



Key Assessment and Communication Dates 2023-2024

	Assessment dates	Progress reports	Parents Evening
Year 7	<ul style="list-style-type: none"> ● T1 - w/c 11th December 2023 ● T2 - w/c 11th March 2024 ● E1 - w/c 10th June 2024 	week ending 26th April 2024 Week ending 12th July 2024	16th November 2023 - settling in evening 27th June 2024- Full Parents Evening
Year 8	<ul style="list-style-type: none"> ● T1 - w/c 4th December 2023 ● T2 - w/c 18th March 2024 ● E1 - w/c/ 1st July 2024 	Week ending 19th January 2024 Week ending 13th September 2024*	1st February 2024
Year 9	<ul style="list-style-type: none"> ● T1 - w/c 27th November 2023 ● T2 - w/c 26th February 2024 ● E1 - w/c/ 1st July 2024 	Week ending 29th March 2024 Week ending 13th September 2024*	25th April 2024
Year 10	<ul style="list-style-type: none"> ● T1 - w/c 6th November 2023 ● T2 - w/c 4th March 2024 ● PPE - w/c 17th & 24th June 2024 	Week ending 8th December 2023 Week ending 13th September 2024*	11th January 2024
Year 11	<ul style="list-style-type: none"> ● PPE1 - w/c 13th & 20th November 2023 ● PPE2 - w/c 5th & 19th February 2024 	Week ending 5th January 2024 Week ending 22nd March 2024	12th October 2024 7th March 2024

*Some reports are issued in the following September to allow time for marking and standardisation to occur for tests and assessments that are conducted late in July.



KS3

Curriculum aims

Aim 1: To enable every student to develop artistic and design skills, as well as confidence and creativity

Aim 2: To inspire students by studying the work of other artists, designers and craftspeople, gaining an understanding of the wider world

Aim 3: Through investigation, they will explore the work from other cultures and art history

Aim 4: Students will develop skills across a broad range of creative processes using 2D, 3D and digital media

Aim 5: Students will analyse and express opinions using artistic terminology and vocabulary.

Year 7:

- To use a range of techniques and media to record observations and increase proficiency in the handling of different materials
- To analyse and evaluate their own work and that of others in order to strengthen the visual impact or applications of their work

Year 8:

- To produce creative work exploring their ideas and recording their experiences, whilst becoming more competent in drawing and experimentation with different media
- To analyse and evaluate creative works using the language of art, craft and design

Year 9:

- To be able to think critically and develop a more rigorous understanding of art, craft and design
- To learn how to develop their creativity and ideas, and increase proficiency in their execution

Year 7 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Natural Form/ The Formal Elements	Natural Form/ The Formal Elements	Food & 3D craft	Food & 3D craft	Painting & Landscapes	Painting & Landscapes
Year 8 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Collage Portraits, Cubism & Black History Month	Collage Portraits, Cubism & Black History Month	Chinese Culture	Chinese Culture	Woodland Animals & Sculpture	Woodland Animals & Sculpture
Year 9 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Sealife & Climate Change	Sealife & Climate Change	Identity & Digital art	Identity & Mixed- Media	Manchester Architecture & Printmaking	Manchester Architecture & Printmaking

How can parents support learning?

- Ensure students are provided with basic art equipment to use in school, including a pencil, rubber and a sharpener. Further equipment could also include pencil crayons, felt tip pens and watercolour paints in order to complete homework tasks and practice skills at home
- Encourage students to draw for fun! Work from different sources, including from images, imagination and real life objects

- Look for opportunities to visit galleries, exhibitions and museums.

KS4

Details of specification

Exam Board: **AQA**

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance>

Details of course - 60% Coursework / 40% Externally set task

Fine Art

Sept – May: Unit 1 – Natural Form/Skills

June – Dec: Unit 2 – Messages

Jan – April: Externally set task

Photography

Sept – July: Unit 1 – Skills

Sept – Dec: Unit 2 – Light & dark

Jan – April: Externally set task

Year 10 curriculum - Fine Art						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Natural Form	Natural Form	Natural Form	Natural Form	Natural Form	Messages

Year 11 curriculum – Fine Art						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Messages	Messages	Externally Set Task	Externally Set Task	Coursework Completion	GCSE exams

Year 10 curriculum - Photography						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Skills	Skills	Skills	Skills	Skills	Skills

Year 11 curriculum – Photography						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6

Topic	Light & Dark	Light & Dark	Externally Set Task	Externally Set Task	Coursework Completion	GCSE exams
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How can parents support learning?

- Ensure students are provided with basic art equipment to use in school, including a pencil, rubber and a sharpener. Further equipment could also include pencil crayons, felt tip pens and watercolour paints in order to complete homework tasks and practice skills at home
- Encourage students to draw for fun! Work from different sources, including from images, imagination and real life objects
- Look for opportunities to visit galleries, exhibitions and museums.



KS4

Details of specification
Exam board: AQA
https://www.aqa.org.uk/subjects/business/gcse/business-8132/specification-at-a-glance https://filestore.aqa.org.uk/resources/business/specifications/AQA-8132-SP-2017.PDF

Year 10 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Business in the Real World	Business in the Real World	Influences on Business	Influences on Business	Business Operations	Human Resources

Year 11 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Marketing	Marketing	Finance	Finance	Preparing for the exams	GCSE exams

How can parents support learning?
<ul style="list-style-type: none">• Support students by helping them learn their key facts every week• Encourage students to conduct independent study/research
Helpful sources of information
1. https://www.senecalearning.com/ - This is a highly effective revision website that tracks pupil progress through the specification

2. <http://www.gojimo.com/gcse-business-revision/> - This app can be downloaded straight to any mobile device



KS3

Curriculum aims

Aim 1: Challenge and support students through the Computing curriculum, promoting personal growth and academic development

Aim 2: Develop students' skills across Computer Science, Digital Literacy, and Information Technology to provide a well-rounded understanding of the subject

Aim 3: Equip students with computational thinking, specific practical and creative skills to effectively utilise computers in various educational and real-world contexts, in a digitally-driven world

Aim 4: Foster a culture of safe and responsible digital citizenship among students, empowering them to navigate digital systems and technology responsibly

Aim 5: Ensure students grasp key programming concepts, such as sequencing, iteration, and selection, and apply them successfully in practical applications.

By striving to achieve these aims, our department aims to cultivate well-rounded, digitally literate individuals who can confidently apply their knowledge and skills in Computer Science and related fields.

Year 7 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Collaborating Online Respectfully	Using Media – Gaining Support for a Cause	Kodu	Networks: From Semaphores to the Internet	Representations from Clay to Silicon	3D Modelling – Grand Designs
Year 8 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Scratch Programming 1	Scratch Programming 2	Computing Systems	Media Vector Graphics	Cybersecurity	Developing for the Web
Year 9 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Introduction to Python Programming	Python Programming	Spreadsheets	Spreadsheets	Mobile App Development	Mobile App Development

How can parents support learning?
<p>How can parents help at home?</p> <ul style="list-style-type: none"> • Encourage students to read widely about the ever-growing digital world • Support students in memorising key terms needed for a solid understanding of Computer Science at KS3

KS4

Details of specification						
Exam board: AQA https://filestore.aqa.org.uk/resources/computing/specifications/AQA-8525-SP-2020.PDF						

Year 10 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Programming: Translators Sequence Variables	Programming: Input Flowcharts Randomisation	Programming: Selection Nested selection Logical expressions	Programming: While & For loops Trace Tables	Programming: Pseudocode	Programming: Subroutines Functions Scope
	Data Representations	Computer Systems	Algorithms	Computer Networks	Cyber Security	Relational Databases and SQL

Year 11 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Programming: Records & dictionaries; Reading & writing to text files; Working with & writing to CSV files	Programming: Appending to a CSV; Designing & writing for a project Impacts of Technology	Programming Project	Final Exam Revision	Final Exam Revision	GCSE exams

	Impacts of Technology					
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How can parents support learning?

