

Blue Coat Curriculum Policy 2016-17

We want all our young people to become everything that they can be, and everything that they are meant to be. The Blue Coat curriculum is designed to ensure all students can fully realise their potential.

The principles that underpin our curriculum design Y7 – Y13

- Breadth – so that young people gain knowledge and understanding of the **range** of ways in which human beings have set out to understand and find meaning in our world.
- Depth – so that, as they develop, young people begin to understand the concepts which provide structure to human beings' search for meaning, and its complexity.
- Rigour – so that young people are encouraged, challenged and supported to grapple with difficult concepts, learn and develop high-order skills, and become confident, self-motivated learners.
- Progression – so that learning builds on prior experience, deepens understanding and mastery, and leads to personal fulfilment and high achievement.
- Enjoyment and fellowship – so that our young people look forward to coming to school, because there are so many things to be involved in, so many new things to experience, in community with others.
- Relevance – so that our young people are prepared for the next stage of their education, and for life in modern Britain as good neighbours and citizens: ethically and morally grounded; respectful and tolerant of diversity; compassionate and generous of spirit; with the capacity and commitment to lead, build community, and do good as they go.
- Spirituality – so that our young people develop imagination, creativity and insight; are able to reflect on their learning, their experiences, and their lives; can find deeper meaning, a sense of purpose, and an inner peace.

Curriculum Structures

- The Blue Coat School day comprises of five, one hour lessons.
- We run a two-week timetable – P week and Q week
- The curriculum for Personal, Social and Health & Careers Education is taught through Wellbeing by form tutors. All students Y7-13 study Wellbeing for one period per fortnight on Q Monday P5

Grouping policy

In all lessons, across all key stages teachers plan their lessons to meet the needs of all students in the class.

Y7 and Y8

- In the EBacc subjects, RS and PE students are 'intelligently grouped' broadly in line with their ability.
- In the creative subjects e.g. Art, Drama, Citizenship, Textiles, Computing, Design Technology and Music students are in mixed ability groups.

Y9, Y10 and Y11

- Students are grouped according to ability in English, maths, science, RS and languages. All other groups are mixed ability.

- In exceptional cases, and where it is clearly in the best interests of the individual student, we fund places on vocational courses with other providers.

6th Form

- In the Sixth Form where there are multiple groups in English and Maths, intelligent grouping systems are used. Otherwise all A-level groups are of mixed ability, based on all students having achieved the entry requirements to enter the sixth form.

Wellbeing

The aim of the wellbeing curriculum is to prepare our young people for happy and healthy lives in which they will make a positive contribution to the 21st Century community. The curriculum is proactive in teaching our students the core values that support healthy lifestyles and allow them to nurture respectful relationships. The nature of the subject content means that the subject must also be reactive and dynamic, constantly evolving to ensure that it meets the specific needs of the individuals and groups of students within a given year group. Through discussion and debate students explore the issues that challenge them on a daily basis and take the opportunity to reflect and make sustained change that will benefit their own development and that of the wider community. Each scheme of work equips our young people with the skills, knowledge and personal resilience to make safe and informed choices.

For the wellbeing course content please see Appendix 1

Religious Studies

Religious studies is a central part of the core curriculum for all students Y7 –Y13.

As a Church of England School, we follow the Diocesan guidelines for Religious Studies. Our aim is to affirm, encourage, and challenge students on their own spiritual journey. Our lessons are grounded in Christianity, and students also learn about the major world faiths and consider similarities and differences. We study the life of Jesus and examine the significance of his incarnation and resurrection, and the theology behind his miracles and parables.

Students study major religious festivals and learn about the lives of people who, through their faith, have made a positive impact on society, such as Martin Luther King and Mahatma Ghandi. Religious Studies provokes challenging questions about the meaning and purpose of life, and beliefs about God, and students are encouraged to be inquisitive and consider the big questions.

All students complete the RS GCSE at Key Stage 4.

Religious Studies is available to all students in the sixth form through study of an A level in Philosophy, Religion and Ethics; the religion aspect studied is Christianity. In addition, we recognise and value our responsibility to develop religious understanding and ethical debate in all our sixth form students. We provide a half termly PRE session for all sixth form students through the wellbeing provision, this is organised and facilitated jointly via the Religious Studies department, the chaplaincy, and the Sixth Form Team.

