

**THE HAYLING COLLEGE**

# **Subject Curriculum Journeys**

A parent and pupil guide to learning from Year 7 to Year 11

**Happy • Healthy • High Performing**

## How to use these Curriculum Journeys

These pages make our curriculum easy to understand. They show why each subject matters, how pupils' knowledge and subject-specific ways of thinking develop from Year 7 to Year 11, and how families can support learning.

The Hayling College curriculum is broad, inclusive and balanced. Learning is carefully sequenced to build on prior knowledge, revisit important ideas and use assessment to promote progression.

Where a subject is optional at Key Stage 4, the Year 10 and Year 11 sections describe the journey for pupils who choose that course. Detailed term-by-term curriculum maps and examination specifications sit behind these parent-friendly overviews.

**DRAFT FOR INSET QUALITY ASSURANCE:** Heads of Faculty and AHTs should confirm precise subject sequencing, current qualification details and enrichment before publication.

# English

## English Faculty

### Why do we learn this subject?

In English, pupils build powerful knowledge and learn distinctive ways of thinking, communicating and solving problems. The curriculum is ambitious for all pupils and is designed to build confidence, independence and readiness for the next stage.

### Our curriculum journey

#### Year 7 – Building the foundations

Pupils establish the essential knowledge, vocabulary and routines of English. They learn how to think and work successfully in the subject and connect new learning to their primary experience.

#### Year 8 – Developing knowledge and confidence

Pupils broaden and deepen their knowledge. They make stronger connections between ideas, apply learning in more demanding contexts and communicate with increasing precision.

#### Year 9 – Deepening understanding and independence

Pupils work with greater independence, revisit and connect important prior learning, and tackle more complex questions and applications. Learning prepares pupils for informed Key Stage 4 choices.

#### Year 10 – Applying knowledge at Key Stage 4

For pupils continuing the subject at Key Stage 4, knowledge becomes increasingly specialised. Pupils apply prior learning to the demands of the qualification, develop independent study habits and use feedback to improve.

#### Year 11 – Mastery and preparation for the next stage

Pupils connect and consolidate learning across the course, apply it to unfamiliar contexts, refine assessment and examination skills where relevant, and prepare for post-16 study, training and employment.

### Knowledge that connects our curriculum

Reading, writing, vocabulary, oracy, analysis and evaluation. These ideas are deliberately revisited so that pupils remember more and make increasingly sophisticated connections.

### How pupils get better

Pupils improve in English through explicit teaching, modelling, purposeful practice, retrieval of prior knowledge, increasingly challenging application, feedback and opportunities to explain, evaluate or refine their thinking.

### Reading, vocabulary and communication

Pupils are taught the vocabulary and forms of communication that matter in English. They read and interpret appropriate texts, questions, sources, instructions, data or representations and learn to communicate ideas accurately.

### How we know pupils are learning

Teachers use day-to-day formative assessment, questioning, retrieval, pupil work and appropriate summative assessment to identify what pupils know, address misconceptions and plan next steps. At Key Stage 4, assessment also prepares pupils for the requirements of their qualification.

### Beyond the classroom

Literary Festival, author encounters, debate and wider reading.

### **Where can this subject take me?**

This subject develops knowledge and transferable habits valuable for law, journalism, education, publishing, media, public service and business.

### **How families can support learning**

Regular attendance, discussion about current learning, reading and completion of home learning all make a difference. Subject support includes Sparx Reader, the library/SORA, Google Classroom and GCSEPod. Google Classroom remains the first point of access for home learning.

# Mathematics

## Mathematics Faculty

### Why do we learn this subject?

In Mathematics, pupils build powerful knowledge and learn distinctive ways of thinking, communicating and solving problems. The curriculum is ambitious for all pupils and is designed to build confidence, independence and readiness for the next stage.

### Our curriculum journey

#### Year 7 – Building the foundations

Pupils establish the essential knowledge, vocabulary and routines of Mathematics. They learn how to think and work successfully in the subject and connect new learning to their primary experience.

#### Year 8 – Developing knowledge and confidence

Pupils broaden and deepen their knowledge. They make stronger connections between ideas, apply learning in more demanding contexts and communicate with increasing precision.

#### Year 9 – Deepening understanding and independence

Pupils work with greater independence, revisit and connect important prior learning, and tackle more complex questions and applications. Learning prepares pupils for informed Key Stage 4 choices.