- Encourage students to read widely about the ever-growing digital world
- Support students in memorising key terms needed for a solid understanding of Computer Science at KS4
- Please use the link below to access the Google Drive folder. This contains lots of helpful resources and links to other websites.
https://drive.google.com/drive/folders/1876tx3hWM9faYvhQnrBBpXE4HYWlpQZ?usp=drive_link



KS3

Curriculum aims
Aim 1: By the end of KS3, the vast majority of students will be at least confident and competent performers
Aim 2: All students will experience performance at Droylsden Academy. Opportunities are provided for individual, small group, whole class, and extra-curricular performance
Aim 3: Students will be exposed to a wide range of performance styles, explore a range of theatre practitioners, and watch/perform a range of play texts
Aim 4: Students will become confident at using correct theatre terminology and will be able to identify and use a diverse range of dramatic skills and techniques.

Year 7 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
<i>Topic</i>	<i>Introduction to Drama</i>		<i>Private Peaceful</i> (script exploration)		<i>Heartstopper</i> (devising drama)	
Year 8 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
<i>Topic</i>	<i>Introduction to Brecht</i>		<i>Shakespeare's Best Bits</i> (script exploration)		<i>Social Media</i> (devising drama)	
Year 9 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6

Topic	<i>Introduction to Physical Theatre</i>	<i>The Curious Incident of the Dog in the Nighttime</i> (script exploration)	<i>Noughts and Crosses</i> (devising drama)
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How can parents support learning?

- Encourage your child to use their imaginations and critical thinking skills at home. This can be done in a variety of ways. For example, when watching a film or television programme, ask students questions about what they enjoyed or didn't enjoy about the actors' performances. Or as they become more proficient at drama, they could be asked to identify when different actors use different skills or techniques. Parents could also encourage imaginative play through getting students to act out scenes from books, films, or TV shows
- Students could also participate in dramatic retellings of stories they have read or show parents role plays of things that have happened in their day. This will support students to become confident speakers, improvisers, and problem solvers - all of which will support learning and understanding in lessons
- Parents can also encourage and facilitate students to participate in one of the extracurricular performance opportunities at Droylsden Academy. These cover a range of performance and backstage disciplines, are available throughout the year, and support learning across the course.

KS4

Details of specification

Exam Board: **OCR**

<https://www.ocr.org.uk/images/242630-specification-accredited-gcse-drama-j316.pdf>

The course is split into 3 components:

Components 1&2 - *Devising Drama* (30% - internally assessed performance and coursework)

Component 3 - *Presenting and Performing Texts* (30% - externally assessed performance and coursework)

Component 4 - *Performance and Response* (40% - externally assessed written examination)

Components 1&2 - *Devising Drama*:

Students research and explore a stimulus provided by the exam board and create their own devised drama in groups. For their assessment, they complete a portfolio of evidence during the devising process, give a final performance of their devised piece, and write an evaluation of their own work. This component will be completed and assessed at the end of year 10.

Component 3 - *Presenting and Performing Texts*:

Students apply theatrical skills to a scripted text bringing it from page to stage. For their assessment, they present a showcase of two extracts from one text (a combination of monologues, duologues, or group pieces) to a visiting examiner and submit extended answers to 4 questions to support their interpretive choices. This component will be completed and assessed in Spring of year 11 (although dates can vary as this component is assessed by a visiting examiner).

Component 4 - *Performance and Response*:

The final component is a written exam consisting of two sections. In Section A, students practically explore a set performance text in its entirety and answer a series of questions on this. For this section of the written exam, they are required to take on the perspectives of different theatre makers and answer creatively. For Section B, they will analyse and evaluate a piece of live theatre and write an extended response. For this section of the written exam, students are required to write from an audience perspective, accounting for their own impressions of the live theatre event. This examination will happen at the end of year 11, alongside other subjects.

Year 10 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Developing performance skills and exploring the set text	Mock Devising Drama	Exploring key practitioners/styles and beginning the real Devising Drama <i>Component 2</i>	Deadlines for the real Devising Drama <i>Component 2</i>	Mock scripted performance component and exam work <i>Component 4</i>	Finish Mock scripted performances and begin exploring potential scripts for Component <i>Component 3</i>

Year 11 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Developing performance skills and exploring scripts for the real scripted exam <i>Component 3</i>	Detailed exploration of the text(s) chosen for the real scripted exam <i>Component 3</i>	Begin rehearsals for the real scripted exam (03) and revisit plays for the written exam <i>Component 4</i>	Final rehearsals for and external assessment of the real scripted exam <i>Component 3</i>	Written exam revision <i>Component 4</i>	GCSE exams

How can parents support learning?
1. Encourage and support students to complete the required coursework. Coursework forms a vital part of both Components 1&2 (67% of the grade) and Component 3 (34% of the grade) and will be sent off to the exam board, so it needs to reflect the student's best work

2. Encourage and support students to learn their lines for their Component 3 scripted extracts. Having a friend or family member available to read in missing parts is an essential way of learning lines and can also help to raise student's confidence and further their ability to communicate meaning through their role(s)
3. Support students learn and use key terminology for Component 4. Asking students to pick out how actors in their favourite TV shows and films use a range of drama skills and techniques and getting them to explain this to others can reinforce their use of terminology and theatrical evaluation in examinations.



KS3

Curriculum aims

Year 7:

Aim 1: To build on students' learning from primary school ensuring all students are stretched and there is no regression thus laying the foundations for success

Aim 2: To nurture creativity and imagination to provide engaging and exciting opportunities to inspire writing and reading fiction and non-fiction.

Year 8

Aim 1: To provide students with a range of texts celebrating culture and diversity

Aim 2: To add sensitivity, depth and sophistication to reading and writing, understanding cultural context and drawing on the school's core values

Aim 3: To provide students with a range of opportunities to develop them as articulate and confident speakers.

Year 9

Aim 1: To consolidate and develop the skills acquired in Year 7 and 8 in order to be prepared for GCSE, with a focus on independence and creativity

Aim 2: To provide students with opportunities for them to develop a more thoughtful awareness of audience and purpose in their reading and writing.

Year 10

Aim 1: To explore increasingly challenging texts to improve reading skills

Aim 2: To provide students with opportunities to add fluency, sophistication and accuracy to writing

Aim 3: To embed a culture of interleaving, both guided and independently.

Year 11

Aim 1: To secure and refine the essential knowledge and skills so that all learners are 'exam ready' for GCSE English Language and Literature, whilst maintaining their appreciation and passion for all aspects of English.