Social, Moral, Spiritual and Cultural Development

All curriculum areas have a contribution to make to a student's SMSC development; opportunities and it runs as a thread through all departmental schemes of learning. The curriculum is more than the sum of cognitive development in lessons. In addition, young people learn and develop through

Worship and Reflection

Blue Coat is a Church of England School. Our commitment is to nurture Christian children in our faith, support children of other faiths in theirs, and challenge those of no faith. We do this through worship and reflection, and the opportunities the school provides (and young people themselves create) to put their faith into action through moral and socially responsible behaviour, supporting charities and stewardship of the world that has been entrusted to us.

All students attend two acts of collective worship per week, which are led by the Chaplain/ Senior Staff/Directors of Learning, and take part, in their form groups, in a school programme of reflection on moral and spiritual themes.

All students take part in collective Eucharistic worship, following the Anglican liturgy during Advent and Lent and celebrate these important seasons of the Christian year, with a focus on our neighbour, and doing some good. Everyone attends a Church service as part of the school community at Christmas and Easter, and to celebrate our Founder's Day. There is also a service of thanksgiving at the end of the school year.

The school is Christian, and the worship and reflection themes are drawn from the Bible. Every effort is made to include and welcome young people of other faiths and those of no faith, so that all can benefit and grow in moral and spiritual understanding in a context of fellowship, trust and mutual respect.

Extra-Curricular Activities

Extra-curricular provision is that which happens outside the classroom to support young people's social development and engagement, learning and happiness in school. Blue Coat offers extra-curricular opportunities through

- Subject departments - Clubs and societies/Curriculum related trips and visits. (For further details see the school's Charging Policy).

The pastoral system

Form tutors, Directors of Learning, Learning Mentors and Pastoral Support staff all combine to provide opportunities for young people to develop socially and form lasting friendships.

The House System

The Blue Coat School is based on the ethos of 'Faith, Vision and Nurture'. Nurturing young people transcends the classroom, and the House system is an integral feature of Blue Coat provision for young people. Our aim is to enhance their educational experience by offering opportunities to develop, not only as students, but as young people who are equipped socially, morally and culturally for the ever-changing world beyond the school gates.

The House system allows pupils to fully immerse themselves in the community that is Blue Coat. This can take the form of assisting with the transition of our year 7's, where pupils develop team work and communication with students from older years, to create a vertical support network for our youngest pupils from the word go. This builds a sense of belonging, and provides stepping stones for students to experience leadership and responsibility.

House activities for 2016-17 include

- European week of languages
- The Blue Coat Bake Off
- A festival of cultures and Advent
- Swimming gala
- 'Where is the love' photography competition
- The Blue Coat Fashion Show
- The Blue Coat Tougher Mudder
- The Blue Coat Race for Life
- Junior sports day
- Young Enterprise

The Y7 and Y8 Foundation Skills Curriculum

All Y7 and Y8 pupils follow a common curriculum which builds on learning in Key Stage 2 and introduces pupils to new subject disciplines and new levels of understanding.

Outline of the Y7 and Y8 Foundation Skills Curriculum

What subjects do students study and how many hours of learning do they have each fortnight?

	Y7 Learning hours per fortnight		Y8 Learning hours per fortnight
English	6		5
Maths	7		6
Science	6		6
RS	3		3
French	5 (term 1)	3 (term 2 and 3)	3
German	0 (term 1)	2 (term 2 and 3)	3
Geography	3		3
History	3		3
PE	4		4
Art	2		2
Textiles	1		1
Drama	2		2
Music	2		2
Design Technology	2		2
Food	1		1
Computing	1		2
Wellbeing	1		1
Citizenship	1		1

Central aspects of the Foundation Skills Curriculum

Literacy and big writing

Developing students' literacy, including their ability to write extended pieces of work, is central to the Y7 and Y8 Foundation Skills Curriculum. We have adapted Ros Wilson's Big Write approach to develop and scaffold students' extended writing. All students complete at least 3 Big writes/Powerwrites in all EBacc subjects across the year.

All Y7 and Y8 students take part in the Accelerated Reader to develop their reading skills. In addition, all Y7s have a Y12 paired reader with whom they read once a fortnight.

