent). For example, a number of medical courses ask for five (sometimes more) A\* grades (new grade 8). **Modern Foreign Language qualifications are valued by admissions tutors across the best universities and businesses, and as such studying a Language will enhance the prospects of students applying to a range of competitive degree courses and careers choices.**

### Compulsory qualifications

All Year 9 students will continue to study:

English Language	English Literature	Mathematics
Dual Award Science (worth x2 GCSEs)	Religious Studies	Physical Education (non-examined)
Computer Science	French or Spanish (for students with a KS2 scaled score of 106 or above)	

Students who plan to go on to study 'A' Levels and apply to go to university will need to study English Baccalaureate (EBacc) qualifications, including Triple Science, Humanities (Geography and History) and Languages (French or Spanish).

Students who wish to study Separate Sciences must have a desire to study three sciences at A level and study competitive Science courses at university, such as Veterinary Science or Medicine. All other students will study the Double Award Science course, which still is widely regarded as a good pathway to A level studies and beyond in Science.

## Assessment, curriculum and qualifications

Assessment frameworks will be changing nationally as we move towards a new numerical grading system. All parent/carers received a copy of the new St. Julie's assessment framework during summer 2018. GCSE exams will be graded from 9-1, rather than A\*-G as has been the case previously.



NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above

Further information regarding the school curriculum and qualifications can be accessed via our school website [www.stjulies.org.uk](http://www.stjulies.org.uk)

Subjects/ Quals	Yr. 7 No. of lessons per week	Yr. 8 No. of lessons per week	Yr. 9 No. of lessons per week	Yr.10 No. of lessons per week	Yr. 11 No. of lessons per week
Maths	4	4	5	5	5
English	4	4	5	5	5
Science	4	4	4	5	5
RE	3	3	3	3	3
MFL	2	2	3	3	3
Computer Science	1	1	2	2	1
PE	2	2	2	1	1
Art	1	1			
Dance	1	1			
Drama	1	1			
Music	1	1			
History	2	2			
Geography	2	2			
D and T	2	2			

### Optional subjects – Year 9 onwards (x3 lessons per week)

Art	Dance	Drama	PE
History	Geography	Business Studies	IT
Sociology	Graphics	Food Technology	Separate Sciences
Creative/Digital			

### Assessment, curriculum and qualifications

The reformed GCSEs will remain universal qualifications, with a balance of more challenging subject content and more rigorous assessment structures, enabling pupils achieving higher grades to progress onto A Levels. The Russell Group and other leading universities will have a greater role in the design of new A Levels.

Assessment frameworks changed nationally in 2014. All students now follow a numerical grading system (1-9). All parent/carers received a copy of the St. Julie's assessment framework during summer 2018.

Please see below the curriculum content and overview for each curriculum area starting from September 2018.

Curriculum area: English

Curriculum Leader: Miss Sarson

All students in Year 7 and 8 will take part in the Let's Think in English programme. This programme is designed to improve students' critical thinking and evaluative skills.

### Year 7

Term 1	Term 2	Term 3
<p>Pupils are given a series of spelling, reading and writing tests when they join the school to ensure they are assigned to the appropriate teaching group. Once in their groups, they study the following units:</p> <p><b>The Gothic</b> This unit covers a range of reading and writing skills. Students will study fiction and non-fiction and complete a range of writing tasks centred around the gothic literary genre. They will write their own gothic story. At the same time, they will also study the classic 19<sup>th</sup> century gothic novel, <i>Jane Eyre</i>. Students will complete two assessments on <i>Jane Eyre</i> which will embed skills needed for their future GCSE English Literature.</p>	<p>Pupils study the following unit: <b>Identity</b> This unit covers a range of reading and writing skills. Students will study fiction and non-fiction and complete a range of writing tasks. Students will complete two assessments which will embed skills needed for their future GCSE English Language.</p> <p>At the same time, they will also study a Shakespeare play. We have chosen <i>Twelfth Night</i> to compliment the theme of identity. Students will complete two assessments on <i>Twelfth Night</i> which will embed skills needed for their future GCSE English Literature.</p>	<p>Pupils study the following unit: <b>The Romantics</b> This unit covers a range of reading and writing centred around the Romantic literary movement. Students will read an anthology of poetry from the Romantics, such as John Clare, William Blake, William Wordsworth and John Keats. They will finish by writing their own poem in the style of the Romantics using knowledge they have accumulated.</p> <p><b>Writing to Persuade</b> Students will learn to write persuasively. They will read and analyse a range of fiction and non-fiction including speeches by some of the famous orators throughout the years. They will put their skills into practice by</p>

<p><b>Spelling, Punctuation &amp; Grammar: What do I already know?</b></p> <p>This is a bridging unit aimed to build on the excellent work done by students in their primary schools. They will be assessed on their knowledge of SPAG and put that knowledge into practice with a range of written tasks.</p>		<p>writing their own speech on a contemporary issue.</p>
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## Year 8

Term 1	Term 2	Term 3
<p>Pupils are given a series of spelling and reading tests in September to monitor their reading and spelling ages to identify those who need additional support. Pupils study the following unit:</p> <p><b>Conflict</b></p> <p>This unit covers a range of reading and writing skills. Students will study fiction and non-fiction and complete a range of writing tasks based around the theme of conflict. They will also study war poetry. At the same time, they will also study a Shakespeare play. We have chosen <i>Romeo &amp; Juliet</i>, to compliment the theme of conflict.</p>	<p>Pupils study the following unit:</p> <p><b>To Kill A Mockingbird</b></p> <p>Students will study <i>To Kill a Mockingbird</i>. Students will complete two assessments on <i>To Kill a Mockingbird</i> which will embed skills needed for their future GCSE English Literature.</p> <p><b>Spelling, Punctuation &amp; Grammar: the next level.</b></p> <p>This is a bridging unit aimed to build on the work done by students in year 7. They will be assessed on their knowledge of SPAG and put that knowledge into practice with a range of written tasks.</p>	<p>Pupils study the following unit:</p> <p><b>Dystopia</b></p> <p>This unit covers a range of reading and writing skills. Students will study fiction and non-fiction and complete a range of writing tasks centred around the dystopian literary genre.</p> <p>At the same time, they will also study the classic or modern novel with a dystopian theme. Choices will include <i>1984</i>, <i>Animal Farm</i> and <i>The Hunger Games</i>. Students will complete two assessments on the novel which will embed skills needed for their future GCSE English Literature.</p>

