

St. Julie's Catholic High School



KS4 Curriculum

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The Considered Lesson Format

All lessons across all subject areas follow the considered lesson format. This was most recently updated in January 2023 with a particular focus on how teachers provide feedback to students.



Identify: PP, SEN, HPAB, Red/Amber Readers

Question, Assess & Feedback

St. Julie's Catholic High School

CONSIDERED LESSON FORMAT

The Considered Lesson Format (CLF) has been developed to put Barak Rosenshine's 'Principles of Instruction' into practice. The purpose of the CLF is so that students benefit from a consistent approach to teaching & learning. In planning lessons please ensure that the features of the CLF clearly deliver the approved schemes of work in your department and build on prior learning. Lessons should be well planned for delivery in small pieces, progressing through an ambitious curriculum. Also, students must be supported in their learning through the correct and consistent application of rewards & sanctions, outlined in the behavior for learning policy.

Reflection time to review prior knowledge	Short review of prior knowledge to consolidate learning, identify misconceptions/errors, comprehension questions. Develop schema, connect prior knowledge to new learning.
Adaptive teaching to address the needs of all students	Present new material in small steps with student practice after each step. Limit the amount of material students receive at one time. Adapt lessons to ensure all students can meet the expectations of the lesson. Adaptive teaching should ensure all students have access to the full curriculum.
Contextualised with a focus on students' knowledge and understanding	Relate knowledge to a relevant application. Students must know how new knowledge fits in with prior knowledge and how it fits into context (schema). (It is not about why it is needed for the GCSE specification or exam).
Modelled answers to show requirements, standards and tackle the misconceptions	High-quality initial teaching which includes clear and detailed instructions and explanations. Think aloud and model steps. Provide models of worked-out problems.
Questioning to meet students' needs, then focus on the content and the process.	Ask a large number of questions to a range of pupils and check for understanding. Question for prior knowledge, understanding and misconceptions. Ask all students to explain what they have learned.
Homework that is linked to classwork	Make purpose of homework clear. Provide a high level of practice for all students. Support knowledge recall and skills development.
Independent practice time and recap on knowledge, understanding and application plus link to next lesson	Prepare students for independent practice. Guide students as they begin to practice. Monitor and support students as they work independently. Re-teach knowledge when necessary. Balance exposition, repetition, practice and retrieval of knowledge and skills.
Communication	Provide multiple opportunities for pupils to see and use vocabulary. Develop the number of words students know (breadth) and their understanding of relationships between words and the contexts in which words can be used (depth). Provide opportunities for all pupils to justify and give both written and verbal reasons for their solutions. Provide reading opportunities in every lesson that include development of comprehension, decoding and automaticity, using a range of strategies.

Respond: Adapt, Re-Teach/move learning forward

Question, Assess & Feedback

Circulate: Throughout the lesson, monitor all pupils

Question, Assess & Feedback

Question, Assess & Feedback

Check: Understanding, errors, knowledge, progress

Assessment

At St. Julie's Catholic High School, our assessment policy will focus on the following three areas:

- Lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment
- Deliver appropriately timed feedback, that focuses on moving learning forward
- Plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.

Formative Assessment

St Julie's Formative Assessment during lessons may include the following:

- Reflection and consolidation tasks to support prior knowledge, support retrieval and build students' long-term memory store.
- Low stakes and diagnostic questioning to unpick common misconceptions
- Chunked and scaffold learning to ensure that students' schema is built incrementally and securely
- Peer and self-assessment
- In-class live marking by the teacher
- Monitoring of SPaG using the following codes; Sp = Spelling error, Gr = Grammar error, P = Punctuation error
- Automated homework will support ongoing formative assessment using in-house school systems

SSAT Case Study

"A culture of risk-taking and collaboration, a focus on workload reduction and staff wellbeing, and a commitment to changing the feedback policy have underpinned the successful adoption of the Embedding Formative Assessment at St Julie's Catholic High School."

St Julie's were recommended by the SSAT to be used as a case study on successful implementation and development of formative assessment techniques.

Summative Assessment

- Three summative assessment points per year – 1 per term
- Summative assessments must assess composite and component knowledge across the expanding domain and be of requisite rigour, challenge and length
- Each summative assessment will be standardised across the subject
- Summative assessments will be moderated within and across departments
- Summative assessment will test students' progress through the curriculum and identify any knowledge gaps
- Students/parents/carers will receive detailed feedback on these assessments
(Further details can be found in our Assessment Policy on the school website)

Curriculum Progression Sheets

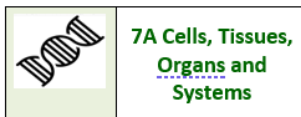
EEF Guidance report on Metacognition

“A series of steps—beginning with activating prior knowledge and leading to independent practice before ending in structured reflection—can be applied to different subjects”.

To support pupils to plan, monitor and evaluate their own learning, pupils need to know their place in the curriculum.

Curriculum progression sheets linked directly the curriculum are given prior to each topic across all subject areas each half term to enable this.

Example KS3 Science



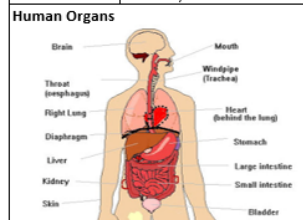
1. Life Processes

Life Processes	If something can do all 7 life processes it is considered a 'living thing'. They are: movement, reproduction, sensitivity, growth, respiration, excretion and nutrition.
Organism	A living thing.
Movement	Being able to move from place to place or move part of themselves.
Reproduction	Being able to make more living things like themselves.
Sensitivity	Being able to sense and react to things around them.
Growth	Being able to increase in size.
Respiration	Being able to release energy through respiration.
Excretion	Being able to get rid of waste materials.
Nutrition	Taking in substances (such as food) to help carry out the other processes.