#### Year 10 – Applying knowledge at Key Stage 4

For pupils continuing the subject at Key Stage 4, knowledge becomes increasingly specialised. Pupils apply prior learning to the demands of the qualification, develop independent study habits and use feedback to improve.

#### Year 11 – Mastery and preparation for the next stage

Pupils connect and consolidate learning across the course, apply it to unfamiliar contexts, refine assessment and examination skills where relevant, and prepare for post-16 study, training and employment.

### Knowledge that connects our curriculum

Number, algebra, proportional reasoning, geometry, statistics and problem solving. These ideas are deliberately revisited so that pupils remember more and make increasingly sophisticated connections.

### How pupils get better

Pupils improve in Mathematics through explicit teaching, modelling, purposeful practice, retrieval of prior knowledge, increasingly challenging application, feedback and opportunities to explain, evaluate or refine their thinking.

### Reading, vocabulary and communication

Pupils are taught the vocabulary and forms of communication that matter in Mathematics. They read and interpret appropriate texts, questions, sources, instructions, data or representations and learn to communicate ideas accurately.

### How we know pupils are learning

Teachers use day-to-day formative assessment, questioning, retrieval, pupil work and appropriate summative assessment to identify what pupils know, address misconceptions and plan next steps. At Key Stage 4, assessment also prepares pupils for the requirements of their qualification.

### **Beyond the classroom**

problem-solving challenges and applications across STEM and finance.

### **Where can this subject take me?**

This subject develops knowledge and transferable habits valuable for science, engineering, computing, economics, finance, construction and data.

### **How families can support learning**

Regular attendance, discussion about current learning, reading and completion of home learning all make a difference. Subject support includes Sparx Maths, Google Classroom and GCSEPod. Google Classroom remains the first point of access for home learning.

# Science

## Science & Computer Science Faculty

### Why do we learn this subject?

In Science, pupils build powerful knowledge and learn distinctive ways of thinking, communicating and solving problems. The curriculum is ambitious for all pupils and is designed to build confidence, independence and readiness for the next stage.

### Our curriculum journey

#### Year 7 – Building the foundations

Pupils establish the essential knowledge, vocabulary and routines of Science. They learn how to think and work successfully in the subject and connect new learning to their primary experience.

#### Year 8 – Developing knowledge and confidence

Pupils broaden and deepen their knowledge. They make stronger connections between ideas, apply learning in more demanding contexts and communicate with increasing precision.

#### Year 9 – Deepening understanding and independence

Pupils work with greater independence, revisit and connect important prior learning, and tackle more complex questions and applications. Learning prepares pupils for informed Key Stage 4 choices.

#### Year 10 – Applying knowledge at Key Stage 4

For pupils continuing the subject at Key Stage 4, knowledge becomes increasingly specialised. Pupils apply prior learning to the demands of the qualification, develop independent study habits and use feedback to improve.

#### Year 11 – Mastery and preparation for the next stage

Pupils connect and consolidate learning across the course, apply it to unfamiliar contexts, refine assessment and examination skills where relevant, and prepare for post-16 study, training and employment.

### Knowledge that connects our curriculum

Biology, chemistry, physics, practical enquiry, mathematics and evidence. These ideas are deliberately revisited so that pupils remember more and make increasingly sophisticated connections.

### How pupils get better

Pupils improve in Science through explicit teaching, modelling, purposeful practice, retrieval of prior knowledge, increasingly challenging application, feedback and opportunities to explain, evaluate or refine their thinking.

### Reading, vocabulary and communication

Pupils are taught the vocabulary and forms of communication that matter in Science. They read and interpret appropriate texts, questions, sources, instructions, data or representations and learn to communicate ideas accurately.

### How we know pupils are learning

Teachers use day-to-day formative assessment, questioning, retrieval, pupil work and appropriate summative assessment to identify what pupils know, address misconceptions and plan next steps. At Key Stage 4, assessment also prepares pupils for the requirements of their qualification.

### Beyond the classroom

practical science, STEM, health and environmental contexts.

### **Where can this subject take me?**

This subject develops knowledge and transferable habits valuable for medicine, healthcare, engineering, environmental science, research and technology.

### **How families can support learning**

Regular attendance, discussion about current learning, reading and completion of home learning all make a difference. Subject support includes Sparx Science, Google Classroom, GCSEPod and selected Oak resources. Google Classroom remains the first point of access for home learning.



# Computer Science

## Science & Computer Science Faculty

### Why do we learn this subject?

In Computer Science, pupils build powerful knowledge and learn distinctive ways of thinking, communicating and solving problems. The curriculum is ambitious for all pupils and is designed to build confidence, independence and readiness for the next stage.