<p>Students will complete two assessments on <i>Romeo and Juliet</i> which will embed skills needed for their future GCSE English Literature.</p>	<p><b>The Dramatic Monologue</b></p> <p>This unit covers a range of reading and writing centred around the poetic form of the dramatic monologue. Students will read an anthology of dramatic monologues from poets such as Robert Browning and Carol Ann Duffy. They will finish by writing their own dramatic monologue using knowledge they have accumulated.</p>	
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**Curriculum area: Mathematics**

**Curriculum Leader: Miss Livemore**  
**Year 7**

Term 1	Term 2	Term 3
<p><b><u>Number:</u></b></p> <ul style="list-style-type: none"> <li>Using the number system</li> <li>Methods for calculation</li> <li>Properties of numbers (factors, multiples, primes)</li> <li>Accuracy (rounding)</li> </ul> <p><b><u>Geometry (shape, space, measure):</u></b></p> <ul style="list-style-type: none"> <li>Units and scales (reading/interpreting/metric/imperial)</li> </ul>	<p><b><u>Number:</u></b></p> <ul style="list-style-type: none"> <li>Further methods for calculations</li> <li>Using the number system (negative numbers)</li> <li>Fractions</li> </ul> <p><b><u>Geometry (shape, space, measure):</u></b></p> <ul style="list-style-type: none"> <li>Use of angle facts</li> </ul> <p><b><u>Statistics:</u></b></p> <ul style="list-style-type: none"> <li>Further use of statistical diagrams</li> <li>Collecting data</li> <li>Further use of mean, median, mode, range</li> </ul> <p><b><u>Algebra:</u></b></p>	<p><b><u>Number:</u></b></p> <ul style="list-style-type: none"> <li>Percentages</li> <li>Number properties (divisibility tests)</li> <li>Further accuracy</li> </ul> <p><b><u>Geometry (shape, space, measure):</u></b></p> <ul style="list-style-type: none"> <li>Further properties of shapes</li> <li>Constructions (including compasses)</li> <li>Measuring shapes (area, perimeter)</li> </ul> <p><b><u>Statistics:</u></b></p> <ul style="list-style-type: none"> <li>Introduction to probability</li> </ul> <p><b><u>Algebra:</u></b></p>

<ul style="list-style-type: none"> <li>• Transformations of shapes</li> <li>• Properties of 2D shapes</li> <li>• Properties of 3D shapes</li> <li>• Basic constructions (including measuring of angles and use of angle facts)</li> </ul> <p><b>Statistics:</b></p> <ul style="list-style-type: none"> <li>• Using statistical diagrams (charts, tables)</li> <li>• Statistical measures (mean, median, mode, range) – including some interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Algebra (building expressions/equations)</li> <li>• Simplifying expressions</li> <li>• Working with formulae</li> <li>• Sequences</li> </ul>	<p>Functions and graphs</p>
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**Year 8**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<p><b>Number:</b> Accuracy Use of the number system Methods of calculating Number properties Fractions</p> <p><b>Geometry (shape, space, measure):</b> Properties of shapes (further 2D) Properties of shapes (further 3D) Geometric constructions</p>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>• Multiplying/dividing decimals</li> <li>• Accuracy</li> <li>• Fractions</li> <li>• Introduction to ratio and proportion</li> </ul> <p><b>Geometry (shape, space, measure):</b> Bearings</p> <ul style="list-style-type: none"> <li>• Measuring (circles)</li> <li>• Converting measures</li> <li>• Transformations</li> </ul> <p><b>Statistics:</b></p> <ul style="list-style-type: none"> <li>• Further probability</li> </ul> <p><b>Algebra:</b></p>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>• Indices</li> <li>• Percentages (including increase/decrease)</li> <li>• Accuracy</li> </ul> <p><b>Geometry (shape, space, measure):</b></p> <ul style="list-style-type: none"> <li>• Volume/Surface area</li> <li>• Plans and elevations</li> </ul> <p><b>Statistics:</b></p> <ul style="list-style-type: none"> <li>• Designing questionnaires</li> <li>• Using grouped data</li> <li>• Displaying grouped data</li> </ul> <p><b>Algebra:</b></p>

<p>(including nets of 3D shapes)</p> <p><b>Statistics:</b> Statistical diagrams (displaying data in various ways) Interpreting data Collecting data</p> <p><b>Algebra:</b> Setting up and solving equations Using brackets in equations and expressions</p>	<ul style="list-style-type: none"> <li>• Further functions and graphs</li> <li>• Working with more complex equations</li> <li>• Solving equations with brackets</li> </ul>	<ul style="list-style-type: none"> <li>• Special sequences</li> <li>• Trial and improvement</li> </ul>
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### Year 9

Term 1	Term 2	Term 3
<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>• Standard form</li> <li>• Further percentages</li> <li>• Further fractions</li> </ul> <p><b>Geometry:</b></p> <ul style="list-style-type: none"> <li>• Further area/perimeter 2D shapes</li> <li>• Area/circumference circles</li> <li>• Pythagoras' Theorem</li> </ul> <p><b>Statistics:</b></p> <ul style="list-style-type: none"> <li>• Interpreting grouped data</li> <li>• Further collecting/displaying data</li> </ul> <p><b>Algebra:</b></p> <ul style="list-style-type: none"> <li>• Functions and graphs</li> <li>• Further expressions/equations</li> </ul>	<ul style="list-style-type: none"> <li>• Linear Inequalities</li> <li>• Angles in Polygons</li> <li>• Prime Factorisation</li> <li>• Quadratics equations/graphs</li> <li>• Cubic graphs</li> <li>• Prisms</li> <li>• Compound units</li> </ul> <p><b>Begin GCSE course (FEB half term)</b></p> <ul style="list-style-type: none"> <li>• Calculating with Standard form</li> <li>• Laws of Indices</li> <li>• Further quadratic equations <ul style="list-style-type: none"> <li>• Transformations</li> <li>• Further use of number system</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Percentages (including simple/compound interest, reverse percentages)</li> <li>• Sequences (Linear, geometric)</li> <li>• Similarity and congruency of shapes</li> <li>• Trigonometry (introduction)</li> <li>• Applying statistical interpretations to diagrams (scatter graphs)</li> <li>• Enlargement in 2D and 3D</li> <li>• Plans and Elevations</li> <li>• Functions and Graphs (Linear)</li> </ul>

## Curriculum area: Science

Curriculum Leader: Miss N Pye

All pupils at KS3 follow the 'Exploring Science' scheme of work.