2. Organs

Organ	A part of animals or plants that does an important job-made up of different tissues.
Function	The job or role something has.
Brain	Controls the body.
Skin	The body's biggest organ-used for protection and sensing things.

Lungs	Take in oxygen for respiration and excrete carbon dioxide.
Heart	Pumps blood around the body.
Liver	Makes and destroys substances.
Kidneys	Clean the blood and produce urine to excrete waste.
Bladder	Stores urine.
Stomach	Breaks up food.
Small Intestine	Breaks up food and absorbs it.
Large Intestine	Removes water from unwanted food.
Rectum	Stores faeces (waste material).



Leaf	Traps sunlight to make food for a plant.
Stem	Carries substances around a plant.
Root	Holds the plant in place and takes in water and other substances.
Photosynthesis	The process by which a plant makes its own food.

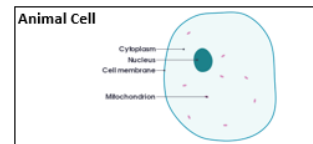
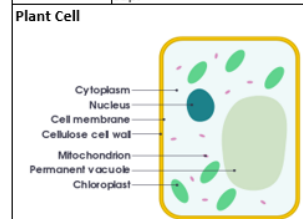
3. Tissues

Tissues	Groups of the same cells doing the same job- make up organs.
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The Heart	Made up of muscle tissue so it can move and pump the blood as well as fat tissue to protect it.
Root Hair Tissue	Small hairs on the outside of roots which help to take in as much water as possible.
Xylem Tissue	The tissue which carries water up through plants from the roots.

4. Cells

Cells	The basic units from which all tissues and living things are made from.
Specialised	When something has features that allow it to do a particular job.
Cell Surface Membrane	Controls what enters and leaves the cell.
Nucleus	Controls the cell.
Cytoplasm	Jelly like substance where chemical reactions happen.
Mitochondria	(mitochondrion - singular) Where respiration happens.
Chloroplasts	Make food for the plant using photosynthesis-contains chlorophyll.
Cell Wall	Strengthens and supports the cell- made of cellulose.
Vacuole	Storage space filled with cell sap.



5. Organ Systems

Organ Systems	A collection of organs working together.
Circulatory System	Heart, blood vessels. Carries oxygen and nutrients around the body.
Digestive System	Gullet, stomach, intestines. Breaks down food and takes nutrients into the blood.
Locomotor System	Muscles, bones. Enables the body to move.
Urinary System	Kidneys, bladder. Gets rid of waste materials produced in the body.
Breathing System	Lungs, trachea. Allows exchange of gases between blood and lungs.
Nervous System	Brain, nerves, spinal cord. Allows the body to sense things and react to them.
Water Transport System	Roots, stem, leaves. Transports water around the plant.

Lesson	Date
1. Life Processes	
2. Organs	
3. Tissues	
4. Cells	
5. Organ Systems	

Pupil Feedback

‘It’s good to keep track of what unit I’m up too and what I need to revise’

‘It’s a very good tool to use to have a good overview of the topic especially for revision’

‘The information needed is summarized and sometimes has references for further research’

Subject area	English Language	
Curriculum Intent	During their study of English Language, our curriculum model allows for an engaging approach to the teaching of analytical reading skills, as well as honing creative writing skills and writing with a voice for non-fiction purposes. We follow the AQA GCSE Language course. Students develop transferable skills, besides which the course offers excellent preparation for A-Level courses. English Language equips students with vital life skills, and promotes progression in future study and employment. In English Language, pupils continue to develop reading skills to understand and analyse texts between the 19th and 21st centuries, as well as gaining opportunities to compose writing for different purposes, developing ideas and using appropriate and accurate vocabulary, syntax, spelling, punctuation and grammatical skills. A compulsory Speaking and Listening component is also undertaken, which enables pupils to make presentations, engage in lively debate and develop their speaking confidence. This is completed and recorded in year 10.	
Year	Term	Content
10	1	Paper 2 Section B: Viewpoint writing Paper 2 Section A- Writers' viewpoints and perspectives
	2	Non-Examined Assessment: Speech delivery Paper 1 Section A- Explorations in Creative reading
	3	Paper 1 Section B- Explorations in Creative Writing
11	1	Paper 2 Section A- Writers' viewpoints and perspectives Paper 2 Section B: Viewpoint writing
	2	Paper 1 Section A- Explorations in Creative reading Paper 1 Section B- Explorations in Creative Writing
	3	Revision to suit class needs

Subject area	English Literature	
Curriculum Intent	At St Julie's, our curriculum model for literature allows for an engaging approach to the teaching of content, alongside the close drilling of skills. Each pupil has three lessons of English Literature a week at KS4. We follow the AQA GCSE Literature specification. In English Literature, we use the fast-read model when introducing text so that students have an immediately strong knowledge of the plot, which is then built upon through analysis of key characters and themes. Building on their key stage three experience of literature, the course gives students a deeper and robust grounding in a range of memorable literature. Broad and close analysis of texts enables students to develop an appreciation of unfamiliar contexts, and wider themes and issues that remain relevant for the contemporary reader. Students develop transferable skills, besides which the course offers excellent preparation for A-Level courses and beyond. Literature study equips students with vital life skills, and promotes progression in future study and employment.	
Year	Term	Content
10	1	An Inspector Calls
	2	A Christmas Carol (first cohort 2026)
	3	Macbeth
11	1	Power& Conflict poetry Unseen poetry
	2	Revision of all texts (final cohort of Dr Jekyll & Mr Hyde)
	3	Revision to suit class needs