Homework independent learning and curiosity

The setting of effective homework is central to ensuring good progress. Quality homework is set in all subjects (excluding wellbeing). All subjects identify key homework pieces for every half term. They are differentiated to ensure they are sufficiently challenging for all students and they are published on the VLE.

All departments have extension homework in the form of curiosity sheets. Students can use these suggested activities to further their curiosity and accelerate progress. These are published on the VLE.

The importance of pre feedback self-reflection, feedback and making it better

Effective feedback is central to student progress. Students receive regular feedback in all subjects. Students should be given time to reflect on their work before submitting for feedback in Find Fault and Fix Time - FFF. All teacher feedback will include clear action points on how to develop their work. All students will be given lesson time post feedback to improve their work and respond to their action points. This is Making It Better Time - MIB.

Deep learning and a project based approach

All Y7 and Y8 students will have the opportunity to complete at least one extended project. Extended projects require students to investigate a topic or question in significant depth. These projects often require some cross curricular learning. Extended projects ensure all students have the opportunity to develop their skills as an independent learner, managing the completion of the project over time.

For full overview of the content of the Y7 and Y8 Foundation Skills curriculum – See Appendix 2

The KS4 Curriculum

KS4 options

Blue Coat students design their KS4 curriculum in the spring term of Y8 by submitting options preferences. All students receive support and guidance when making their KS4 curriculum decisions from their form tutor.

The majority of students will continue with a broad curriculum which includes both a language and at least one humanities subject. Students who need a more personalised KS4 curriculum receive guidance from the Assistant Headteacher responsible for inclusion.

There is a breadth of options choices to meet the needs of all students, catering to all abilities, talents and interests.

Students begin studying their KS4 curriculum in the September of Y9. Term 1 is a foundation term focused on developing students' skills to ensure they are GCSE ready. In January students begin their GCSE courses.

Outline of the Y9 Curriculum

What subjects do students study and how many hours of learning do they have each fortnight?

	Y9 Learning hours per fortnight
English	7
Maths	7
Science	9
RS	4
Core PE	4
Wellbeing	1
Option 1	4
Option 2	4
Option 3	4
Option 4	4
Enrichment	1
Duke of Edinburgh	1

For a full overview of the content of the Y9 Foundation Term and the KS4 Courses see the 2016-17 Options booklet

Enrichment

To add further breadth and diversity to the Y9 curriculum students select 2 enrichment courses during Y9. Each enrichment course is 10 lessons long. In 2016-7 the enrichment courses on offer are: -

Law and Politics	Photography For Beginners	Creative Writing
Scientific Investigation	Personal Health and Fitness	Music and the Moving Image
HTML For beginners		Design

Duke of Edinburgh

All Y9 students work to achieve the Duke of Edinburgh Bronze Award. Large numbers of students then go on to complete their Silver Award (Y10) and Gold Award (Y13) as an extra-curricular activity. The Blue Coat School is the largest Duke of Edinburgh provider in the North West.

The Duke of Edinburgh Award is one of the main ways in which we help young people to develop skills for life and work, fulfil their potential, and become a good and responsible citizen, and leader in our society. It involves developing a skill, which builds commitment and confidence; volunteering, and making a positive difference to the lives of others; and planning for and undertaking an expedition, which requires teamwork, listening and consideration, self-reliance, and some stoicism. On the way students also learn a range of very practical skills, including map skills, basic first aid, cooking and outdoor risk management.

The course is fully inclusive; appropriate adjustments are made so that all students can participate. It is very practical, offers a huge choice, and is fun! The award is highly regarded by both employers and universities.

Outline of the Y10 and Y11 Curriculum

	Y10 Learning hours per fortnight	Y11 Learning hours per fortnight
English	7	7
Maths	7	7
Science (dual students)	9	9
RS	4	4
Core PE	2	2
Wellbeing	1	1
Option 1	5	5
Option 2	5	5
Option 3	5	5
Option 4	5	5

Core PE Curriculum (non-examination)

The national curriculum for physical education aims to ensure that all students:

1. Develop competence to excel in a broad range of physical activities.
2. Are physically active for sustained periods of time.
3. Engage in competitive sports and activities.
4. Lead healthy, active lives.