### Year 7

Term 1	Term 2	Term 3
<p>7A Cells, tissues, organs and systems</p> <p>7B Sexual reproduction in animals</p> <p>7E Mixtures and separation</p> <p>7F Acids and alkalis</p> <p>Assessment - all classes will do a test at the end of each unit. In addition to this, there will be tasks carried out in class and homework's that will also be assessed.</p>	<p>7C Microbes and Bones</p> <p>7D Ecosystems</p> <p>7I Energy</p> <p>7J Current electricity</p> <p>Assessment - all classes will do a test at the end of each unit. In addition to this, there will be tasks carried out in class and homework's that will also be assessed.</p>	<p>7G The particle model</p> <p>7H Atoms, elements and molecules</p> <p>7K Forces</p> <p>7L Sound</p> <p>Assessment - all classes will do a test at the end of each unit. In addition to this, there will be tasks carried out in class and homework's that will also be assessed.</p> <p>There will also be an end of year exam which will cover material from all twelve units covered during the year.</p>

### Year 8

Term 1	Term 2	Term 3
<p>8A Food and nutrition</p> <p>8B Plants and their reproduction</p> <p>8E Combustion</p> <p>8F The periodic table</p>	<p>8C Breathing and respiration</p> <p>8D Unicellular organisms</p> <p>8I Fluids</p> <p>8J Light</p>	<p>8G Metals and their uses</p> <p>8H Rocks</p> <p>8K Energy transfers</p> <p>8L Earth and space</p> <p>Assessment - all classes will do a test at the end</p>

Assessment - all classes will do a test at the end of each unit. In addition to this, there will be tasks carried out in class and homework's that will also be assessed.	Assessment - all classes will do a test at the end of each unit. In addition to this, there will be tasks carried out in class and homework's that will also be assessed.	of each unit. In addition to this, there will be tasks carried out in class and homework's that will also be assessed.  There will also be an end of year exam that will cover material from all twelve units studied throughout the year.
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## Year 9

Students will be following the new AQA Science specification and will be taking one of the following two routes;

- Combined Science: Trilogy (2 GCSEs)
- Separate Sciences, (3 GCSEs in Biology, Chemistry and Physics)

Term 1	Term 2	Term 3
<b>BIOLOGY</b> Cell biology <b>CHEMISTRY</b> Atomic structure and the periodic table <b>PHYSICS</b> - Forces	<b>BIOLOGY</b> Cell biology and Organisation <b>CHEMISTRY</b> Bonding, structure and the properties of matter <b>PHYSICS</b> – Energy	<b>BIOLOGY</b> Organisation <b>CHEMISTRY</b> Quantitative chemistry <b>PHYSICS</b> - Waves

## Curriculum Area: Humanities – Geography

Curriculum Leader: Mrs A Wood

## Year 7

Term 1	Term 2	Term 3
<b>Map Skills:</b> this is the introductory module in	<b>An extended project investigating Africa:</b>	<b>Threats of Changing Populations:</b> the global

<p>Year 7 which develops skills in teamwork, numeracy literacy and direction.</p> <p><b>Extreme Weather:</b> Students will understand the difference between weather and climate; how extreme weather is formed; and its impact on people and the environment.</p>	<p>This massive continent is often misunderstood and misrepresented, so this unit of work aims to expand students' knowledge and understanding about where it is, which countries are part of Africa (with a focus on Mali, Egypt and Sudan amongst others) including conflict, climate, river and coastal landscapes and processes</p>	<p>population is continuously rising and changing, and students will examine why this is the case and what it means for our future as a nation and a global population.</p>
<p>There will be a continual focus on gaining a mastery of the subject content and focusing on more depth of detail in the topic areas covered across the whole year.</p>		

## Year 8

Term 1	Term 2	Term 3
<p><b>An extended project on Russia compared with Kenya:</b> A unit that allows students to utilise independent working skills by comparing aspects of two very different countries – Russia and Kenya. The unit covers their locations, levels of development, physical and human features, ecosystems and animal kingdoms. Resulting in a detailed project and understanding about parts of Africa and Asia.</p>	<p><b>Economic Activity and International Development:</b> A study of the different roles and employment sectors in industry today in different countries of different economic standing. Particular focus on the UK economy moving from primary to tertiary, and China increasing its secondary activities at the same time. This study will link in with a focus on the ways in which different countries develop at different rates and what the implications are of this for our world.</p>	<p><b>Settlement:</b> Students investigate what a settlement is and how they can be modelled and have changed over time. Case studies of Liverpool and of shanty towns including Dharavi and Kibera are also researched and understood.</p> <p><b>Ice Worlds:</b> A study of how ice has changed and continues to change our world's landscapes. Including different forms of erosion, landforms and human activity in cold environments.</p>

There will be a continual focus on gaining a mastery of the subject content and focusing on more depth of detail in the topic areas covered across the whole year.

### Year 9

Term 1	Term 2	Term 3
<p><b>Geographical skills:</b> an introduction to the key skills that students will need to succeed in Geography GCSE; 4 and 6 figure grid references, scale, GIS, photo interpretation, graphical skills, cartographical skills and statistical skills.</p> <p><b>The changing landscapes of the UK:</b> Starting with geology and physical and human processes that act upon the landscape and change it.</p>	<p><b>Coastal landscapes:</b> Students will understand what shapes our coastlines; erosion and weathering, and human activities; with a case study of a distinctive coastal area.</p> <p><b>River landscapes:</b> Students will understand what shapes our river environments; erosion and weathering, and human activities; with a case study of a distinctive river and its course.</p>	<p><b>Physical Geography fieldwork:</b> Once the River Landscapes work is complete, students are required to complete a river field studies investigation. The remainder of this term will be spent setting an enquiry question, carrying out fieldwork data collection, researching secondary data, processing and presenting all the data, analysing the findings and concluding and reflecting on the study.</p>

**Curriculum Area: Humanities - History**

**Curriculum Leader: Mrs A Wood**

**Departmental key assessment dates**

### Year 7

Term 1	Term 2	Term 3
<p><b>The invaders – Britain pre 1066:</b> A unit to compare Roman civilisation with Anglo-Saxon population. Students will study what Britain was like in the</p>	<p><b>The Power of the Church and the Crown:</b> Students study how time moved on in History through the Crusades, Reformation and the creation of the</p>	<p><b>Depth Study: Elizabeth I:</b> To follow on from the study of the Power of the Church and the Crown, this unit is designed to offer a depth study into</p>