Year 7 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	<i>Journeys and Alter Egos:</i> Creative and Imaginative Fictional Writing	<i>'The Other Side of Truth' by Beverley Naidoo:</i> Study of a novel	<i>Identity and Poetry:</i> A study of a range of poems on the theme of identity	<i>The Gothic:</i> A study of 19th century and modern short stories from the gothic genre	<i>Action Adventure:</i> Creative and imaginative non-fictional writing	<i>Action Adventure continued</i> and <i>Dracula:</i> The study of a playscript
Year 8 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	<i>Short Stories:</i> Study of a short story and <i>Spies:</i> Creative and Imaginative Fictional Writing	<i>'Animal Farm' by George Orwell:</i> Study of a novel	<i>Investigate!:</i> Creative and imaginative non-fictional writing	<i>'Romeo and Juliet':</i> Study of the Shakespeare play	<i>Science Fiction:</i> A study of a range of texts and imaginative creative writing in the science fiction genre	<i>Science Fiction</i> and <i>'Noughts and Crosses':</i> The study of a playscript
Year 9 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	<i>Dystopia:</i> A study of a range of texts from the	<i>'Othello':</i> Study of the Shakespeare play	<i>Love Poetry:</i> A study of a range of poems on the theme of the many forms of love	<i>Issues that Matter</i> Creative and imaginative non-fictional writing	<i>'Of Mice and Men' by John Steinbeck:</i> The study of a novel	<i>'Of Mice and Men' by John Steinbeck</i> and

	Dystopian genre and creative, imaginative writing in the same style					'DNA' by Dennis Kelly: the study of a playscript
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Reading Lessons In addition to the topics outlined above, your child will also have a one hour reading lesson every week. In this lesson, students will partake in shared reading in a lesson designed to foster a love of reading and engagement with full novels.

Examples of novels your child might read:

Lord of the Flies by William Golding
The Curious Incident of the Dog in the Nighttime by Mark Haddon
The Hate U Give by Angie Thomas
Holes by Louis Sachar
The House with a Clock in its Walls by John Bellairs
The Screaming Staircase by Jonathan Stroud
Stormbreaker by Anthony Horowitz
His Dark Materials Trilogy by Philip Pullman
The Life of Pi by Yann Martel
The Day of the Triffids by John Wyndham
The Hunger Games Trilogy by Suzanne Collins

How can parents support learning?

- Your child will receive homework once a week for English, both given in class and visible on Google Classroom
- Everything that your child studies will be on **Google Classroom**. This means that as soon as your child has learned something new, it is immediately available for them to use for revision. **You can request access to their Google Classroom** (which we strongly recommend) so that you can see the work that is being provided. This will help you immensely to support your child
- As a parent, you can encourage your child to read at home; reading will always help to widen your child's vocabulary and in turn help them to develop both reading and writing skills

- We are always here to help! If you have any questions or concerns, please telephone the school or email fernandez-arias@droylsdenacademy.com to reach the head of English and she will either work with you directly, or forward your message on to your child's teacher.

KS4

Details of specification

Exam Board: **AQA**

English Language: <https://filestore.aqa.org.uk/resources/english/specifications/AQA-8700-SP-2015.PDF>

English Literature: <https://filestore.aqa.org.uk/resources/english/specifications/AQA-8702-SP-2015.PDF>

Your child will study **two separate GCSEs**: English Language and English Literature

The two-year course is assessed by AQA through 4 exams at the end of year 11 and graded using the **1-9 system**.

In year 10, students will be assessed 3 times (Test 1, Test 2 & a **Pre-Public Examination**). In year 11, students will sit 2 **PPEs**.

Additionally, for English Language, there is an NEA spoken language component. Students must prepare and deliver a presentation to their teacher in year 11 which will be graded using the following criteria: **Distinction, Merit, Pass or Fail**.

Year 10 curriculum

	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
English Language Topic	Language Paper 1: <i>Creative Writing</i>	Language Paper 1: <i>Section A (Reading)</i>		Language Paper 2: <i>Sections A & B (Reading and Nonfiction Writing)</i>		

	(Fiction)		
English Literature Topic	<i>An Inspector Calls</i> by J.B. Priestley	<i>A Christmas Carol</i> by Charles Dickens	<i>Power & Conflict</i> Poetry Anthology

Year 11 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
English Language Topic	Language Paper 1: <i>Sections A & B</i> (Reading and Fiction Writing) Revision		Language Paper 2: <i>Sections A & B</i> (Reading and Nonfiction Writing) Revision		GCSE Exams	
English Literature Topic	<i>Macbeth</i> by William Shakespeare <i>An Inspector Calls</i> by J.B. Priestley & <i>A Christmas Carol</i> by Charles Dickens Revision			Unseen Poetry <i>Power & Conflict</i> Poetry Anthology Revision	GCSE Exams	

How can parents support learning?
<ul style="list-style-type: none"> • We understand that it can be very overwhelming for parents to understand and remember everything about their child's studies. Please know that we are always available to support and answer any questions you may have. Teenagers can have a habit of not sharing information about their school day so remember you can call us or drop us an email and we'll support in any way we can • Your child has a carefully constructed homework booklet that is the main part of their revision. If your child does not complete their

homework, it will have a very significant impact on their GCSE results. We ask that you do everything you can to encourage your child to complete their homework to a high standard

- Everything that your child studies will be on **Google Classroom**. This means that as soon as your child has learned something new, it is immediately available for them to use for revision. **You can request access to their Google Classroom** (which we strongly recommend) so that you can see the work that is being provided. This will help you immensely to support your child
- This is a very important time in your child's life and it will be difficult for them and you. We are always here to help! If you have any questions or concerns, please telephone the school or email fernandez-arias@droylsdenacademy.com to reach the head of English and she will either work with you directly, or forward your message on to your child's teacher.



KS3

Curriculum aims						
Aim 1: To inspire our students and give them the knowledge and skills to prepare a range of dishes.						
Aim 2: Students will learn how to make informed decisions about healthy and nutritious food and develop a love of the subject.						
Aim 3: Through high quality teaching, students excel and gain the highest possible outcomes at GCSE.						

Year 7 curriculum (10-week block and a 5-week block)						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Health and Safety and Civilised dining	Different Cooking Methods: Sweet and Savoury Dishes	Healthy Eating: Team Task	N/a Students on rotation	N/a Students on rotation	N/a Students on rotation
Year 8 curriculum (10-week block and a 5-week block)						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Meat: Cross contamination, Chilling, Cooking and Cleaning	Bread making and Cakes and Civilised Dining	Multicultural Dishes	N/a Students on rotation	N/a Students on rotation	N/a Students on rotation
Year 9 curriculum (10 two hour lessons, 10 1 hour lessons)						

	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Introduction to Pastry and Functions of Ingredients	Heat Transfer and Introduction to Sauces	Continuation of Sauces and Civilised Dining and Taste Testing	N/a Students on rotation	N/a Students on rotation	N/a Students on rotation

How can parents support learning?

- Allow your child to practise at home and have an input in food choices
- Discuss healthy food options with your child and encourage the creation and consumption of these foods in the home.

KS4

Details of specification

Exam board: **Eduqas**

https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition-gcse/#tab_keydocuments

Details of course:

50% NEA (Non-Exam Assessment - a.k.a *coursework*)

50% Final Exam

Key assessment dates

NEA 1: September

NEA 2: October/ November

Final Exam: June

Year 10 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Fruit and Vegetables	Milk, Cheese and Dairy	Cereals	Meat, Fish, Poultry, Eggs	Fats, Sugar and Syrups	Alternative Proteins

Year 11 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	NEA	NEA	NEA	NEA/ Exam Revision	Exam Revision	GCSE exams

How can parents support learning?
<ul style="list-style-type: none"> • Allow your child to practise at home and have an input in food choices • Discuss healthy food options with your child and encourage the creation and consumption of these foods in the home • Test your child on key facts and terminology from the course • Purchase an Educas revision guide.