### Our curriculum journey

#### Year 7 – Building the foundations

Pupils establish the essential knowledge, vocabulary and routines of Computer Science. They learn how to think and work successfully in the subject and connect new learning to their primary experience.

#### Year 8 – Developing knowledge and confidence

Pupils broaden and deepen their knowledge. They make stronger connections between ideas, apply learning in more demanding contexts and communicate with increasing precision.

#### Year 9 – Deepening understanding and independence

Pupils work with greater independence, revisit and connect important prior learning, and tackle more complex questions and applications. Learning prepares pupils for informed Key Stage 4 choices.

#### Year 10 – Applying knowledge at Key Stage 4

For pupils continuing the subject at Key Stage 4, knowledge becomes increasingly specialised. Pupils apply prior learning to the demands of the qualification, develop independent study habits and use feedback to improve.

#### Year 11 – Mastery and preparation for the next stage

Pupils connect and consolidate learning across the course, apply it to unfamiliar contexts, refine assessment and examination skills where relevant, and prepare for post-16 study, training and employment.

### Knowledge that connects our curriculum

Computational thinking, programming, systems, networks, data and digital responsibility. These ideas are deliberately revisited so that pupils remember more and make increasingly sophisticated connections.

### How pupils get better

Pupils improve in Computer Science through explicit teaching, modelling, purposeful practice, retrieval of prior knowledge, increasingly challenging application, feedback and opportunities to explain, evaluate or refine their thinking.

### Reading, vocabulary and communication

Pupils are taught the vocabulary and forms of communication that matter in Computer Science. They read and interpret appropriate texts, questions, sources, instructions, data or representations and learn to communicate ideas accurately.

### How we know pupils are learning

Teachers use day-to-day formative assessment, questioning, retrieval, pupil work and appropriate summative assessment to identify what pupils know, address misconceptions and plan next steps. At Key Stage 4, assessment also prepares pupils for the requirements of their qualification.

### **Beyond the classroom**

coding, digital projects and STEM/cybersecurity links.

### **Where can this subject take me?**

This subject develops knowledge and transferable habits valuable for software development, cybersecurity, data science, engineering, games and IT.

### **How families can support learning**

Regular attendance, discussion about current learning, reading and completion of home learning all make a difference. Subject support includes Google Classroom, GCSEPod and selected Oak resources. Google Classroom remains the first point of access for home learning.

# History

## Humanities Faculty

### Why do we learn this subject?

In History, pupils build powerful knowledge and learn distinctive ways of thinking, communicating and solving problems. The curriculum is ambitious for all pupils and is designed to build confidence, independence and readiness for the next stage.

### Our curriculum journey

#### Year 7 – Building the foundations

Pupils establish the essential knowledge, vocabulary and routines of History. They learn how to think and work successfully in the subject and connect new learning to their primary experience.

#### Year 8 – Developing knowledge and confidence

Pupils broaden and deepen their knowledge. They make stronger connections between ideas, apply learning in more demanding contexts and communicate with increasing precision.

#### Year 9 – Deepening understanding and independence

Pupils work with greater independence, revisit and connect important prior learning, and tackle more complex questions and applications. Learning prepares pupils for informed Key Stage 4 choices.

#### Year 10 – Applying knowledge at Key Stage 4

For pupils continuing the subject at Key Stage 4, knowledge becomes increasingly specialised. Pupils apply prior learning to the demands of the qualification, develop independent study habits and use feedback to improve.

#### Year 11 – Mastery and preparation for the next stage

Pupils connect and consolidate learning across the course, apply it to unfamiliar contexts, refine assessment and examination skills where relevant, and prepare for post-16 study, training and employment.

### Knowledge that connects our curriculum

Chronology, change, cause, consequence, significance, evidence and interpretations. These ideas are deliberately revisited so that pupils remember more and make increasingly sophisticated connections.

### How pupils get better

Pupils improve in History through explicit teaching, modelling, purposeful practice, retrieval of prior knowledge, increasingly challenging application, feedback and opportunities to explain, evaluate or refine their thinking.

### Reading, vocabulary and communication

Pupils are taught the vocabulary and forms of communication that matter in History. They read and interpret appropriate texts, questions, sources, instructions, data or representations and learn to communicate ideas accurately.

### How we know pupils are learning

Teachers use day-to-day formative assessment, questioning, retrieval, pupil work and appropriate summative assessment to identify what pupils know, address misconceptions and plan next steps. At Key Stage 4, assessment also prepares pupils for the requirements of their qualification.