<p>Iron age, why the Romans invaded Britain, why they left and how the Saxons changed our country.</p> <p><b>Living, Working and Dying in the Middle Ages:</b> The Battle of Hastings in 1066 won by William; how did he rule England? What were a medieval village and town like? What was medieval medicine like and how did the Black Death come about as a result?</p>	<p>Church of England, an investigation into Henry VIII and his role in this and then moving on to study Elizabeth I and her 'Middle Way' (Religious Settlement). An understanding will be gained of the chronology involved here, as well as the changing power of the church in England over time.</p>	<p>one of the prominent figures in British History. It will cover who Elizabeth was, the context in which she lived, what life was like at that time in History, and issues surrounding her time on and off the throne.</p> <p><b>The Industrial Revolution:</b> A study of the industrial revolution in England – how and why it came about, what it meant for the working classes; conditions people lived and worked in, jobs that they did, and the dangers it created. How the revolution changed the landscape of England forever.</p>
<p>There will be a continual focus on gaining a mastery of the subject content and focusing on more depth of detail in the topic areas covered across the whole year, as well as a thematic study of Health in Britain being included in each topic.</p>		

### Year 8

Term 1	Term 2	Term 3
<p><b>Should Liverpool apologise for the Slave Trade?</b> A study of the history of the British Empire and how</p>	<p><b>Civil Rights Movements in the USA:</b> An investigation into how far racial equality in civil rights has</p>	<p><b>The Holocaust:</b> A specific focus will be placed on students studying this horrific element of WW2. What</p>

<p>it functioned. This is linked to the Slave Trade – looking into life in Africa before it started and how slaves were treated in their passage and in the plantations as well as Liverpool’s role in the Slave Trade. Finally, why was it abolished and its legacy.</p>	<p>been achieved by the 21<sup>st</sup> Century. This will include studying how far the American civil war ended slavery; who Jim Crow and Jesse Owens were, what the Klu Klux Klan are, the roles of Rosa Parks, Martin Luther King and Malcom X and where we stand today on civil rights.  <b>Britain at War:</b> A study of WWI and WW2, looking at the new kind of war that took place – Trench Warfare in WWI and how WW2 was fought by Britain. Why the wars happened and the effects of them will be included in this study.</p>	<p>the Holocaust was, how it came about and how it was run as well as what the effects of it were and have been since the end of WW2.</p>
<p>There will be a continual focus on gaining a mastery of the subject content and focusing on more depth of detail in the topic areas covered across the whole year, as well as a thematic study of Health in Britain being included in each topic.</p>		

### Year 9

Term 1	Term 2	Term 3
<p><b>Development of Historical skills (particularly source skills and analysing interpretations).</b>  Topic 1: The Industrial Revolution and Victorian Britain.</p>	<p><b>GCSE History – Germany Depth Study</b>  <b>Part one: Germany and the growth of democracy. Germany 1890-1918.</b> The rule of Kaiser Wilhelm: the</p>	<p><b>Weimar Germany 1918-1933:</b>  The occupation of the Ruhr; hyperinflation. Weimar Germany: Weimar democracy; political change and unrest, 1919–1923;</p>

<p>Topic 2: Women and the Vote</p> <p>Both of these topics will provide a basis for GCSE History, specifically in terms of the skills acquired and practised whilst studying these units.</p>	<p>growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws. Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; reparations.</p>	<p>Spartacists; Kapp Putsch; the Munich Putsch; the Stresemann era; economic developments including the Dawes Plan and the Young Plan; Weimar culture.</p>
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**Curriculum Area: French**

**Curriculum Leader: Ms H. Mathison**

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Basic questions- name/ages/birthdays/how you are/where you live</li> <li>• Numbers-1-100</li> <li>• Simple opinions</li> <li>• Days and months</li> <li>• 1st person singular verbs avoir and être</li> <li>• Basic connectives</li> <li>• Classroom instructions</li> <li>• Classroom objects</li> <li>• Colours</li> <li>• Adjectival agreement.</li> <li>• Definite/indefinite articles.</li> <li>• Cultural-Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Family members</li> <li>• Pets</li> <li>• Use of il/elle with avoir/être</li> <li>• Verb s'appeler</li> <li>• Description of personality</li> <li>• Agreement of adjectives</li> <li>• Physical description</li> <li>• nationality</li> <li>• Possessive pronouns</li> <li>• Qualifiers</li> <li>• Cultural- Easter</li> <li>• Preparation of speaking assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Ir/er/re Regular verbs in the present tense all subject pronouns.</li> <li>• Use of negatives</li> <li>• Revision of opinions with reasons</li> <li>• Use of infinitive</li> <li>• School subjects</li> <li>• School timetable/the school day</li> <li>• The time</li> <li>• Cultural- School life in France</li> <li>• Film Belle and Sebastien or Petit Nicolas and cultural work.</li> </ul>

**Year 8**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<ul style="list-style-type: none"> <li>• Hobbies and free time</li> <li>• Sports</li> <li>• Freetime activities</li> <li>• Using computers, the internet, mobile phones</li> <li>• Expressions of frequency</li> <li>• Genders and plurals</li> <li>• Giving basic opinions and reasons</li> <li>• Present tense of er ir and re verbs</li> <li>• Irregular verbs faire, aller, être, avoir</li> <li>• Verbs jouer and faire</li> <li>• Adjectival agreement</li> <li>• Time (numbers)</li> <li>• Qualifiers</li> <li>• Connectives</li> </ul>	<ul style="list-style-type: none"> <li>• Places in the city and local area</li> <li>• Location</li> <li>• Points of the compass</li> <li>• Description of local area</li> <li>• Opinions</li> <li>• Activities in the local area</li> <li>• Saying what you are going to do at the weekend</li> <li>• Giving and asking for directions. Adjectives and agreement</li> <li>• Il y a, il n'y a pas de/ d'</li> <li>• Using connectives</li> <li>• Using on peut +the infinitive</li> <li>• Using the immediate future tense(revision of the verb aller)</li> <li>• Asking where a place is</li> <li>• Understanding prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• Food fruit/vegetables/basic foods and drinks vocabulary</li> <li>• Meals</li> <li>• Describing what you have for each meal and times you eat</li> <li>• Saying what you like and dislike</li> <li>• Partitive article</li> <li>• Present tense of manger/boire</li> <li>• Prendre</li> <li>• Giving reasons</li> <li>• Healthy/unhealthy eating habits.</li> <li>• Develop understanding of cultural differences regarding food</li> <li>• Using the past tense</li> <li>• Likes dislikes followed by le/la/les/l'</li> <li>• Negative followed by de/d'</li> <li>• Describing your house and bedroom</li> </ul>