A healthy body promotes a healthy mind, which is so important to students throughout their GCSE years. In core PE lessons we provide students with a variety of physical activities, often in sports that are new to them, for example trampolining, tag rugby and table tennis. Fitness is a compulsory unit of work for all students to promote the benefits of a healthy, active lifestyle. Ultimately we want students to participate in sport and physical activity long after they have left school and core PE attempts to find something that students find enjoyable and challenging enough to want to do this.

Sports Leaders UK provides nationally recognised PE leadership awards that help people develop essential life skills such as organisation, motivation, communication and working with others. We offer the Level 1 award to all year 10 students, and Level 2 as an extension in Year 11. All of the awards are practical and are taught through practical lessons. Students learn how to lead effectively through excellent planning and organisation, communication and enthusiasm, gaining confidence along the way. Often our leaders facilitate inter-house competitions and primary school sporting events.

Triple Science

Each year 60-70 students select to take triple science. This means they study for 3 science GCSEs instead of 2. Students are given guidance and support in making this decision. Triple science is recommended for students who see their future in the scientific industries e.g. medicine or blue skies engineering.

If students make this guided choice their curriculum is adapted to give them 3 additional science lessons a fortnight. Students do a reduced amount of core PE, RS and wellbeing. Our triple scientists have regular Wellbeing and RS immersion days to compensate for the reduction in curriculum time.

For a full overview of the content of the Y9 Foundation Term and the KS4 Courses see the 2016-17 Options booklet

Key Stage 5 Curriculum

All Blue Coat students can progress to Sixth Form provided that they meet the entry requirements, ie. For 2016-7, "Candidates must hold a minimum of five GCSEs at grades A* to C including both English Language and Mathematics, and must hold at least a GCSE grade B in the subjects that they wish to study – or equivalent subjects in the case of an A-level course not regularly part of a standard KS4 curriculum."

In **Year 12**, students choose 4 A-levels from the list below:

List 1: Subjects requiring a minimum average GCSE score of 42.5 plus a minimum grade B in chosen subject or equivalent subject	
Art	Applied Science
Business Studies	Computer Studies
Economics	English Language
English Lang/Lit	English Literature
Geography	Government and Politics
Health and Social care	History
ICT (Information Systems)	Media
Music	Physical Education
Photography	Psychology
Philosophy and Ethics	Product Design
Sociology	Theatre Studies
List 2: Subjects requiring a minimum average GCSE score of 47 or above, and a minimum grade B in chosen subjects.	
Maths	Further Maths
Physics	Chemistry
Biology	French
German	

In **Year 13** students may continue with 4 A-levels, or reduce to 3, one of which could be Citizenship (for Y13 2016-7 only). Student also have the opportunity to take General Studies, which helps ensure breadth in their curriculum. In some cases, students may also take an additional AS subject.

The policy for 2016-7 is that all Y12 students will be entered for AS examinations in May-June of Year 12 however this is been reviewed for 2017-8 please see prospectus for further details.

For full course content please see Y12 subject outlines for 2015-6

Appendix 1

Wellbeing Curriculum Content

Topics at Y7

- Bullying and the school's restorative justice approach,
- An introduction to the appropriate use of social media,
- Personal resilience,
- Puberty and making healthy choices e.g. smoking, alcohol and sleep.

Topics at Y8

- Keeping safe online and safe use of social networking.
- Progress, direction and vision
- Healthy lifestyles / SRE (SRE will be starting this year around March time)
- Economic understanding and enterprise education

Topics at Y9

- Developing good behaviours for learning – routines, self-reflection and using criticism
- Exploring positive relationships and respect for difference
- Careers and citizenship – Establishing a vision for the future
- Making healthy choices - Contraception and safe sexual relationships, stress and mental illness, drugs, alcohol and smoking.
- First Aid

Topics at Y10

- An introduction to mental toughness/growth mind set and coaching
- Safe social media use
- Self esteem
- Careers education – thinking about the future
- Health for happiness – Alcohol and Drugs, dangers of sexual exploitation
- Study skills – revision and memory

Topics at Y11

- Careers advice and guidance
- Communicating your strengths
- Mental Toughness
- Study Skills
- Sexual Health

(For further detail re Sex and Relationships Education, please see School Policy).