Subject area	Maths		
Curriculum Intent	At Key Stage 4, our Mathematics curriculum is designed to be fully inclusive and ambitious, with the clear expectation that all students can succeed in GCSE Mathematics. Building on the secure foundations established at Key Stage 3, the curriculum develops fluency, conceptual understanding and mathematical confidence across Number, Algebra, Geometry, Ratio, Proportion and Statistics, ensuring students are well prepared for external examinations and future study. The curriculum is carefully sequenced to deepen and extend prior learning, addressing misconceptions and strengthening core methods before introducing increasing levels of abstraction, complexity and problem demand. Key concepts are revisited and interleaved throughout Key Stage 4 through a mastery-informed approach, allowing students to make connections across topics and apply their knowledge flexibly in unfamiliar contexts. Teaching at KS4 makes deliberate use of multiple representations and structured scaffolding to support accessibility, while gradually increasing levels of independence. Procedural fluency is developed alongside reasoning and problem solving, with regular opportunities for students to articulate and justify their thinking using accurate mathematical language, both verbally and in written form, as required by GCSE assessment objectives. Retrieval practice is embedded across all KS4 lessons to support long-term retention and exam readiness. Low-stakes practice, cumulative reviews and mixed assessment tasks ensure that previously taught content remains secure and can be recalled efficiently and applied under exam conditions. The KS4 curriculum places a strong emphasis on mathematical literacy and examination technique. Students are explicitly taught how to interpret multi- step problem questions, use precise mathematical notation and vocabulary, and structure full, coherent solutions. Through regular exposure to non-routine and increasingly demanding problems, students develop resilience, independence and confidence when tackling complex mathematical challenges. Key Stage 4 Mathematics makes a significant contribution to students' Cultural Capital, highlighting the relevance and application of mathematics in the real-world, vocational and academic contexts, and supporting informed pathways into further education, training or employment. By the end of Key Stage 4, students are well equipped to achieve success in GCSE Mathematics, having developed the knowledge, skills and mathematical habits necessary to approach examinations and future mathematical learning with accuracy, confidence and independence.		
Year	Term	Content	
10	1	Algebraic manipulation Equations, inequalities and formulae Quadratic equations and expressions Simultaneous equations	Percentages Ratio and scale Work with fractions
	2	Non-calculator methods Straight line graphs Probability Rounding and estimation	Perimeter, area and volume Interpret and represent data
	3	Non-linear graphs Angles Vectors Factors, powers and surds	Graphs and diagrams Pythagoras' Theorem and Trigonometry
11	1	Standard form Pythagoras' Theorem and Trigonometry Similarity, congruence Functions and graphs	Sequences and proof Probability Circles
	2	Area and volume Equations and formulae Rates	Angles and bearings Constructions, loci, transformations Averages
	3	Percentages Handling data Venn diagrams	

Subject area	Science		
Curriculum Intent	Our Key Stage 4 science curriculum builds purposefully on KS3, deepening students' understanding through carefully sequenced knowledge and clear explanation. Real-world context is central; we link scientific ideas to everyday life to show their relevance and application. While aligned with the National Curriculum, we go beyond it where appropriate to develop a richer understanding of science and its role in modern technology. We aim to grow students' scientific capital so they can grasp new developments—and perhaps contribute to future breakthroughs. We emphasise both knowledge and thinking skills: logical reasoning, data evaluation, and curiosity about natural phenomena. Pupils explore big ideas such as cause and effect, systems, and interactions across time and space. Although we teach biology, chemistry, and physics as separate subjects, they are interleaved to reinforce connections and support long-term memory. All pupils study the three sciences concurrently, preventing knowledge gaps and fallow periods. Our goal is to help pupils know more and remember more. This is achieved through deliberate links across topics, reflection, and a strong emphasis on practical and mathematical skills. Rooted in our Catholic ethos, our curriculum affirms that faith and reason work together in the search for truth. We promote wonder, ethical reflection, and care for creation, guided by Catholic Social Teaching. In doing so, we nurture not just scientifically literate students, but morally grounded young people ready to serve the common good.		
Year	Term	Content	
10	1	4.2 Organisation 5.2 Bonding, Structure and the Properties of Matter	6.2 Electricity
	2	4.3 Infection and Response 5.3 Quantitative Chemistry 5.4 Chemical Changes	6.3 Particle Model of Matter 6.4 Atomic Structure
	3	4.4 Bioenergetics 4.5 Homeostasis 5.5 Energy Changes	6.5 Forces Space (combined science)
11	1	4.6 Inheritance, Variation and Evolution 5.6 The Rate and Extent of Chemical Change	5.7 Organic Chemistry 6.6 Forces & Motion 6.6 Waves
	2	4.7 Ecology 5.8 Chemical Analysis	5.9 Chemistry of The Atmosphere 6.7 Magnetism and Electromagnetism
	3	5.10 Using Resources	Space (Triple Science)