### Year 9

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<ul style="list-style-type: none"> <li>• Going on holiday</li> <li>• Countries Nationalities and Languages</li> <li>• Types of transport</li> <li>• Accommodation types</li> </ul>	<ul style="list-style-type: none"> <li>• Data about yourself</li> <li>• Family members, family status, siblings</li> <li>• Character adjectives,</li> <li>• Hair, eyes, height</li> <li>• Nouns, description of pets. Colours and size</li> </ul>	<ul style="list-style-type: none"> <li>• Places in a town and social activities</li> <li>• Arranging a social activity in Liverpool</li> </ul>

<ul style="list-style-type: none"> <li>• Booking a hotel room</li> <li>• Asking/describing what there is to do</li> <li>• Weather phrases in present</li> <li>• Holiday activities,</li> <li>• Opinions</li> <li>• accommodation / travel</li> <li>• Revision of present/further work on the perfect tense/immediate future/conditional tense phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Birthday presents and last year's birthday</li> <li>• What presents you received/What you did/how you celebrated your last birthday</li> <li>• Pocket money/household jobs</li> <li>• Comparison/superlative of adjectives</li> <li>• adjective agreements</li> <li>• Imperfect tense opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Saying what activities are available in Liverpool</li> <li>• Describing where you live</li> <li>• Saying where you would like to live using the conditional tense and describing an ideal place</li> <li>• Talking about the environment</li> <li>• Saying what you did last weekend and what you would like to do next</li> <li>• Shopping habits</li> <li>• Buying clothes</li> </ul>
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## Curriculum area: Spanish

### Year 7

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Basic questions-formation of questions and question words</li> <li>• name/ages/birthdays/how you are/where you live</li> <li>• Numbers-1-100</li> <li>• Simple opinions</li> <li>• Days and months</li> <li>• 1st person singular verbs tener and ser</li> <li>• Basic connectives</li> <li>• Classroom instructions</li> <li>• Classroom objects</li> </ul>	<ul style="list-style-type: none"> <li>• Family members</li> <li>• Use of 3<sup>rd</sup> person singular with tener/ser/estar</li> <li>• Verb llamarse</li> <li>• Description of personality</li> <li>• Agreement of adjectives</li> <li>• Physical description(hair/eyes)</li> <li>• nationality</li> <li>• Possessive pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Ar/ir/er</li> <li>• Regular verbs in the present tense all subject pronouns</li> <li>• Use of negatives</li> <li>• Revision of opinions with reasons</li> <li>• Use of infinitive</li> <li>• Talking about leisure and</li> </ul>

<ul style="list-style-type: none"> <li>• Colours</li> <li>• Adjectival agreement</li> <li>• , siblings, pets</li> <li>• Definite/indefinite articles</li> <li>• Cultural-Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Qualifiers and intensifiers</li> <li>• Where you live and who you live with</li> <li>• Basic opinions</li> <li>• Cultural- Easter</li> <li>• Preparation of speaking assessment</li> </ul>	<p>sports using the verbs hacer/praticar and jugar</p> <ul style="list-style-type: none"> <li>• Weather phrases and seasons.</li> <li>• Key verbs on hobbies</li> <li>• Role-play units: After end of year assessment</li> <li>• Body parts</li> <li>• Transport</li> <li>• Buying food</li> <li>• Clothes</li> </ul>
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**Year 8**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<ul style="list-style-type: none"> <li>• Hobbies and free time</li> <li>• Sports</li> <li>• Freetime activities</li> <li>• Using computers, the internet, mobile phones.</li> <li>• Expressions of frequency</li> <li>• Genders and plurals</li> <li>• Giving basic opinions and reasons.</li> <li>• Present tense of er ir and re verbs</li> <li>• Irregular verbs faire, aller,être, avoir</li> <li>• Verbs jouer and faire</li> </ul>	<ul style="list-style-type: none"> <li>• Places in the city and local area</li> <li>• Location</li> <li>• Points of the compass</li> <li>• Description of local area</li> <li>• Opinions</li> <li>• Activities in the local area</li> <li>• Saying what you are going to do at the weekend</li> <li>• Giving and asking for directions</li> <li>• Adjectives and agreement</li> <li>• Il y a, il n'y a pas de/ d'</li> <li>• Using connectives</li> </ul>	<ul style="list-style-type: none"> <li>• Food fruit/vegetables/basic foods and drinks vocabulary</li> <li>• Meals</li> <li>• Describing what you have for each meal and times you eat</li> <li>• Saying what you like and dislike</li> <li>• Partitive article</li> <li>• Present tense of manger/boire</li> <li>• Prendre</li> <li>• Giving reasons</li> <li>• Healthy/unhealthy eating habits</li> <li>• Develop understanding of cultural differences regarding food</li> <li>• Using the past tense</li> </ul>

<ul style="list-style-type: none"> <li>• Adjectival agreement</li> <li>• Time (numbers)</li> <li>• Qualifiers</li> <li>• Connectives</li> </ul>	<ul style="list-style-type: none"> <li>• Using on peut +the infinitive</li> <li>• Using the immediate future tense(revision of the verb aller)</li> <li>• Asking where a place is</li> <li>• Understanding prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• Likes dislikes followed by le/la/les/l'</li> <li>• Negative followed by de/d'</li> <li>• Describing your house and bedroom</li> </ul>
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**Year 9**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<ul style="list-style-type: none"> <li>• Going on holiday</li> <li>• Countries, Nationalities and Languages</li> <li>• Types of transport</li> <li>• Accommodation types</li> <li>• Booking a hotel room</li> <li>• Asking/describing what there is to do</li> <li>• Weather phrases in present</li> <li>• Holiday activities</li> <li>• Opinions accommodation / travel</li> <li>• Revision of present/further work on the perfect tense/immediate future/conditional tense phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Data about yourself</li> <li>• Family members, family status, siblings</li> <li>• Character adjectives</li> <li>• Hair, eyes, height</li> <li>• Nouns, description of pets. Colours and size</li> <li>• Birthday presents and last year's birthday</li> <li>• What presents you received/ What you did/ how you celebrated your last birthday</li> <li>• Pocket money/household jobs</li> <li>• Comparison/superlative of adjectives</li> <li>• adjective agreements</li> <li>• Imperfect tense opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Places in a town and social activities</li> <li>• Arranging a social activity in Liverpool.</li> <li>• Saying what activities are available in Liverpool.</li> <li>• Describing where you live</li> <li>• Saying where you would like to live using the conditional tense and describing an ideal place.</li> <li>• Talking about the environment</li> <li>• Research Santander and Cantabria in Spain</li> <li>• Saying what you did last weekend and what you</li> </ul>

		<p>would like to do next</p> <ul style="list-style-type: none"> <li>• Shopping habits</li> <li>• Buying clothes</li> </ul>
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**Curriculum Area: Religious Education**