Appendix 2

Curriculum Content - Y7 and Y8 Foundation Skills

Mathematics

The aims of the Y7 and Y8 curriculum is to ensure that all students become fluent in the foundations of mathematics, be able to reason mathematically and be able to solve problems by applying their mathematics to both routine and non-routine problems. Problem solving is an important aspect throughout the entire KS3 mathematics curriculum.

In year 7, students will build on the work from KS2 in number and extend their understanding of number, including ratio and proportion, throughout the academic year. Students will be introduced in depth to topics in algebra, geometry, measurement and statistics. Topics include

- Displaying and interpreting data in graphs and diagrams
- Calculating statistics for grouped and ungrouped data
- Working with fractions, percentages and decimals and their equivalences
- Calculating the perimeter, area and volumes of simple shapes and solids
- Understanding and using angle properties
- Manipulating algebraic expressions
- Solving linear equations
- Finding the n th terms of sequences.

In addition, students in year 7 are taught four topics on computing, which includes a binary topic, a topic on flow charts and minimum spanning trees and a topic on Boolean logic and sorting algorithms.

In year 8 students extend their knowledge and understanding of topics on number and algebra, and are re-familiarised with the topic of probability where they study sample space diagrams, probability tree diagrams, mutually exclusive events, independent events and conditional probability. Other topics include

- Factorising and solving quadratic equations
- Solving simultaneous equations
- Exponential growth
- Calculating the volumes of cones, spheres and cylinders

English

English in Y7 and Y8 aims to ensure all students can: -

- read, understand and respond to texts maintaining a critical style and developing an informed personal response.
- use textual references, including quotations, to support and illustrate interpretations.
- analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- show understanding of the relationships between texts and the contexts in which they were written.
- communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

- use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Y7 course content includes

- A novel study
- Poetry
- A Shakespeare play – A midsummer Night’s Dream

Y8 course content includes

- 19th century novel
- Poetry anthology
- Non-fiction writing
- A Shakespeare play – Twelfth Night

Science

Students study all 3 sciences as distinct disciplines. The topics covered are: -

Year 7

Biology

- Cells
- Structure and Function of Body Systems
- Reproduction

Chemistry

- Particles
- Elements, Atoms and Compounds
- Simple Chemical Reactions

Physics

- Forces
- Sound
- Space

Year 8

Biology

- Health and Lifestyle
- Ecosystem Processes
- Adaptation and Inheritance

Chemistry

- Periodic Table
- Separation Techniques
- Acids and Alkalis

Physics

- Electricity and Magnetism
- Energy
- Motion and Pressure

Religious Studies

All students study RS in Y7 and Y8 and they have 3 lessons per fortnight. The Diocesan guidelines for Religious Studies are followed with an aim to affirm, encourage, and challenge students on their own spiritual journey. Lessons are grounded in Christianity, and students also learn about the major world faiths and consider similarities and differences.

The curriculum is centred on 'big questions' which develop the skills of explanation, evaluation and justification which are required in the GCSE. Units of study are:

Y7

- Why Study RS?
- Did God create the world?
- Why is Jesus famous?
- What's it like to be a Muslim?
- Is there life after death?

Y8

- Is Buddhism a religion?
- What if God was one of us? An in-depth study of the incarnation
- Why did Jesus have to die? An in-depth study of the crucifixion and resurrection
- What's it like to be a Hindu?

French

All students study French in Y7 and Y8; they have 5 lessons a fortnight in term 1 of Year 7 and 3 lessons a fortnight after this. The Y7/8 skills curriculum has the same format as our Edexcel GCSE specification. Students will explore key content (listed below) whilst developing the following language skills: -

- To be able to demonstrate understanding of written French from various sources
- To be able to demonstrate understanding of spoken French from various sources
- To be able to write French from memory in understandable sentences, giving opinions and connecting up ideas
- To be able to speak French from memory in understandable sentences, giving opinions and connecting up ideas
- To be able to translate from French into English and from English into French about familiar topics
- To be able to understand grammar rules and apply them in the language

Y7

- Personal information, family, animals
- Hobbies and opinions
- Food and drink
- Classroom items and instructions, what you have & need in your bag
- School