KS3

Curriculum aims
<p>Aim 1: Enable students to become active global citizens, equipped with skills and knowledge to survive in a diverse world</p> <p>Aim 2: Develop students' powerful knowledge about the world in which we live, focusing on human and physical processes and how their interaction causes change</p> <p>Aim 3: Equip students to be able to use knowledge, skills and concepts confidently when speaking and writing about Geography.</p>

Year 7 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Thinking like a Geographer	Thinking like a Geographer and Urban Living: Manchester	Urban Living: Manchester and Being a Global Citizen	Being a Global Citizen	Cold Biomes (Antarctica)	Cold Biomes (Antarctica) and What Does Geography Mean to You?
Year 8 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Development and Life in an Low Income Country	Development and Life in an Low Income Country and	Our Hazardous World	How the Weather Impacts Us	Water on the Land	Globalisation – The Global Fashion Industry

		Our Hazardous World				
Year 9 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Russia: Resources, Impact and Power	Russia: Resources, Impact and Power and Global Population Issues	Global Population Issues	Welcome to Brazil	Welcome to India	World Resources

How can parents support learning?
<ul style="list-style-type: none"> ● Read through your child's exercise book and ask them about their previous learning ● Support your child with their Geography homework which is set on a weekly basis ● Ask your child to show you their Google Classrooms for Geography, here you will find details of lessons, homework and useful resources ● Encourage your child to engage with the world around them as portrayed in the media, through, for example, BBC News online or on television every evening at 6pm.

KS4

Details of specification
<p>Exam Board: AQA https://filestore.aqa.org.uk/resources/geography/specifications/AQA-8035-SP-2016.PDF</p> <p>Students study the following modules:</p> <ol style="list-style-type: none"> 1. The Living World 2. Urban Issues and Challenges 3. The Challenges of Natural Hazards 4. The Changing Economic World 5. Fieldwork Studies 6. UK Landscapes 7. Resource Management 8. Evaluation <p>Students will be tested throughout Y10 and Y11 to gain a full picture on how they are doing in this subject. There are three formal exams at the end of the course.</p>

Year 10 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	The Living World	The Living World and	Urban Issues and Challenges	The Challenges of Natural Hazards	The Challenges of Natural Hazards and	The Changing Economic World

		Urban Issues and Challenges			The Changing Economic World	
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Year 11 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	The UK Physical Landscape (Rivers)	The UK Physical Landscape (Rivers)	The UK Physical Landscape (Coasts)	The UK Physical Landscape (Coasts) and Resource Management	Resource Management and Revision	GCSE exams

How can parents support learning?
<ul style="list-style-type: none"> • Read through your child's exercise book and ask them about their previous learning • Support your child with their Geography homework which is set on a weekly basis • Ask your child to show you their Google Classrooms for Geography, here you will find details of lessons, homework and useful resources • Encourage your child to engage with the world around them as portrayed in the media, through, for example, BBC News online or on television every evening at 6pm.



KS4

Curriculum aims

Aim 1: To provide students with the vital understanding that human growth and development is affected by myriad factors

Aim 2: To equip students with the understanding of how many in society learn to deal with major life-events

Aim 3: To develop a sense of empathy and compassion within our students by exposure to the many different types of health and social care services, including the barriers people face when trying to access them

Aim 4: To foster in our students an understanding of the factors that affect health and wellbeing, and encourage them to develop a person-centred approach to improving our lives.

Exam board: *Pearson*

Details of course

Pearson BTEC Tech Award Level 1/2 in Health and Social Care

Component 1 (30%)

Learning outcome A: Understand human growth and development across life stages and the factors that affect it

Learning outcome B: Understand how individuals deal with life events

Component 2 (30%)

Learning outcome A: Understand the different types of health and social care services and barriers to accessing them

Learning outcome B: Understand the skills, attributes and values required to give care

Component 3 (40%)

Learning outcome A: Factors that affect health and wellbeing

Learning outcome B: Interpreting health indicators

Learning outcome C: Person-centred approach to improving health and wellbeing

Key assessment dates

Assessment window for Component 1: March - April

Assessment window for Component 2: October – November

Exam date for Component 3: May

Year 10 curriculum

	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Component 1: Learning Outcome A	Component 1: Learning Outcome B	Component 1: Learning Outcome B and set assessment and Component 2: Learning Outcome A	Component 2: Learning Outcome A	Component 2: Learning Outcome B	Component 2: Learning Outcome B

Year 11 curriculum

	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Component 2: Learning Outcome B and Component 2 Set Assessment	Component 3: Learning Outcome A	Component 3: Learning Outcome B	Component 3: Learning Outcome C	Component 3 Exam	N/A

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How can parents support learning?

- Ask your child to show you their Google Classrooms for Geography, here you will find details of lessons, homework and useful resources
- Check planners to be aware of deadlines and ensure your child's homework is completed on time
- Test your child on key facts and terminology associated with the course.



KS3

Curriculum aims	
Aim 1: Encourage students to become critical and independent thinkers that can understand how Historical narratives have influenced the society around us	
Aim 2: Provide students with the history surrounding British heritage and values, so that they may understand the role this plays in an ever-diversifying British society	
Aim 3: To foster in the children the love of learning and enjoyment of History both inside and outside the classroom.	

Year 7 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Pre-1066 Britain	Medieval Realms: The Norman conquest	Medieval Realms: Life in Medieval Britain	The Tudors: Establishing Control	The Tudors: Life in Tudor England	Social Study: Women in History
Year 8 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	The Stuarts: Life in Stuart England	Britain as the First Industrial Nation: Manchester Case Study	The British Empire: American and India	The Fight for Civil Rights: Slavery	The Fight for Civil Rights: Improving the Lives of African Americans	Social Study: Black History
Year 9 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6

Topic	The Causes and Consequences of WW1	The Rise of Hitler	The Road to WW2	Life in WW2	Dictatorship Across the World: North Korea and Nazi Germany Case Studies	Life in Nazi Germany: The Holocaust Case-Study
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How can parents support learning?

- Read through your child's exercise book and ask them about their previous learning
- Ask your child to show you their Google Classrooms for History, here you will find details of lessons, homework and useful resources

KS4

Details of specification

Exam Board: **AQA**

<https://filestore.aqa.org.uk/resources/history/specifications/AQA-8145-SP-2016.PDF>

Students study the following modules:

1. Germany 1890-1945: Democracy and Dictatorship
2. Conflict and Tension between the East and West: 1945-1972
3. Health and the People: c1100 to the present day
4. Norman England: c1066-1100

Students will be tested throughout Y10 and Y11 to gain a full picture on how they are doing in this subject. There are two formal exams at the end of Y11.