**Curriculum Leader: Mrs S Foster**

**Year 7**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<p>About Belonging – the importance of community  A Matter of Identity – our school mission  Parish community- the role of the priest, bishop and Pope  What is God like?- truth and Bible, creation  What is Jesus like? – Jesus and discipleship, work of L’Arche  Celebrating Christ’s Mass – Luke’s Nativity story</p> <p>There will be assessments on Parish Community; the role of the Bishop; the work of the L’Arche Community; and a summative End of Term Assessment drawing together all work from the Term.</p>	<p>The Kingdom of God- parables of the kingdom of God, the work of CAFOD  Jesus the Saviour – Jesus’ mission.  Celebrating Easter – Holy Week and the Easter Vigil  Called to Change – forgiveness  Signs of Identity- celebrating initiation – baptism and Eucharist  Holy Spirit- gifts and fruits  Celebrating Pentecost- the birth of the Church</p> <p>Pupils will complete three formal assessment tasks chosen from the following topics: baptism; Lent; Kingdom of God – plus a summative End of Term Assessment drawing together all work from the Term.</p>	<p>Judaism – an overview of the Jewish faith</p> <p>Joys and Challenges of living in the Kingdom of God- joys and challenges; rights and privileges  Joy and challenges in the world- suffering and inspirational people  A lesson in hope- the Resurrection  Lives of sacrifice and service- the communion of Saints; saints today</p> <p>Pupils will complete assessment tasks on joys and challenges; the Saints; and Judaism- plus a summative End of Year Assessment drawing together all work from the Year</p>

## Year 8

Term 1	Term 2	Term 3
<p><b>People of God:- Called to serve</b></p> <ol style="list-style-type: none"> <li>1. Why do promises matter?</li> <li>2. What is a covenant?</li> <li>3. What do Biblical covenants have in common?</li> <li>4. What does God's unconditional love mean to me?</li> <li>5. Can one person change the world?</li> <li>6. What did the covenant mean to the Hebrew people?</li> <li>7. What is the new covenant &amp; how did Jesus establish it?</li> <li>8. What was Jesus' new commandment?</li> <li>9. What does Jesus as the New Covenant mean to me?</li> </ol>	<p>Why do we celebrate?</p> <ol style="list-style-type: none"> <li>1. Why is Eucharist a celebration?</li> <li>2. How do we live sacrifice?</li> <li>3. How much do I live as a covenant person?</li> <li>4. Are there limits to forgiveness?</li> <li>5. What is sin?</li> <li>6. What is conscience?</li> <li>7. The Sacrament of Reconciliation</li> <li>8. What does forgiveness mean to me?</li> </ol>	<p>What is justice?</p> <ol style="list-style-type: none"> <li>1. What is Catholic Social Teaching &amp; how can we put it into action?</li> <li>2. What are some of the key principles of CST? What are they challenges they bring?</li> <li>3. How can Catholics serve their neighbour?</li> <li>4. How can I live justly?</li> </ol> <p>An exploration of <b>Hinduism</b></p>

## Year 9

Term 1	Term 2	Term 3
<p>How do we live as People of God (1)? A study of the faith of Islam How are Muslims called to life? Issues faced by Muslims in contemporary society Key figures in Islam Muslim beliefs, teachings and practices</p>	<p>What inspires and challenges the people of God? What is Truth? Understanding our beliefs- reasons for belief History of Christianity- Christian divisions and denominations</p>	<p>Introduction to AQA GCSE Religious Studies- Specification B.</p> <p>A Study of Catholic Christianity</p> <p>Perspectives on Faith: Philosophy A Study of Judaism</p>

<p>Who is God for the people of God?  How do we make sense of the world?- Creation  Do science and religion conflict?  Why is there suffering?  Where does suffering come from, what does it reveal about God?  Responses to suffering  Living as people of God- Justice, Jesus and compassion</p> <p>There will be assessments on the Islam; science and religion; suffering and justice; and a summative End of Term Assessment drawing together all work from the Term.</p>	<p>What do Christians believe?- Beliefs, teachings, sacraments  What am I called to be- Vocation, Holy Orders, religious life</p> <p>How do we live as People of God (2)?  Is all life of value?- The Sanctity of Life, issues this raises, humans and animals  The nature of abortion-law, controversy and religious viewpoints  The nature of euthanasia-law, controversy and religious viewpoints</p> <p>There will be assessments on Christianity, vocation, sanctity of life; and a summative End of Term Assessment drawing together all work from the Term.</p>	
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**Curriculum Area: Design & Technology**

**Curriculum Leader: Mr P Radburn**

**Year 7**

Term 1	Term 2	Term 3
<p><b>Resistant Materials</b></p> <ul style="list-style-type: none"> <li>• Different types of materials and their classifications</li> <li>• The Design Process</li> <li>• Use of hand tools and machinery</li> <li>• Writing of specifications</li> </ul>	<p><b>Food Technology</b></p> <ul style="list-style-type: none"> <li>• During the first visit to the food department pupils will learn about hygiene and safety and the working routine of the Food room</li> </ul>	<p><b>Textiles Technology</b></p> <ul style="list-style-type: none"> <li>• Introduction to textile tools, techniques and materials including the sewing machine, Pupils design and make a phone cover which includes electronic textiles, using a sewable</li> </ul>

<ul style="list-style-type: none"> <li>• Pupils will undergo a project where they design and make a wooden toy train with a moving mechanism. This project aims to familiarise pupils with the workshop and its tools and machinery</li> <li>• Assessment - All classes will have Focused Marked Tasks which assess their creativity and ability in practical work. The final practical outcome will be assessed in conjunction with their theory work to ascertain their final grade</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will learn about nutrition and how health is directly related to health</li> <li>• They will also learn about where food comes from, seasonality and the working characteristics of foods</li> <li>• Pupils will design a layered salad which could potentially go on sale in the school canteen to encourage teenagers to stay for school lunch in line with the School Food Plan</li> <li>• Pupils will carry out a variety of practical lessons to include: coleslaw, fruit salad, ratatouille, savoury crumble, cheese scones, layered salad and pizza. Practical Food learning journeys will be completed at the end of each practical session which will monitor and track pupil skill progress.</li> </ul>	<p>LED light. This project aims to familiarise pupils with textile materials and developments in technology. Pupils can use recycled materials, hand embellishment techniques and the sewing machine.</p> <ul style="list-style-type: none"> <li>• Assessment - All classes will have Focused Marked Tasks which assess their creativity and ability in practical work. The final practical outcome will be assessed in conjunction with their theory work to ascertain their final grade.</li> </ul>
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## Year 8