Y8

- Daily routine
- Describing a town
- A future trip to Paris

- Food and drink

German

All students study German in Y7 and Y8; they start in January of Y7 and have 2 lessons a fortnight after this. The Y7/8 skills curriculum has the same format as our Edexcel GCSE specification. Students will explore key content (listed below) whilst developing the following language skills: -

- To be able to demonstrate understanding of written German from various sources
- To be able to demonstrate understanding of spoken German from various sources
- To be able to write German from memory in understandable sentences, giving opinions and connecting up ideas
- To be able to speak German from memory in understandable sentences, giving opinions and connecting up ideas
- To be able to translate from German into English and from English into German about familiar topics
- To be able to understand grammar rules and apply them in the language

Y7

- Personal information, family
- Classroom items and instructions, what you have & need in your bag
- School, opinions & time

Y8

- Personal information, family
- Classroom items and instructions, what you have & need in your bag
- School, opinions & time
- Hobbies, opinions & what you will be doing next weekend
- Describing your area
- Describing your house

Geography

All students study geography in Y7 and Y8 and they all have 3 lessons per fortnight. The Y7/8 skills curriculum has the same format as the AQA GCSE specification. Students explore key content (listed below) whilst developing the following Geographical skills: -

- To develop contextual knowledge of the location of globally significant places.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- To be able to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- To be able to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- To be able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Y7

- Weather and climate

- Passport to the world (Atlas skills)
- Map skills
- Manchester City, United
- Volcanoes
- Population

Y8

- Climate hazards- hurricanes
- Africa- biomes and deserts
- Glaciation and fieldwork skills
- In the City- Mumbai
- Earthquakes and tsunamis
- Energy Issues- Fracking

History

All students study history in Y7 and Y8 and they all have 5 lessons per fortnight. The Y7/8 skills curriculum has the same format as our Edexcel GCSE specification. Students will explore key content (listed below) whilst developing the following historical skills: -

- To be able to demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
- To be able to explain and analyse historical events and periods studied using historical concepts.
- To be able to analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
- To be able to analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Y7

- 1066
- Crime and Punishment in Medieval England
- Why Did Henry VIII break from Rome
- The Gun Powder Plot
- The development of Oldham
- The abolition of slavery

Y8

- Why wear a poppy?
- Why were women given the vote in 1918?
- Was the American Dream real?
- What impact did the Second World War have on British society?
- How were immigrants treated in British society after World War Two?

Physical Education

All students follow a core PE curriculum in Y7 and Y8. The KS3 programme of study allows pupils to experience a rich and varied curriculum, giving them the perfect stepping stone into sport. Students are assessed against National Curriculum levels in the following activities: -

- Volleyball
- Basketball
- Football
- Netball
- Gymnastics
- Rugby
- Fitness
- Trampolining
- Dance
- Handball
- Badminton
- Athletics
- Handball
- Hockey
- Table Tennis
- Rounders
- Softball

Art and Textiles

Students develop the following key skills:-

- Knowledge
- Experimenting
- Observing
- Making

Topics covered in Art: -

Y7

- Self-Image /Portrait – drawing and painting
- Building and structures – 3D construction / sculpture
- Abstract pattern – print techniques

Y8

- Fantastic creatures – working with clay
- Art and RS – cross curricular project looking at symbolic art through the Easter story
- Natural Forms – still life

Topics covered in Textiles: -

Y7

- Faith Patch – hand stitching
- ID Doll – machine stitching

Y8

- Funky Junk – recycling, weave, print, collage
- Day of the Dead – Machine stitching, embellishing, repeat pattern

Drama

The Y7/8 skills curriculum has the same format as our GCSE specification. Students will address and be assessed on the following 4 key areas in preparation for their continuing curriculum programme: group skills, key skills, acting skills and responding skills.