Year 10 curriculum

	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
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Topic	Germany	Germany	East vs West	East vs West	Revision and Review	Health and the People
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Year 11 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Health and the People	Health and the People	Norman England	Norman England	Revision	Revision

How can parents support learning?
<ul style="list-style-type: none"> ● Test the knowledge by reading through your child's exercise book or revision flash cards and ask them about their previous learning ● Ask your child to show you their Google Classrooms for History, here you will find details of lessons, homework and useful revision resources ● The following resources will support the learning outside the classroom: https://www.youtube.com/watch?v=nVJV8iEAm88&list=PLcvEcrsF_9zJ8AqMTFZycm46Ks4DdSaLM - BBC teach Medicine through time and https://www.youtube.com/watch?v=OptEth-pPnc&t=2908s ● Test your child on key facts, dates and terminology needed for the GCSE exams.



KS3 Curriculum

Curriculum aims
Aim 1: To ensure that students leave equipped for the maths they will require in their lives
Aim 2: To provide students with the forum to explore problems and develop strong reasoning skills, which is the basis for most future careers
Aim 3: To instil within students the joy of mathematics, allowing every child to achieve their potential
Aim 4: To develop students' financial literacy to equip them for the future by providing lessons on, for example, rent, mortgages, interest rates and credit cards.

Year 7 curriculum							
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6	
Topic	Number	Algebra and Decimals	Fractions	Ratio & Proportion Angles	Sequences Symmetry & Transformations	3D shapes: Algebra	
Year 8 curriculum							
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6	
Topic	Decimals and Data Handling	Angles Graphs and Fractions,	Powers and Algebra	Proportion and Constructions	Equations and 2D & 3D shapes	Probability	

		Decimals & Percentages					
Year 9 curriculum							
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6	
Topic	Data Factors and Conversions	Fractions Ratios Proportion and Transformation	Standard Form Factorising Quadratics Equations and Averages	Scatter Graphs and Algebraic Graphs	Pythagoras' Theorem Trigonometry and Angles	Pie Charts Probability Constructions and Circles	

How can parents support learning?

- Encourage and support your child in completing their weekly Sparx homework – there are input videos for each question to help
- Ask your child to show you their Knowledge organisers and quiz them on the topics listed
- Use Numeracy Ninjas website to boost their numeracy
- Discuss maths in real life contexts – whilst out shopping, exchange rates, road signs, etc.

KS4

Details of specification

Exam Board: **Edexcel**

<https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf>

The Maths GCSE is split into two tiers: Foundation (grades 1-5) and Higher (grades 4-9).

Below is the percentage of each element of maths that will be tested. It is worth noting that this will be in one of three ways. A simple recall question, a reasoning question or a problem solving question.

Foundation Tier	Approx weighting	Higher	Approx weighting
Number	25%	Number	15%
Algebra	20%	Algebra	30%
Ratio and proportion	25%	Ratio and proportion	20%
Geometry and measures	15%	Geometry and measures	20%
Statistics and Probability	15%	Statistics and Probability	15%

Year 10 curriculum - Foundation

	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Data Factors Conversions Rounding & Estimation and Percentages	Fractions Ratios Proportion and Laws of indices	Standard Form Factorising Quadratics Equations and Averages	Coordinate Geometry and Graphs	Further Trigonometry	Pythagoras Theorem and Trigonometry

Year 10 curriculum - Higher						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Transformations Simultaneous Equations and Sequences	Proportion Indices Decimals and Expand & Factorise	Surds Rearranging Formula and Solving Quadratics	Scatter Graphs and Inequalities	Further Trigonometry	Similarity and Probability

Year 11 curriculum – foundation						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Angles & Area Sampling Probability and 3D Shapes	Loci Circles and Surface area & volume	Transformations and Vectors	Sequences and Forming Equations	Simultaneous Equations and Direct & Inverse Proportion	Revision

Year 11 curriculum – higher						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Circle Theorems Algebraic Fractions Functions and Proof	Proof Vectors and Simultaneous Equations	PPE1 & revision	PPE2 & revision	Revision	GCSE exams

How can parents support learning?

- Encourage your child to complete their weekly Sparx homework. The aim is to have a balance between success and challenge and when your child gets stuck, encourage them to watch the question specific videos and retry the question. This helps the software know what level your child is at and also tailors the questions posed to them specific to their maths ability
- Ensure your child has the correct equipment including a scientific calculator. This is required for the GCSE at both tiers
- Use the personalised learning checklists that are printed in planner to encourage your child to complete some independent study. This will allow focus on individual areas for improvement. Students can use Sparx for questions or alternatively there is a list of websites below to support them

Here are a list of useful websites:

www.corbettmaths.com - this has past papers and practice questions on every element of the GCSE

<https://vle.mathswatch.co.uk/vle/> - work through the videos (e.g. work through all the grade 5 videos – pause make notes, complete the questions then mark them)

www.mathsgenie.co.uk - similar to Corbett Maths

www.sparx.co.uk – see above



KS3

Curriculum aims
<p>Aim 1: To equip students with the ability to understand a Modern Foreign Language (French or Spanish) up to GCSE level in its two main guises (Listening and Reading) and then reproduce it in the two main forms of communication (Speaking and Writing)</p> <p>Aim 2: To engender a fascination of and passion for other cultures, including not only a study of the language, but customs and ways of life</p> <p>Aim 3: To encourage students to feel kindness and empathy for all people from all walks of life, irrespective of their nationality or race.</p>

Year 7 curriculum

	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Introducing Oneself	Introducing Oneself and School Life	School Life	Free Time	Free Time and Where I Live	Where I Live

Year 8 curriculum

	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Relationships and Routine	Relationships Routine and My Town	My Town	Holidays	Holidays and Future Aspirations	Future Aspirations

Year 9 curriculum

	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Who am I?	Who am I?	School Life	School Life	Holidays	Holidays

How can parents support learning?

As all homework set will involve vocabulary and verbs/tense learning, parents can play a big role in ensuring that this homework has been completed successfully and effectively by testing their children prior to formal assessments in lessons.

KS4

Details of specification

Exam Board: *Edexcel*

<https://qualifications.pearson.com/en/subjects/languages.html>

Your child's abilities will be assessed across the four main areas of language learning – Listening, Speaking, Reading and Writing. These assessments will all take place in the sixth term of their GCSE studies.

Year 10 curriculum

	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Free Time	Free Time	My Home Town	My Home Town	Food, Festivals and Traditions	Food, Festivals and Traditions

Year 11 curriculum

	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Work and Future Aspirations	Work and Future Aspirations	The Environment	The Environment	GCSE Exam Preparation	GCSE Exam Preparation

How can parents support learning?

- As all homework set will involve vocabulary and verbs/tense learning, parents can play a big role in ensuring that this homework has been completed successfully and effectively by testing their children prior to formal assessments in lessons.
- You can offer vital support in the run-up to the speaking examination by encouraging your child to speak their presentations aloud and question them using resources provided by their teacher. You don't need to have any prior knowledge of the language yourself to be able to do this!
- Purchase a revision guide and test students regularly
- Ask your child to show you their Google Classrooms, here you will find details of lessons, homework and useful resources.



KS3

Curriculum aims

Aim 1: By the end of KS3, the vast majority of students will be at least confident and competent composers, listeners and performers

Aim 2: There will be a strong uptake in our extensive programme of extra-curricular clubs, instrumental lessons and performance opportunities for students to develop their musical talents and interests

Aim 3: Students will be exposed to a wide range of musical styles, great composers & musicians from different cultural backgrounds and historical periods

Aim 4: Students will develop critical listening skills in every KS3 lesson with a focus on keywords and technical language

Aim 5: Students will become confident in the language of music including for example, key Italian terms, which they will be able to use with confidence as they compose, listen to, and appraise music

Aim 6: To prepare students for the three main components of GCSE music at KS4 (composition, listening and performance), and equip them to be able to continue appreciating and studying music in the future.