Term 1	Term 2	Term 3
<p><b>Resistant Materials</b></p> <ul style="list-style-type: none"> <li>• The aim of this unit is to teach Year 8 pupils how to develop skills in</li> </ul>	<p><b>Food Technology</b></p> <ul style="list-style-type: none"> <li>• Pupils will continue to learn about nutrition, diet and</li> </ul>	<p><b>Textiles Technology</b></p> <p>Mood boards, product analysis and questionnaires to</p>

<p>Resistant Materials and Graphics.</p> <ul style="list-style-type: none"> <li>• We are focusing on 'Mini Projects' which will keep the pupils interested as well as giving them an overview of Resistant Materials/Graphics and the aspects required to achieve a good grade in it. This project should also raise confidence in the workshop as well as in their designing, planning and evaluation skills which are both relevant skills should the pupils opt into this area next year.</li> <li>• Pupils will gain the knowledge; skills and understanding they need to carry out the DMA successfully through product evaluation activities and focused practical tasks.</li> </ul> <p>They</p> <ul style="list-style-type: none"> <li>• Use models and scale drawing to help clarify ideas.</li> <li>• Learn how to draw in 1 Point Perspective.</li> <li>• Use feedback from peers and teaching staff to help influence their work.</li> <li>• Learn about the properties of wood and how to utilise them.</li> </ul>	<p>health. They will look at special dietary needs for different groups of people and investigate how people's food needs change with age and level of activity. They will plan a meal for a specific group of people in line with the School Food Plan.</p> <ul style="list-style-type: none"> <li>• They will learn more about the working characteristics of foods when they carry out sensory analysis and make cookies, bread, Bolognese, macaroni cheese, risotto, curry and quiche.</li> <li>• Practical Food learning journeys will be completed at the end of each practical session which will monitor and track pupil skill progress.</li> </ul>	<p>develop a recyclable bag based on the inspiration of an artist, this project also focuses on the needs of others and promotion of a charity of the pupils choice. Pupils use and develop practical knowledge and creative thinking. Use knowledge of materials and equipment to make a bag.</p> <p>Assessment – All classes will have Focused Marked Tasks which assess their creativity and ability in practical work. The final practical outcome will be assessed in conjunction with their theory work to ascertain their final grade/level.</p> <ul style="list-style-type: none"> <li>•</li> </ul>
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<ul style="list-style-type: none"> <li>Learn how to use equipment effectively &amp; safely.</li> </ul>		
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### Year 9 NCFE L2 Creative Design; Graphics

Term 1	Term 2	Term 3
<p><b>Unit 01 (intro); Understand graphic materials, processes and techniques.</b></p> <p>Opportunity to experiment in a range of media including paint, pencil, print and cad/cam.</p> <p>Initial focus on primary and secondary research supported with investigations into typographic styles.</p>	<p><b>Unit 01; Risk assessment and health and safety work underpins this initial activity.</b></p> <p>Developments include work in colour, tone, shape and form. Batik and poly-prints support colour theory work at this stage.</p> <p>Students demonstrate skills using cad/cam and in particular; Techsoft 2D design,</p>	<p><b>Unit 01; Serif Draw and Aps-Ethos.</b></p> <p>Final outcomes are produced using the laser cutter.</p> <p><b>Unit 02 (intro); Research sources of ideas in a graphic context.</b></p> <p>Students engage in a variety of research techniques with an artist focus such a (Robert Sabuda (card engineer/illustrator).</p>

### Year 9 GCSE Food Preparation and Nutrition

Term 1	Term 2	Term 3
<p>S1 – General practical skills</p> <p>S2 – Knife skills</p> <p>S3 – Preparing fruit and vegetables.</p> <p>S4 – Use of the cooker</p> <p><b>Theory –</b></p> <p>Health and safety and introduction to practical learning journey.</p> <p>Hypothesise about inaccurate weighing and measuring.</p> <p>Tests for readiness.</p>	<p>S5 – use of equipment</p> <p>S6- Cooking methods</p> <p>S7 – Prepare, combine and shape.</p> <p>S8 – Sauce making</p> <p><b>Theory –</b></p> <p>Methods of heat exchange.</p> <p>Know understand concept of grilling including Maillard reaction.</p> <p>Poaching as a method of cooking.</p>	<p>S9 – Tenderise and marinate</p> <p>S10- Dough making</p> <p>S11- raising agents</p> <p>S12 – Setting mixtures.</p> <p><b>Theory –</b></p> <p>Understand and how acids denature protein when making marinade.</p> <p>Functions and working characteristics of ingredients used in dough.</p>

<p>Eatwell Plate and application (case studies) Presentation and styling of foods Understanding of macro and micro nutrients. Fruit and understanding of enzymic browning. Methods of cooking (introduction) <b>Assessment –</b> Nutritional needs of teenagers and application of healthy eating message.</p>	<p>Microwave cooking, steaming, pressure cooking, boiling, simmering, and baking, roasting. Theory of Fish. Sauce making – understanding how starch ratios affect viscosity. Sauce reduction and how this process affects intensity of flavour and affects viscosity. Understanding how to make an emulsion sauce.</p>	<p>Understand working characteristics of ingredients used to make pastries.  Understand raising agents and carry out experiments using different raising agents and different flour. <b>Practice – assessment</b> 1 – forming hypothesis, carrying out experiment and writing up of results. (choux pastry or bread )</p>
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## Curriculum Area: Social Studies and Computer Science

Curriculum Leader: Mrs D Black

### Year 7 Core – Computer Science

Term 1	Term 2	Term 3
<p>Network and Internet Safety Input and Output Devices Storage Devices Operating Systems  <b>Assessment –</b> All classes will produce a series of documents which will be used for assessment at the end of practical units. For theory units assessment will take the form of end of unit tests.</p>	<p>Software types Data Flow Diagrams Flowol Control Systems Assessment – All classes will produce a series of documents which will be used for assessment at the end of practical units. For theory units assessment will take the form of end of unit tests.</p>	<p>Computer Architecture John von Neumann Architecture Processors Programming in Scratch  <b>Assessment –</b> All classes will produce a series of documents which will be used for assessment at the end of practical units. For theory units assessment will take the form of end of unit tests. End of year tests will also take place during this term covering the year's content.</p>