Subject area	Religious Education	
Curriculum Intent	The curriculum at Key Stage 4 builds on the work started at KS3 and, once again, it follows the guidelines laid down by the Bishops of England and Wales. At St Julie's, students will start the GCSE in the January of Year 9, thereby allowing enough time for students to explore units in greater depth and to allow for the development of SMSC across the learning experiences. Regular revision coupled with formative and summative (end of unit) assessments, encourage students to know and remember more, whilst reflecting on their own faith journeys. The curriculum is adaptive allowing for equality of access for all students and the sequencing of units is regularly reviewed to match ambition and to ensure a clear rationale for learning and teaching. As a Catholic Christian community, the key focus is on Church and Gospel values but within a modern world; students will also explore Judaism and how this has influenced Christianity today.	
Year	Term	Content
10	1	Eduqas: Judaism Practices Eduqas: Origins and Meaning
	2	Eduqas: Origins and Meaning Eduqas: Evil and Suffering
	3	Eduqas: Life and Death
11	1	AQA: Judaism Practices AQA: Religion, Relationships and Families (Themes)
	2	AQA: Religion, Relationships and Families (Themes) AQA: Peace and Conflict (Themes)
	3	Mastery and Recall.

Subject area	History	
Curriculum Intent	History allows for students to develop their knowledge and understanding of specific events, eras, peoples and nations from a world wide range. It allows for both a deep and meaningful understanding of the world that we live in. allows you to gain knowledge of the powerful and a deep understanding of the world in which we live today. Studying History informs the present and gives you the skills you need to prepare for the future. Paper 1: Understanding the Modern World (50%) Section A: Germany, 1890-1945: Democracy and dictatorship A focus on the development of Germany over a half century of change and turbulence. It was a period of democracy and dictatorship - the development and collapse of democracy and the rise and fall of Nazism. Section B: The inter-war years, 1918-1939 It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it, including both significant individuals, events and organisations. Paper 2: Shaping the nation (50%) Section A: Britain: Health and the people: c1000 to the present day A thematic study understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Section B: Elizabethan England, c1568-1603 The Elizabethan unit is a depth study, of a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. The four externally examined units will be taken at the end of Year 11. Paper 1 is worth 50% of the qualification through a written examination of 2 hours. Paper 2 is also worth 50% and is a written examination of 2 hours.	
Year	Term	Content
10	1	Germany Democracy and Dictatorship- Life under the Nazis Germany Democracy and Dictatorship- Nazi Control The Interwar Years- The Treaty of Versailles The Interwar Years- The League of Nations
	2	The Interwar Years- The League of Nations Britain: Health and the People- Medieval Medicine Britain: Health and the People- Renaissance
	3	Britain: Health and the People- Modern Medicine Britain Health and the People- Into the 21st Century
11	1	Elizabethan England, c1568-1603- Elizabeth and her court Elizabethan England, c1568-1603- Court Life Elizabethan England, c1568-1603- Difficulties of a female ruler
	2	Elizabethan England, c1568-1603- Elizabeth and her problems Elizabethan England, c1568-1603- Marriage and succession Elizabethan England, c1568-1603- Uprising and rebellion
	3	Elizabethan England, c1568-1603- Religious Matters Elizabethan England, c1568-1603- Troubles at home Elizabethan England, c1568-1603- Troubles abroad Elizabethan England, c1568-1603

Subject area	Geography	
Curriculum Intent	As our understanding and appreciation for the world we live in continues to grow, prospects in Geography increase. Many of the significant issues we face around the globe can only truly be addressed when viewing them through a geographical lens. The demand for Geographers who are understanding of the complexities of our world, has never been so high. Geography is a highly employable qualification, which opens up a wide range of careers. Geography graduates have one of the highest rates of graduate employment. The subject supports the development of a wide range of transferable and highly employable skills, such as data analysis, evaluation, decision-making and problem solving. Geography, as a varied and contemporary choice, also complements well with a wide range of subjects as it balances between the sciences and the arts.	
Year	Term	Content
10	1	Coastal Landscapes River Landscapes Weather Hazards and Climate Change
	2	Ecosystem Biodiversity and Management Urbanisation
	3	Changing Cities Introduction to fieldwork – Constructing a field enquiry
11	1	Geographical Investigations – Urban Fieldwork Global Development
	2	Resource Management – Energy UK Challenges
	3	The UK settlement, population and economic challenges The UK's landscape challenges

Subject area	Citizenship	
Curriculum Intent	Through studying GCSE Citizenship Studies students will: • Gain the ability to form their own hypotheses, create sustained and reasoned arguments and reach substantiated conclusions about citizenship issues • Understand the range of methods and approaches that can be used by governments, organisations, groups and individuals to address citizenship issues in society, including practical citizenship actions • Formulate citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates • Select and organise their knowledge and understanding in responses and analysis, when creating and communicating their own arguments, explaining hypotheses, ideas and different viewpoints and perspectives, countering viewpoints they do not support, giving reasons and justifying conclusions drawn • Present their own and other viewpoints and represent the views of others, in relation to citizenship issues, causes, situations and concepts • Plan practical citizenship actions aimed at delivering a benefit or change for others in society • Critically evaluate the effectiveness of citizenship actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected • Show knowledge and understanding of the relationships between the different citizenship aspects studied, using the concepts to make connections, identify and compare similarities and differences in a range of situations from local to global	
Year	Term	Content
10	1	What is the UK's role in key international organisations?
	2	How can citizens make their voice heard and make a difference in society?
	3	Citizenship skills, processes and methods
11	1	What laws does a society require and why?
		What are a citizen's rights and responsibilities within the legal system?
	2	What are the universal human rights and how do we protect them?
		how the youth justice system operates. How do citizens play a part to bring about change in the legal system?
	3	Active Citizenship Investigation Project