Year 7 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	The Elements of Music <i>Composition & Performance</i>	Notation & Keys <i>Performance</i>	Beginner Ukulele <i>Performance</i>	Instruments of the Orchestra <i>Composition</i>	String & Keys Ensemble <i>Performance</i>	World Music (Samba, African Drumming) <i>Performance</i>
Year 8 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Theme & Variation <i>Composition</i>	Band Project <i>Ensemble performance</i>	Hip Hop & Rap <i>Arrangement</i>	World Music (The Blues, Reggae) <i>Performance</i>	Advanced Strings (P) <i>Performance</i>	Songwriting <i>Composition</i>
Year 9 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	EDM- Electronic Dance Music <i>Composition</i>	N/a <i>Students on rotation</i>	Advanced Band Project <i>Performance</i>	N/a <i>Students on rotation</i>	Film Music <i>Composition</i>	N/a <i>Students on rotation</i>

How can parents support learning?

Students should be encouraged to listen to a wide range of musical genres and discuss what they hear. If students have access to an instrument in their home, students should be encouraged to further develop their skills on the instrument if studied at KS3.

Link to instrumental lesson information - <https://www.droylsdenacademy.com/curriculum/the-arts-at-droylsden/instrumental-lessons/>

KS4

Details of specification

Exam Board: **Educas**

<https://www.educas.co.uk/media/by5boopf/educas-gcse-music-spec-from-2016-d.pdf>

The course is split into 3 components:

Component 1- Performing Music (30%)

Component 2- Composing Music (30%)

Component 3- Appraising Music (40%)

Component 1 - Performing Music

Students will be expected to choose an instrument and commit to 1-1 lessons with a specialist tutor, and to practising at home at least 3 times a week. Students will have a practical lesson once a fortnight in Music to support their technique. Students will perform a **solo** and **ensemble** piece, which will be recorded in Year 11. This needs to be between 4 and 6 minutes total.

Component 2 - Composing Music

Students will compose 2 pieces of original music. One will be a composition of their choice and one will be a brief set by the exam board. Both compositions need to be between 3 and 6 minutes.

Component 3 - Appraising Music

Students will study 4 areas of Music; Forms & Devices (classical music), Music for Ensemble, Film Music & Popular Music. Students will listen to these styles of Music, and identify key components of the music. Students also study two set works which including 'Badinerie' by Bach & 'Africa' by Toto. This is assessed through a formal listening exam at the end of the Year 11.

Year 10 curriculum - <i>Performance will run throughout the year once per fortnight</i>						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Music Theory/Forms & Devices <i>Components 1-3</i>	Set Work-Badinerie <i>Component 3</i>	Free Composition <i>Component 2</i>	Music for Ensemble <i>Component 1</i>	Popular Music (Africa- Set Work) <i>Component 3</i>	Free Composition <i>Component 2</i>

Year 11 curriculum - <i>Performance will run throughout the year once per fortnight</i>						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Composing to a Brief <i>Component 2</i>	Composing to a Brief <i>Component 2</i>	Performance Exam Film Music <i>Component 1</i>	Coursework deadlines <i>Components 1-3</i>	Revision for Appraising Exam <i>Component 3</i>	GCSE exams

How can parents support learning?
<ol style="list-style-type: none"> 1. Encourage students to regularly practise their instrument- this is absolutely crucial for all students on the course 2. Support students learning they key terminology for Component 3 3. Encourage students to regularly listen to different styles of music and pick out key features.



KS3

Curriculum Aims
Aim 1: By the end of KS3, the vast majority of students will be at least confident and competent performers
Aim 2: Students will become proficient in Fundamental Movement Skills (FMS) specifically chosen for each physical activity
Aim 3: Students will develop skills with the correct technique to prepare them for competitive situations
Aim 4: Students will understand the importance of a healthy, active lifestyle and learn how to maintain this safely throughout their lives

Example Year 7 curriculum (order of activities will vary for each class)						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Dance and Cross Country	Volleyball and Orienteering	Table Tennis	Basketball	Football and Netball	Athletics and Trampolining
Example Year 8 curriculum (order of activities will vary for each class)						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Dance and	Volleyball and	Table Tennis	Basketball	Football and	Athletics and

	Cross Country	Orienteering			Netball	Trampolining
Year 9 curriculum – Option 1 (dance, artistic sports & niche sport)						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Trampolining and Dance	Fitness and Dance	Badminton and Dance	Badminton and Dance	Athletics and Dance	Athletics and Dance
Year 9 curriculum – Option 2 (competitive sport, niche sport)						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Volleyball and Fitness	Basketball Cross Country and Orienteering	Table Tennis and Fitness	Football and Netball	Badminton and Athletics	Badminton and Athletics

How can parents support learning?
<ul style="list-style-type: none"> ● Encourage students to bring full Academy PE kit to all lessons ● To allow all students to participate, and to ensure high standards, all students must wear a full PE kit, even if a student is ill or injured. To be excused from physical participation in the lesson, students must arrive with a note from home but should still bring PE kit. Ongoing medical issues will need to be supported with a Doctor's note. ● Please also ensure students are prepared for weather conditions (e.g. sun lotion/extra water if hot) ● Encourage extra-curricular attendance ● Help to encourage a healthy, active lifestyle at home.

KS4

Details of specification

Exam board - **Edexcel**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

Details of course:

Paper 1 - Fitness and Body Systems - (36% of qualification)

Topic 1: Applied anatomy and physiology

Topic 2: Movement analysis

Topic 3: Physical training

Topic 4: Use of data

Paper 2 - Health and Performance - (24% of qualification)

Topic 1: Health, fitness and wellbeing

Topic 2: Sport psychology

Topic 3: Socio-cultural influences

Topic 4: Use of data

Practical Performance (30% of qualification)

3 Sports (mixture of individual and team sports)

Coursework

Personal Exercise Programme 'PEP' - (10% of qualification)

Key assessment dates:

- Practical assessment is ongoing throughout the year at the end of each topic
- Coursework is completed in the summer term of Year 10 and in September of Y11.
- Paper 1 exam – May

- Paper 2 exam – June

Year 10 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Applied Anatomy and Physiology and Health Fitness and Well Being <i>Practical</i>	Movement Analysis and Applied Anatomy and Physiology <i>Practical</i>	Applied Anatomy and Physiology <i>Practical</i>	Sport Psychology and Use of Data <i>Practical</i>	Physical Training and Use of Data <i>Practical</i>	Socio-Cultural Influences and Use of Data <i>Coursework</i> <i>Practical</i>

Year 11 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Anatomy and Physiology <i>Coursework</i> <i>Practical</i>	Movement Analysis <i>Practical</i>	Physical Training <i>Practical</i>	Sport Psychology <i>Practical</i> <i>Moderation</i>	Health Fitness and Well Being	Socio-Cultural Influences

How can parents support learning?