## Year 8 Core – Computer Science

Term 1	Term 2	Term 3
<p><b>Boolean logic</b>  <b>Binary &amp; ASCII</b>  <b>Computer Legislation</b></p> <p>Assessment – All classes will produce a series of documents which will be used for assessment at the end of practical units. For theory units assessment will take the form of end of unit tests.</p>	<p><b>Network Topologies</b>  <b>Network Types</b>  <b>Technology's impact on society</b></p> <p>Assessment – All classes will produce a series of documents which will be used for assessment at the end of practical units. For theory units assessment will take the form of end of unit tests.</p>	<p><b>Programming theory</b>  <b>Loops</b></p> <p>If, then and else            Algorithms</p> <p><b>Assessment</b> – All classes will produce a series of documents which will be used for assessment at the end of practical units. For theory units assessment will take the form of end of unit tests. End of year tests will also take place during this term covering the year's content.</p>

## Year 9 Option – Computer Science GCSE

Term 1	Term 2	Term 3
<p><b>J276/01 - Computer Systems</b></p> <p>J276/01 - Systems            Architecture            J276/01 - Memory            J276/01 - Storage            J276/01 - Wired and wireless networks            J276/01 - Network topologies, protocols and layers            Assessment – For theory units assessment will take the form of</p>	<p><b>J276/01 - Computer Systems</b></p> <p>J276/01 - System security            J276/01 - System software            J276/01 - Ethical, legal, cultural and environmental concerns            Assessment – For theory units assessment will take the form of ongoing and end of unit tests.</p>	<p><b>J276/02 - Computational thinking, algorithms and programming</b></p> <p>J276/02 - Algorithms            J276/02 - Programming techniques            J276/02 - Producing robust programs            J276/02 - Computational logic            J276/02 - Translators and facilities of languages            J276/02 - Data representation</p>

ongoing and end of unit tests.		Assessment – For theory units assessment will take the form of ongoing and end of unit tests. End of year tests will also take place during this term covering the year’s content.
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### Year 9

Term 1	Term 2	Term 3
<p><b>Sociology Unit 1</b> <b>Sociology Basics</b></p> <p>In this Unit students will study key sociological concepts that will enable them to progress within their study of the subject. These Concepts include:</p> <ul style="list-style-type: none"> <li>• Culture and subculture</li> <li>• Values</li> <li>• Identity</li> <li>• Status</li> <li>• Roles</li> <li>• Primary Socialisation</li> <li>• Secondary Socialisation</li> </ul> <p><b>Business</b> Business Paper 1 Business Activity Within this topic area students will study the need for business activity and the specific purposes of a variety of different organisations. They will</p>	<p><b>Sociology Unit 1</b> <b>Sociological Research Methods</b></p> <p>In this unit for work students will learn about investigating society and collecting and using information and evidence. Students will study and learn about primary methods of research including questionnaire, observations, interviews and content analysis. Students will also learn about secondary methods of research as well as quantitative and qualitative sources of information. Students will also investigate how to assess the reliability of research conducted by sociological experts and</p>	<p><b>Sociology Unit 1</b> <b>Key Sociological Theories</b></p> <p>In this unit of study students will learn about the key sociological principles and theorists that underpin sociological theory. Concepts that students will cover include:</p> <ul style="list-style-type: none"> <li>• Functionalism</li> <li>• Marxism</li> <li>• Feminism</li> <li>• Students will also study the key sociological studies conducted by famous sociologists including Durkheim, Parsons, and Webber et al.</li> </ul> <p><b>Business</b> Business Paper 1 People Within the people topic of study students will learn</p>

investigate key entrepreneurs and learn about the characteristics of a variety of successful entrepreneurs. Students will also study business plans and learn about the contents of these documents as well as their importance.	<p>discuss issues of bias and social desirability.</p> <p><b>Business</b>          Business Paper 1          Marketing          Within the marketing topic areas students will study and learn about the different market research techniques available to businesses as well as market segmentation. Students will look at the Marketing Mix and learn about the key four elements of this business model, Product, Price, Place, and Promotion.</p>	about the key stages of the recruitment and selection and its importance. As part of this students will be involved in creating and completing a curriculum vitae, letter of application and application form. Students will also look at the motivation and training of employees as well as the importance of industrial relations and employment law.
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**Curriculum Area: Performing Arts**

**Curriculum Leader: Mrs J Walls**

**Curriculum area: Dance**

**Year 7**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Introduction to Dance Shrek	Culture Mary Poppins	Darkwood Manor Little Mermaid

**Year 8**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Introduction to GCSE (12 weeks)	Chicago Gangs	Lion King Hairspray

**Year 9**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
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<p><b>Component 2:</b> Look at warm up/ cool down</p> <p>Looking at the set work A Linha Curva performed by Rambert Dance Company.</p> <p>Looking at the set work Shadows performed by Phoenix Dance Theatre.</p>	<p><b>Component 2:</b> Look at diet/hydration</p> <p>Looking at the set work Within her eyes performed by James Cousins Company.</p> <p>Looking at the set work Infra performed by the Royal Ballet.</p>	<p><b>Component 2:</b> Look at safe dance practise</p> <p>Looking at the set work Artificial things performed by StopGap Dance Company.</p> <p>Looking at the set work Emancipation of Expressionism performed by Boy Blue Entertainment.</p>
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**Curriculum area: Drama**

**Year 7**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Introduction to Drama Matilda	Cultures Legally Blonde	Darkwood Manor Charlie and the Chocolate Factory

**Year 8**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Introduction to GCSE	Joseph Gangs	Wonderland My Fair Lady

**Year 9**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Introduction to GCSE Component 1- Understanding Drama (Blood Brothers)	Component 1- Understanding Drama (Blood Brother) Component 2: Devising drama (Blood Brothers theme)	Component 3: Texts in practice Component 3: Texts in practice (Mock Performance)

**Curriculum area: Music**

**Year 7**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
'Introduction to Music' 'Keyboard Skills'	'Samba and Music of Brazil' 'Class Band/Ensemble Skills'	'Listening Skills' 'Hairspray'

**Year 8**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
'Introduction to GCSE Class Band/Ensemble Skills' 'Djembe Drumming'	'Song Writing' 'West Side Story'	'Listening Skills' 'Singing Skills'

**Year 9**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
'Ensemble Skills' 'Aural Skills'	'Solo Performance Skills' 'Composition Skills'	'Aural Skills' 'Ensemble Recording'

**Curriculum area: Core Physical Education**

**Year 7**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Fitness Testing Indoor Athletics Netball	Gymnastics Hockey OAA	Athletics Rounders Tennis

**Year 8**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Fitness Football Netball	Gymnastics Handball OAA	Rounders Athletics Tennis

**Year 9**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Fitness Basketball	Gymnastics Basketball	Rounders Tennis