Subject area	MFL	
Curriculum Intent	At KS4 pupils are building on their acquired schema and the learning aims to develop logically from study at KS3. The four attainment targets remain at the core of learning and assessment as well as the acquisition of new tenses and grammar structures. The KS4 curriculum has been designed to be engaging, ambitious and accessible to all learners and to provide the learner with linguistic and cultural knowledge. The KS4 curriculum aim is to foster communication, broaden perspectives, introduce new cultures, and develop students into global citizens studying the following themes: • My personal world • Lifestyle and wellbeing • My neighbourhood • Media and technology • Studying and my future • Travel & Tourism	
Year	Term	Content
10	1	Viajes: Holidays & festivals in the Spanish speaking world.
	2	Mi gente, mi mundo: Family & Relationships
	3	Mi estilo de vida: healthy daily routines, food & mealtimes, illnesses and injuries, wellbeing.
11	1	A Clase: School life in Spain, typical school day, studies, what you would change about school, describing a past school trip. Mi barrio y yo: Describing cities, shopping preferences
	2	Un mundo mejor para todos: Natural wonders of Spanish speaking world, volunteering, climate change.
	3	El futuro te espera: Latin American trailblazers, future plans, Jobs & careers.

Subject area	Business Studies		
Curriculum Intent	The study of business at key stage 4 equips students with value transferable skills that they can take onto into future learning or employment. The study of business at KS4 is not just for aspiring business owners but a valuable knowledge bank for every single student who will one day engage in the world of work and will therefore benefit from understanding how and why organisation both in the public and private sector operate in the way that they do. The study of business at KS4 allows learners to understand the world they live in and enables them to develop ideas and opinions on topics and issues that will affect them.		
Year	Term	Content	
9	3	Dynamic nature of business Idea generation Risk and reward Rol of enterprise Adding Value Role of Entrepreneurship	Customer needs Market research Market segmentation Market mapping The competitive environment
10	1	Business aims and objectives Revenue costs and profit Beak-even The importance of cash Cash flow forecasts Sources of finance	Ownership and liability Franchising Business location Marketing Mix Business plans
	2	Stakeholders Technology and business Legislation The economy and Business External influences on business Methods of growth	Finance for Growth Changes in aims and objectives Ethics Environment
	3	The Marketing Mix Product Price	Promotion Place
11	1	Business Operations Technology, productivity, and production Managing stock Procurement	Managing quality The sales process Business calculations Understanding business performance
	2	Organisational structures The importance of effective communication Recruitment	Training and development Motivation
	3	Consolidation, revision and exam skills	

Subject area	Sociology	
Curriculum Intent	The study of Sociology at key stage 4 offer students an insight into social and cultural issues. It helps to develop an open minded and critical approach to contemporary the issues of culture, identity, families, education, and social equality. Students investigate key questions such as ‘What are British values?’, ‘How is Identity formed?’, ‘Are some family types better than others?’, ‘Why do some students perform better in education than others?’, ‘Does the structure of society force people to commit crime?’ and ‘How are life chances affected by social class?’. Transferable skills acquired included the ability to investigate facts and make deductions based on evidence, to develop opinions and new ideas on social issues and the ability to analyse and better understand the social world. Students will develop their communication skills by comparing and contrasting reasoned arguments and making substantiated conclusions based on evidence.	
Year	Term	Content
9	3	Key Concepts and Cultural Transmission Families
10	1	Families Research Methods
	2	Research Methods Applied Methods Education
	3	Education
11	1	Crime and Deviance
	2	Stratification and Inequality
	3	Revision and exam skills.

Subject area	Creative IMedia		
Curriculum Intent	The Cambridge National in Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector as well as many other sectors of the economy. Students start by looking at pre-production and develop their skills through practical assignments as they create final multimedia products, embedding knowledge and building upon pre-existing skills throughout. This builds upon what they have learnt at Ks3 including creating digital content to achieve a given goal as well making judgements about digital content when evaluating and repurposing it for a given audience.		
Year	Term	Content	
9	3	Visual identity and digital graphics Digital graphics for products Graphics for product layout Raster and Vector graphics	Assets Mood boards Pre-production documents
10	1	Visual Identity and digital graphics Target Audience Planning professional graphics	Professional graphic Image editing software Practice assignment R094
	2	Coursework assignment R094	Practice assignment R097
	3	Coursework assignment R097 Media industry, sectors and products Job roles in the Media	Audience, demographics and segmentation Research methods, sources and types of data Media codes
11	1	Traditional and new Media Products in the Media industry Job roles in the Media industry Purpose Style, content and layout	Client requirements Client brief formats Categories of audience segmentation Primary and secondary research data Media codes
	2	Work planning Documents used to support idea generation Documents used to design and plan media products Legal considerations to protect individuals	Intellectual property rights Regulation, certification, and classification Health and Safety
	3	Distribution platforms and media to reach audiences Properties and formats of media files Image files	Audio files Moving Image files File compression