- All classroom materials and revision resources posted on Google Classroom
- Check in on weekly homework and ensure completion to the highest standard
- To allow all students to participate, and to ensure high standards, all students must wear a full PE kit, even if a student is ill or injured
- To be excused from physical participation in the lesson, students must arrive with a note from home but should still bring PE kit.
Ongoing medical issues will need to be supported with a Doctors note
- Please also ensure students are prepared for weather conditions (e.g. sun lotion/extra water if hot)
- Help to encourage a healthy, active lifestyle at home.



KS3

Curriculum aims						
Aim 1: Students will know and understand a range of religious and non-religious worldviews, leading to a sense of awe and wonder						
Aim 2: Students will develop a love of learning for respect and tolerance to prepare students for life in modern, diverse Britain						
Aim 3: Students will engage in systematic enquiry into significant human questions which religion and worldviews address						

Year 7 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Different Beliefs and Religions	Different Beliefs and Religions	What was so radical about Jesus?	Being a Religious Teenager in Britain Today	Ethics Should religious buildings be sold to feed the starving?	Ethics Should religious buildings be sold to feed the starving?
Year 8 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Living Biblically	Spiritualism through Art and Music	Spiritualism through Art and Music	Is Death the End?	Is Death the End?	Does Religion Help People be 'Good'?
Year 9 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	The Existence	The Existence	Suffering	Happiness	Peace and Conflict	Peace and Conflict

	of God(s)	of God(s)				
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How can parents support learning?

- Read through your child's exercise book and ask them about their previous learning
- Support your child with their six week RS homework projects
- Ask your child to show you their Google Classrooms for RS, here you will find details of lessons, homework and useful resources
- The following documentaries are recommended to support your child's learning:
 - 1: BBC One has a series of 'Being...' documentaries which explores the faiths of Christianity, Judaism, Hinduism, Sikhism and Islam
 - 2: The Story of God - Morgan Freeman
- The following books can be found in our Academy library to support learning outside the classroom:
 - *The Young Atheist's Handbook - Lessons for Living a Good Life Without God* by Alom Shaha
 - *World Faiths - Buddhism* by Mel Thompson
 - *World Beliefs and Cultures - Christianity* by Sue Penney
 - *The Story of Christianity - 2000 Years of Faith* - published by DK Books
 - *Gandhi - A Photographic Story of a Life* by Amy Pastan
 - *Hinduism - a Graphic Guide*
 - *Islam - a Graphic Guide*
 - *The Secret Diary of a British Muslim Aged 13 ¾* by Tez Ilyas
 - *World Faiths - Judaism* by Ian Graham
 - *Understanding Religions* by Theodore Gabriel and Ronald Geaves
 - *The Usborne Encyclopedia of World Religions*
 - *The Holy Bible* - King James Version
 - *The Holy Qur'an* - English translation with original Arabic text

KS4

Details of specification

Exam Board: **AQA**

<https://filestore.aqa.org.uk/resources/rs/specifications/AQA-8062-SP-2016.PDF>

Students study the following modules:

1. Christian Beliefs and Teachings
2. Christian Practices
3. Islamic Beliefs and Teachings
4. Islamic Practices
5. Theme A – Relationship and Families
6. Theme B – Religion and Life
7. Theme D – Peace and Conflict
8. Theme E – Crime and Punishment

Students will be tested throughout Y10 and Y11 to gain a full picture on how they are doing in this subject. There are two formal exams at the end of Y11

Year 10 curriculum

	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Christian Beliefs and Teachings	Theme A: Relationship and Families	Christian Practices	Theme B: Religion and Life	Revision and Review	Islamic Beliefs and Teachings

Year 11 curriculum

	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Islamic Beliefs and Teachings	Theme D: Peace and Conflict	Islamic Practices	Theme E: Crime and Punishment	Revision	Revision

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How can parents support learning?

- Test the knowledge by reading through your child's exercise book or revision guide and ask them about their previous learning
- Ask your child to show you their Google Classrooms for Religious Studies, here you will find details of lessons, homework and useful revision resources
- The following documentaries are recommended to support your child's learning
BBC One has a series of '*Being...*' documentaries which explores the faiths of Christianity and Islam.
The Story of God - Morgan Freeman
BBC Two – *Pilgrimage*
- The following books can be found in our Academy library to support learning outside the classroom:
 - *The Usborne Encyclopedia of World Religions*
 - *The Holy Bible* - King James Version
 - *The Holy Qur'an* - English translation with original Arabic text
 - The school library receives regular publications from *Issues*. This is a unique series of cross-curricular resource books, and is well suited to KS4 Religious Studies.



KS3

Curriculum aims
<p>Aim 1: Sequence learning intelligently to spiral through the big Scientific Ideas, interleaving and embedding scientific knowledge, skills, understanding and a sense of excitement and curiosity in preparation for GCSE content and beyond</p>
<p>Aim 2: Equip students with the ability to communicate scientifically, interpret data, and develop practical science enquiry skills</p>
<p>Aim 3: Develop inquisitive scientists through linking lessons to everyday life, exploring the role of Science in society and the solving of global challenges, as well as career opportunities within the field</p>
<p>Aim 4: Provide ambitious challenge for all by adapting teaching where necessary to allow every student to learn and thrive</p>
<p>Aim 5: Promote independent learning through well planned and supported opportunities for self-study both in lessons and at home</p>
<p>Aim 6: Offer a rich co curricular programme, which allows students to learn, serve, lead and participate in their school community.</p>

Year 7 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Cells & Particles	Energy & Reproduction	Atoms, elements & compounds and Forces & Density	Separating Mixtures	Acids & Alkalis and Ecosystems	Electricity
Year 8 curriculum						

	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	The Periodic Table Respiration and Waves	Digestion and Magnetism	Chemical Reactions and Gas Exchange	The Earth & Atmosphere and Photosynthesis	Motion and Genetics	Space

Year 9 curriculum

	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Building Blocks - Atoms & Cells and Bodies - Digestion	Bodies Respiration, Cardiovascular, Skeletal System and Nerves	Bodies - Plants & Houses	Mendeleev's Genius The Periodic Table and Metals/ Non-Metals	Theme Parks	Diseases

How can parents support learning?

- Support students by encouraging the completion of homework each week: <https://www.carousel-learning.com/product/secondary>
- Encouraging students to use resources on Google Classroom to catch up on any missed learning

KS4: Combined Science

Details of specification						
Exam board: AQA GCSE Combined Science (Trilogy) https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF						

Year 10 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Particle Model of Matter Biogenics and Quantitative Chemistry	Electricity and Chemical Changes	Electricity (part 2) and Infection & Response	Atomic Structure and Energy Changes	Homeostasis and Response and Rate and Extent of Chemical Change	Inheritance, Variation and Evolution

Year 11 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Ecology	Chemistry of the Atmosphere	Forces	Waves: Magnetism &	Final Revision - Preparing for Exams	GCSE exams

	Organic Chemistry and Chemical Analysis	and Using Resources		Electromagnetism		
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How can parents support learning?