Y7

- Drama is Serious Fun- the basic understanding of skills required to create Drama. Including introduction to PEAT PIGES, PROGRESS WINNER and of course importance of cooperation and developing group, team and the creation of a safe and secure learning environment. Themes explored in this unit of work are - refugees, asylum seekers, bullying and role play... TIR, SIR, WIR
- A Christmas Carol- Looking at more abstract forms of Drama Physical theatre, mime, morphing, body as a prop, sculpting, creating Atmosphere and tension- introduction of tension. Themes include, poverty, Victorian era, and staging.
- A Midsummer Night's Dream - Shakespeare unit the use of comedy in Theatre. Shakespeare's language (and use of) responding to professional performances, to understand off text improvisation. creation of magic and fantasy on stage, the understanding of character relationships and realisation of text in performance in particular- comic timing.
- Silent movies
- Roald Dahl,

Y8

- Myths and legends/ The Woman in Black - Meta theatre, urban legends, storytelling, creating atmosphere and tension - the role of the director, stage configuration, proxemics, ARTAUD AND SURREALISM creating a gothic horror piece to build tension and atmosphere, working as an ensemble
- Noughts and Crosses - Themes of Racism based on the Book/play adaptation by Mallorie Blackman. Marking the moment, stylised theatre, flash back and flash forward, structure, page to stage realisation and cross cutting.
- Macbeth - Shakespeare unit - the language of theatre - Shakespeare, atmosphere, realisation in performance, tragedy.
- Commedia Dell' Arte
- Memory of Lizzie
- Mime

Music

All students study Music in Y7 and Y8 and they all have 2 lessons per fortnight. The Y7/8 curriculum has the same format as our AQA GCSE specification. Students will explore key content (listed below) whilst developing the following historical skills: -

- To be able to demonstrate knowledge and understanding of the key features and characteristics of the genres studied.
- To be able to explain and analyse musical pieces studied using key terminology
- To be able to perform, compose and appraise in a variety of styles and genres
- To build on practical skills learned

Y7

- Music and Space
- Recorder and Vocal performance skills
- Instruments of the Orchestra
- Form and Structure
- The Blues

Y8

- Minimalism
- Film Music and Atmosphere
- Music of the Caribbean
- Impressionism
- Music from the Musicals

Technology

Students complete a range of design and make projects that develop key skills in designing, making and independent working across material areas of woods, metals and plastics. They develop the ability to: -

- Work safely within a workshop environment assessing risks.
- Identifying and selecting materials and processes to manufacture their work.
- Follow design problems and design briefs to produce creative solutions to set tasks.
- Learn and develop a range of practical skills to manufacture designed products.

Y7

- Pencil topper
- Braham puzzle
- Plastic award
- Electronic toy
- Key ring

Y8

- Jigsaw project

- Alessi clock project
- Electronic torch project
- Coat hook project
- Designing a skate park
- End of Year summative test

ICT / Computing

In Year 7 students will learn the basics of using the school network, how to stay safe online and an introduction to coding. In Year 8 the focus moves to learning how to code and students will learn the basics of programming using Python, making webpages using HTML and creating simple mobile phone apps.

Y7

- Introduction to the school network including the standard conventions about creating files and folders.
- Introduction to school systems including the correct use of email and the school Virtual Learning Environment.
- How to stay safe online and general Internet Safety techniques
- Introduction to Coding using BBC MicroBits

Y8

- Introduction to coding using Python
- Writing and developing simple webpages using HTML
- Writing simple game apps for use on Android mobile phones.

Citizenship

The Y7 and Y8 curriculum promotes the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Lessons develop students as active British citizens engaging them in local democracy, charity work and community leadership. In citizenship lessons students will also explore the use of restorative practices both within our school and in wider society.

Y7

- Democracy in Britain – what does it mean to be a citizen?
- Law and liberty – why should I respect the law?
- Mutual respect and tolerance – do we have freedom of speech?
- How do British values compare to the rest of the world?

Year 8

- active citizenship - how to be an active citizen
- British Monarchy and the Local Councils
- Pressure groups
- Understanding Britain's evolving relationship with the EU
- Crime and youth crime

Appendix 3

Curriculum Content - The Y9 Transition Curriculum

Mathematics

In year 9 students extend their knowledge and understanding of mathematics from KS3 into the early start of the new GCSE specification (9-1). Topics include

- Using multiplicative reasoning in problems
- Advanced manipulation of algebra including rearranging the subject of a formula, using the quadratic formula
- Pythagoras' Theorem and simple trigonometry on right angled triangles
- Performing and describing transformations

Science

Biology

- New Technologies

Chemistry

- Metals and Acids

Physics

- Light