Subject area	Art	
Curriculum Intent	Art and Design encourages self-expression and creativity and can build confidence as well as a sense of individual identity. Creativity can also help with wellbeing. Studying art helps to improve analytical, communication and research skills, it enables pupils to develop their critical thinking and the ability to interpret the world around them. Students studying GCSE Art, Craft and Design will practically explore themes through a range of two-dimensional and/or three-dimensional processes and media. Emphasis will be placed on student's recording of ideas from primary images, the practical application of skills and the development of relevant critical and contextual sources such as the work of artists, craftspeople and designers. Students will develop an understanding of the different purposes, intentions and functions of art, craft and design as appropriate to their own work. They will build upon the skills introduced at KS3 whilst being encouraged to work with more independence and purpose. They will be encouraged to review and modify their work as it progresses, making artistic decisions and judgements based on their own and others' evaluations. Pupils will apply their knowledge and understanding to generate ideas and create planned and developed personal outcomes that link with their portfolio theme. They will develop their use of specialist art vocabulary and understand the importance of supporting opinions with reasoning. They will be able to articulate their thought process from initial ideas and observations, processes, experiments and discoveries through to the realisation of their ideas. Pupils will be encouraged to reflect on their work, justify their creative decisions and learn from any challenges they faced. The KS4 curriculum is divided into two components. Component one consists of students creating a portfolio of their own work based on a series of themes and is worth 60% of the final grade, component two is an externally set task worth 40% of the final grade. Throughout the course students will complete a variety of skills workshops to deepen their knowledge and understanding of different techniques and media. These are designed to build technical skills and confidence whilst exposing students to different ways of working before embarking on more independent study for their personal responses and outcomes. The workshops are complemented by exposure to the working practices of a variety of artists, designers, craftspeople or cultures.	
Year	Term	Content
10	1	Creative Making – Oil Pastel Creative Making – Acrylic Painting Creative Making – Surface Pattern & Textiles Creative Making – Coral Development
	2	Contextual Studies Critical Studies
	3	Visual Recording Combining Artists
11	1	Combining Artists and Outcome Planning Portfolio – Personal Response
	2	Externally Set Assignment
	3	Externally Set Assignment

Subject area	Hospitality & Catering	
Curriculum Intent	According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with most new roles falling within the 18-24 age groups. The ability to plan, prepare and present food is an essential skill within the hospitality and catering industry. The WJEC Vocational Award in Hospitality and Catering equips you with theoretical knowledge about the industry as well as enabling you to develop practical skills in planning, preparing and cooking a variety of dishes. Our curriculum will enable them to have a more in depth understanding and application of sources, sustainability and environmental issues related to food production and the industry. They will develop vital skills that enable them to feed themselves and others affordably and nutritiously, now and in later life. Unit 1 The Hospitality and catering industry: In this unit you will focus on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector. Unit 2 Hospitality and catering in action: you will develop practical skills for planning, preparing, cooking and presenting nutritional dishes meeting the client needs. Each of the units of the WJEC Level 1/2 Vocational Award in Hospitality and Catering have been designed so that knowledge, skills and understanding are developed through tasks that have many of the characteristics of real work in the sector.	
Year	Term	Content
10	1	Unit 1: Hospitality and Catering Industry Introduction to establishments and providers Working in the hospitality industry Working conditions in the hospitality and catering industry Unit 2. Practical skill development
	2	Unit 1: Hospitality and Catering Industry Contributing factors to the success of hospitality and catering industry. Unit 2: Hospitality and Catering in Action Nutritional and functions of ingredients Cooking methods Menu planning
	3	Unit 2: Hospitality and Catering in Action Challenge tasks for practical Vegan diet menu Mock Controlled Assessment Practical mock dish 1 & dish 2 Practical assessment / portfolio of work analysing the design brief
11	1	Unit 1: Hospitality & Catering Industry: Exam practice Unit 2: Hospitality & Catering in Action: Mock portfolio-controlled assessment
	2	Unit 2: Hospitality and Catering in Action recap on nutritional information Unit 2 Controlled Assessment internal written exam 9 hours Practical exam (3 hours) Practical Exam. Evaluating cooking techniques. Unit 1: Hospitality and catering in industry. Revision / past papers
	3	Unit 1: Hospitality and catering. Revision, exam practice and past papers. Unit 1: Externally set Exam in June

Subject area	PE (GCSE)	
Curriculum Intent	• Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance. • Understand how the physiological and psychological state affects performance in physical activity and sport. • Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas. • Develop their ability to analyse and evaluate to improve performance in physical activity and sport. • Understand the contribution which physical activity and sport make to health, fitness and well-being. • Understand key socio-cultural influences which can affect people's involvement in physical activity and sport.	
Year	Term	Content
9	3	GCSE PE Course Begins (HT5) Key Area 1 - Health Training and Exercise (Health, Fitness and Wellbeing, Diet & Nutrition, Components of Fitness, Methods of Training)
10	1	Key Area 1 – Health Training and Exercise (Principles of training) Key Area 5 – Socio-cultural issues in physical activity and sport (Participation and provision, Performance, Commercialisation and deviance)
	2	Key Area 5 – Socio-cultural issues in physical activity and sport (Participation and provision, Performance, Commercialisation and deviance) Key Area 2 – Exercise Physiology (Cardio-Respiratory and Vascular Systems, Aerobic & Anaerobic Exercise, Short- & long-term effects of exercise)
	3	Key Area 2 – Exercise Physiology (Cardio-Respiratory and Vascular Systems, Aerobic & Anaerobic Exercise, Short- & long-term effects of exercise) Key Area 3 – Movement Analysis (Muscle Contractions, Levers, Planes and Axes of movement, Sports Technology)
11	1	Key Area 4 – Psychology of sport and physical activity (Goal setting, Mental preparation and motivation, Information Processing, Classification of skills, Guidance and practice)
	2	Key Area 4 – Psychology of sport and physical activity (Goal setting, Mental preparation and motivation, Information Processing, Classification of skills, Guidance and practice) Reconsolidation of Key 1 and 2
	3	Revisit and reconsolidation of previous topic knowledge (Key Areas 3, 4 & 5)