- Support students by helping them learn their key facts every week
- Encouraging students to use resources on Google Classroom to catch up on any missed learning
- Useful websites:
 - <https://www.cognitoresources.org/>
 - <https://www.freesciencelessons.co.uk/>

KS4: Triple Science

Details of specification

Exam board: **AQA** Triple Science (GCSE Biology, Chemistry and Physics)

GCSE Biology: <https://filestore.aqa.org.uk/resources/biology/specifications/AQA-8461-SP-2016.PDF>

GCSE Chemistry: <https://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-8462-SP-2016.PDF>

GCSE Physics: <https://filestore.aqa.org.uk/resources/physics/specifications/AQA-8463-SP-2016.PDF>

Year 10 curriculum

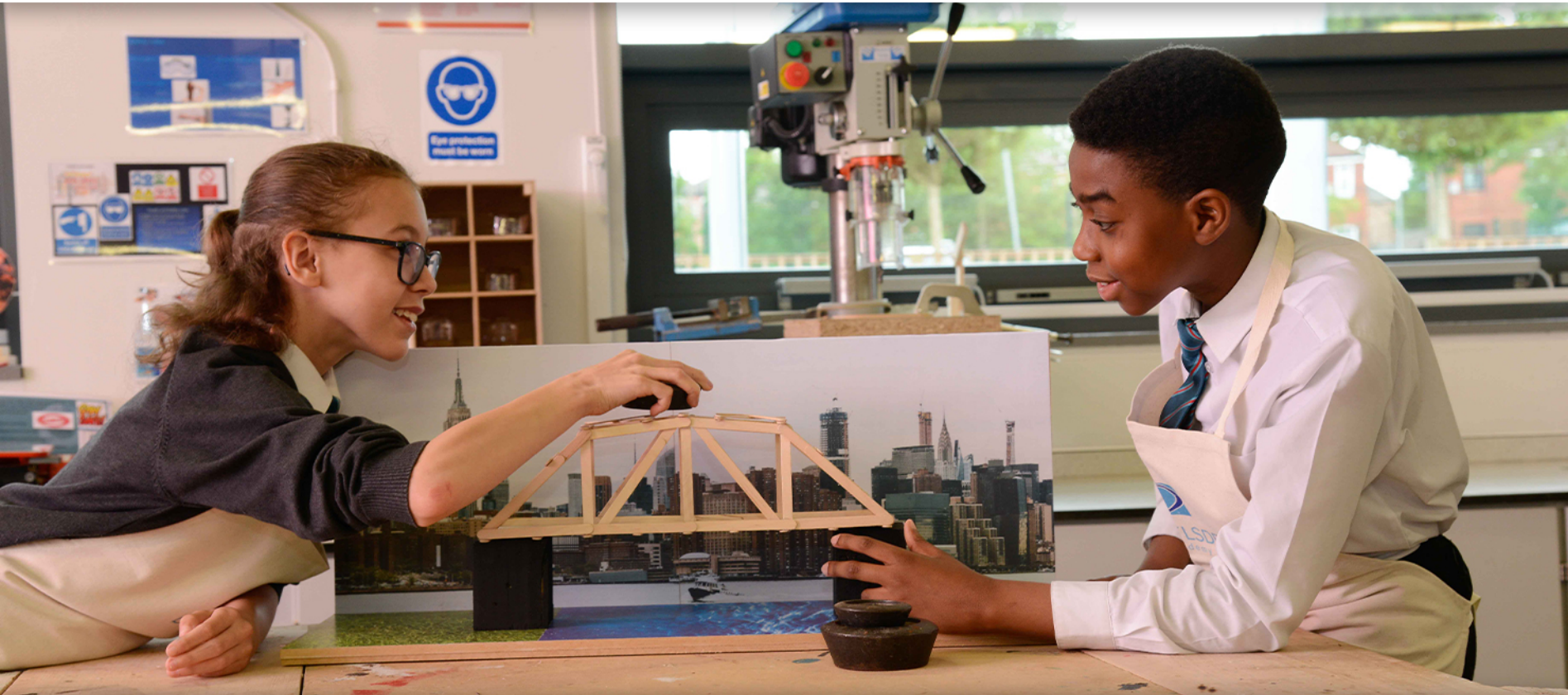
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
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Topic	Cell Biology Organisation and Infection & Response	Bioenergetics Atomic Structure & the Periodic Table Bonding, Structure and The Properties of Matter	Quantitative Chemistry Energy and Electricity	Particle Model of Matter and Atomic Structure	Chemical Changes and Energy Changes	Homeostasis & Response and Inheritance, Variation & Evolution
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Year 11 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Ecology The Rate & Extent of Chemical change	Organic Chemistry: Chemical Analysis and Chemistry of the Atmosphere	Using Resources - Forces	Waves Magnetism & Electromagnetism and Space Physics	Final Revision - Preparing for Exams	GCSE exams

How can parents support learning?

- Support students by helping them learn their key facts every week
- Useful websites:
 - [Free Science Lessons Videos](#)
 - [Cognito Science Video Playlists](#)
 - [Seneca Learning](#)
 - [Oak Academy](#)



KS3

Curriculum aims
Aim 1: To provide students with the opportunity to engage in the design process and give them the knowledge, skills, techniques to produce high quality outcomes
Aim 2: To help students become resilient young people by promoting confidence, curiosity and creativity
Aim 3: Our GCSE students will be provided with high quality provision enabling them to excel in both the NEA and Exam components.

Year 7 curriculum (15-week block, 10-week block)						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Design Era Clock Healthy & Safety Tool Processes and Graphic design	Design Era Clock Healthy & Safety Tool Processes and Graphic design	Structures Competition Team Work Budgeting and Structure Design	Jewellery Computer Aided Design Computer Aided Manufacturing and Pewter Casting.	N/A Students on rotation	N/A Students on rotation
Year 8 curriculum (15-week block, 10-week block)						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6

Topic	Windchime: Mixed Materials and Practical Processes	Windchime: Mixed Materials and Practical Processes	Personal Mug: Work of others Graphic design Packaging and Net Design	Personal Mug: Work of others Graphic design Packaging and Net Design	N/A Students on rotation	N/A Students on rotation
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Year 9 curriculum (10 two-hour lessons, 10 1-hour lessons)

	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Desk Lamp: Workshop Practice Electronics Theory and Soldering	Desk Lamp: Workshop Practice Electronics Theory and Soldering	Mechanical Toy: Mechanisms Development of Workshop Practice and Graphic Design	Programming: Robotics and Programming Software	N/A Students on rotation	N/A Students on rotation

How can parents support learning?

- Ask your child to show you their Google Classrooms, here you will find details of lessons, homework and useful resources
- Encourage your child to support practically around the house where things may need re-decorating, altering or mending. Allow them to join in with budget discussions relating to household matters.

KS4 template

Details of specification
<p>Exam board: AQA https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552/specification-at-a-glance</p> <p>Details of course 50% NEA (Non-Examination Assessment) 50% Final exam</p> <p>Key assessment dates July: NEA start April: NEA hand in June: Final assessment</p>

Year 10 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6
Topic	Developing Practical Skills: Outside/ Inside Project	Developing Practical Skills: Outside/ Inside Project	Architectural Lighting Project	Architectural Lighting Project	Designer Focused Clock	NEA Start

Year 11 curriculum						
	½ term 1	½ term 2	½ term 3	½ term 4	½ term 5	½ term 6

Topic	NEA	NEA	NEA	NEA	NEA/Revision	NEA/Revision
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How can parents support learning?

- Speak to students about their work
- Take students to relevant places for primary research, like galleries, hardware stores or science museums
- Purchase a revision guide and test students regularly
- Ask your child to show you their Google Classrooms, here you will find details of lessons, homework and useful resources
- Encourage your child to support practically around the house where things may need re-decorating, altering or mending. Allow them to join in with budget discussions relating to household matters.