Subject area	PE (Core)	
Curriculum Intent	• Give students the motivation to lead a life of physical exercise and active participation through a broad and balanced curriculum. • Inspire individuals to have a lifelong interest in health, fitness and happiness. • Explore opportunities to further a career in sport and physical exercise. • Give students the tools to increase their knowledge of the importance of health and wellbeing. • To access the opportunities of further sport and active participation out of school and enrichment. • Students should use key vocabulary in a range of different contexts, building their terminology in a range of areas. • To make critical choices and decisions around their health and wellbeing. • Have an understating of the importance of diet and lifelong positive choices to remain physically and mentally strong. • They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle. • Pupils should be taught to use and develop a variety of tactics and strategies to overcome opponents in team and individual games. Examples include badminton, basketball, cricket, football, hockey, netball, rounders and tennis. • They should develop their technique and improve their performance in other competitive sports • Look to take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges, and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.	
Year	Term	Content
10	1	Volleyball Kinball
	2	Badminton Netball
	3	Rounders Choices
11	1	Volleyball Kinball
	2	Badminton Netball
	3	Rounders Choices

Subject area	Music	
Curriculum Intent	With an emphasis on musicality and practical music making, our course provides a contemporary, accessible, and creative education in music with an integrated approach to the three main elements – performing, composing, and appraising. Students are encouraged to be creative and to broaden their musical horizons and understanding with five areas of study as they explore musical context, language, performance, and composition. The specification is designed to appeal to, and cater for, a wide range of interests, instruments, personalities, and directions. It offers a range of opportunities to study diverse and traditional fields, with an integrated approach. We want to encourage students to experiment in their own performing, composing, and listening as well as develop interest in and enthusiasm for all aspects of their musical heritage. OCR's GCSE (9–1) in Music will encourage learners to: • engage actively in the process of music study • develop performing skills individually and in groups to communicate musically with fluency and control of the resources used • develop composing skills to organise musical ideas and make use of appropriate resources • recognise links between the integrated activities of performing, composing, and appraising and how this informs the development of music • broaden musical experience and interests, develop imagination and foster creativity • develop knowledge, understanding and skills needed to communicate effectively as musicians • develop awareness of a variety of instruments, styles, and approaches to performing and composing • develop awareness of music technologies and their use in the creation and presentation of music • recognise contrasting genres, styles, and traditions of music, and develop some awareness of musical chronology • develop as effective and independent learners with enquiring minds • reflect upon and evaluate their own and others' music • engage with and appreciate the diverse heritage of music, to promote personal, social, intellectual, and cultural development.	
Year	Term	Content
10	1	Theory - AOS2 The Concerto Through Time – Half Term 1 Practical - Solo Performance Theory - AOS3 Rhythms of the World – Half Term 2 Practical – Composition Preparation Skills
	2	Theory - AOS5 Conventions of Pop Music – Half Term 3 Practical - Ensemble Performance Theory - AOS4 Film Music & Computer Game Music – Half Term 4 Practical – Composition Preparation
	3	Practical - Solo Performance Rehearsal and Recordings Practical – Composition Preparation Skills Practical - Composition Preparation and Recording
11	1	Theory - AOS2 The Concerto Through Time – Half Term 1 Practical – Set Composition Preparation Skills Theory - AOS3 Rhythms of the World – Half Term 2 Practical - Ensemble Performance
	2	Theory - AOS4 Film Music & Computer Game Music – Half Term 3 Practical - Ensemble Performance and Recordings Theory - AOS5 Conventions of Pop Music Half Term 4 Practical - Composition Preparation and Recording
	3	Theory – Examination Practice and Revision all AOS.

Subject area	Drama	
Curriculum Intent	At Key Stage 4, in addition to continuing to develop and apply knowledge and skills from KS3, our Drama curriculum will give students the opportunity to: • Participate in a range of performance genres. • Explore the characteristics of performance texts. • Understand the social, cultural and historical contexts of texts. • Explore how meaning is interpreted and communicated to an audience. • Learn how to commit dialogue to memory for devised performances and/or learn text performances • Develop the ability to interpret and/or create and perform a character as appropriate to the demands of the performance. • Develop a range of vocal skills and techniques e.g. clarity of diction, inflection, accent, intonation and phrasing; pace, pause and timing; projection, pitch; emotional range; song and/or choral speaking. • Develop a range of physical skills and techniques e.g. movement, body language, posture, gesture, gait, co-ordination, stillness, timing, control; facial expression; eye contact, listening, expression of mood; spatial awareness; interaction with other performers; dance and choral movement. • Use subject specific theatre terminology correctly and confidently. • Understand the roles and responsibilities of theatre makers in contemporary professional practice • Develop a written evaluative skill, embedded with subject specific language • Appreciate live performance	
Year	Term	Content
10	1	Comp 1: Section B – Blood Brothers –6.1,6.2+ 6.3 Comp 2: Devising Drama – Exploration
	2	Comp 2: Devising Drama – Creating
	3	Comp 2: Devising Drama – Performing Comp 2: Devising Drama – Logbook
11	1	Comp 1: Section B – Blood Brothers – 6.4 Comp 1: Section C - Live Theatre Review – Billy Elliot – The Boxing Scene
	2	Comp 1: Section C - Live Theatre Review – Billy Elliot – The Argument Scene Comp 3: Scripted Drama
	3	Comp 3: Scripted Drama Comp 1: Section B – Blood Brothers revision Comp 1: Section C - Live Theatre Review – Billy Elliot – The Letter Scene

Subject area	Dance	
Curriculum Intent	At Key Stage 4, in addition to continuing to develop and apply knowledge and skills from KS3, our Dance curriculum will give students the opportunity to: • Participate in a range of performances including a solo and group dance, demonstrating an understanding of different dance themes and tasks. • Explore dance techniques through a variety of tasks, both independently and through group work. • Understand the social, cultural and historical contexts of professional dance works understanding how we can apply these ideas to real life circumstances. • Explore how professional dance is interpreted and communicated to an audience. • Learn how to use movement memory to successfully create dance for a performance. • Develop the ability to interpret, create and perform a dance as appropriate to the requirements of the performance. • Develop a range of performance skills and demonstrate them during a solo and group performance. • Be able to demonstrate the use of and understanding of; ○ Physical skills, including: posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension, isolation ○ Technical skills, including: action content, dynamic content, spatial content, relationship content, timing content, rhythmic content, movement in a stylistically accurate way. ○ Expressive skills, including: projection, focus, spatial awareness, facial expression, phrasing. Musicality, sensitivity to other dancers, communication of choreographic intent, including mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s). ○ Mental skills and attributes (during performance), including: movement memory, commitment, concentration, confidence. • Use subject specific theatre terminology correctly and confidently. • Demonstrate an analytical understanding of how choreographer's create dance and their choice of features of production including; costume, set design, lighting, music, choreography and dancers • Develop a written evaluative skill, embedded with subject specific language • Demonstrate a written and verbal appreciate live performance, applying this knowledge in evaluations • Demonstrate an understanding and application of safe dance practice	
Year	Term	Content
10	1	Set Phrase Professional Works (2)
	2	Professional Works (1) Duet and Trio
	3	Duet and Trio Section A and B
11	1	Choreography Comp 2: Professional Works (1)
	2	Choreography Comp 2: Professional Works (1)
	3	Comp 1: Revision

KS4 – Homework at St. Julie’s

Homework forms an integral part of students learning at St Julie’s by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in-depth inquiry, prepare for lessons or revise for exams. Homework is set regularly across each curriculum area in-line with curriculum content. Students are expected to record homework in their planners and complete outside of their normal lessons. Your daughter can complete homework at home or use the Learning Resource Centre.

	Platform/Activity	Website	Frequency
English	Vocab/ Quotation work Practice papers	Given in class	Weekly
Maths	Sparx Maths	www.sparxmaths.uk	Weekly
Science (Combined, Triple)	Sparx Science	www.sparxscience.com	Weekly
History	Spellings/reading/comprehension	Microsoft Teams and VLE	Weekly
Geography	Spellings/reading/comprehension	Microsoft Teams and VLE	Weekly
RE	Reading Activity	VLE	Weekly
Spanish	ActiveLearn Written exam tasks (90/150 words)	www.pearsonactivelearn.com Given in class	Weekly
Art	Research/practical tasks	Given in class	2 per HT
DT	Research/theory practice	Given in class	Fortnightly
PA	Practical skills/reading/theory practice	Given in class	2 per HT
Business	Knowledge and case study questions	VLE	Weekly
Sociology	Knowledge and case study questions	VLE and Microsoft Teams	Weekly
Creative IMedia	Coursework/exam skills preparation	VLE	Weekly

The Learning Resources Centre will open to all pupils before school from 8 until 8.30am and after school from 3.15 until 5pm. In addition, the Learning Resource Centre is available for use by pupils at break and lunch times.

During this time pupils will have internet access from a PC using their school login details.

During break and lunchtimes our Pastoral Support Workers will be available to support pupils in accessing homework via online platforms in the Namur, access to which can be given through referral.

KS4 – Contact Information



Curriculum Leaders

English: Mrs D Walker - dwalker@stjulies.org.uk

Maths: Miss M Naylor - mnaylor@stjulies.org.uk

Science: Mr J Magor - jmagor@stjulies.org.uk

RE: Mrs T Williams - thyland@stjulies.org.uk

MFL: Mrs R Buckton - rbuckton@stjulies.org.uk

Humanities: Miss J Rimmer - jrimmer@stjulies.org.uk

Performing Arts (including PE): Miss A Douglas -
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Art and Technology: Mrs A Bell - abell@stjulies.org.uk

Social Sciences and Computing: Mrs K Byrne -
kbyrne@stjulies.org.uk

SENDCo: Miss S Jackson - senco@stjulies.org.uk

Progress Leaders

Year 10: Mrs K Monks - kmonks@stjulies.org.uk

Year 11: Miss V Homer - vhomer@stjulies.org.uk

Head of Middle School

Miss L Gawley – lgawley@stjulies.org.uk