### Beyond the classroom

local history, remembrance, projects and visits where available.

### **Where can this subject take me?**

This subject develops knowledge and transferable habits valuable for law, journalism, politics, heritage, teaching, research and public service.

### **How families can support learning**

Regular attendance, discussion about current learning, reading and completion of home learning all make a difference. Subject support includes Google Classroom, Humanities projects and GCSEPod. Google Classroom remains the first point of access for home learning.

# Geography

## Humanities Faculty

### Why do we learn this subject?

In Geography, pupils build powerful knowledge and learn distinctive ways of thinking, communicating and solving problems. The curriculum is ambitious for all pupils and is designed to build confidence, independence and readiness for the next stage.

### Our curriculum journey

#### Year 7 – Building the foundations

Pupils establish the essential knowledge, vocabulary and routines of Geography. They learn how to think and work successfully in the subject and connect new learning to their primary experience.

#### Year 8 – Developing knowledge and confidence

Pupils broaden and deepen their knowledge. They make stronger connections between ideas, apply learning in more demanding contexts and communicate with increasing precision.

#### Year 9 – Deepening understanding and independence

Pupils work with greater independence, revisit and connect important prior learning, and tackle more complex questions and applications. Learning prepares pupils for informed Key Stage 4 choices.

#### Year 10 – Applying knowledge at Key Stage 4

For pupils continuing the subject at Key Stage 4, knowledge becomes increasingly specialised. Pupils apply prior learning to the demands of the qualification, develop independent study habits and use feedback to improve.

#### Year 11 – Mastery and preparation for the next stage

Pupils connect and consolidate learning across the course, apply it to unfamiliar contexts, refine assessment and examination skills where relevant, and prepare for post-16 study, training and employment.

### Knowledge that connects our curriculum

Place, physical and human processes, sustainability, enquiry, fieldwork and data. These ideas are deliberately revisited so that pupils remember more and make increasingly sophisticated connections.

### How pupils get better

Pupils improve in Geography through explicit teaching, modelling, purposeful practice, retrieval of prior knowledge, increasingly challenging application, feedback and opportunities to explain, evaluate or refine their thinking.

### Reading, vocabulary and communication

Pupils are taught the vocabulary and forms of communication that matter in Geography. They read and interpret appropriate texts, questions, sources, instructions, data or representations and learn to communicate ideas accurately.

### How we know pupils are learning

Teachers use day-to-day formative assessment, questioning, retrieval, pupil work and appropriate summative assessment to identify what pupils know, address misconceptions and plan next steps. At Key Stage 4, assessment also prepares pupils for the requirements of their qualification.

### Beyond the classroom

fieldwork and local enquiry, including Hayling Island's coastal and community context.

### **Where can this subject take me?**

This subject develops knowledge and transferable habits valuable for environment, planning, sustainability, surveying, GIS and development.

### **How families can support learning**

Regular attendance, discussion about current learning, reading and completion of home learning all make a difference. Subject support includes Google Classroom, Humanities projects and GCSEPod. Google Classroom remains the first point of access for home learning.

# Ethics & Philosophy (RE)

## Humanities Faculty

### Why do we learn this subject?

In Ethics & Philosophy (RE), pupils build powerful knowledge and learn distinctive ways of thinking, communicating and solving problems. The curriculum is ambitious for all pupils and is designed to build confidence, independence and readiness for the next stage.

### Our curriculum journey

#### Year 7 – Building the foundations

Pupils establish the essential knowledge, vocabulary and routines of Ethics & Philosophy (RE). They learn how to think and work successfully in the subject and connect new learning to their primary experience.

#### Year 8 – Developing knowledge and confidence

Pupils broaden and deepen their knowledge. They make stronger connections between ideas, apply learning in more demanding contexts and communicate with increasing precision.

#### Year 9 – Deepening understanding and independence

Pupils work with greater independence, revisit and connect important prior learning, and tackle more complex questions and applications. Learning prepares pupils for informed Key Stage 4 choices.

#### Year 10 – Applying knowledge at Key Stage 4

For pupils continuing the subject at Key Stage 4, knowledge becomes increasingly specialised. Pupils apply prior learning to the demands of the qualification, develop independent study habits and use feedback to improve.

#### Year 11 – Mastery and preparation for the next stage

Pupils connect and consolidate learning across the course, apply it to unfamiliar contexts, refine assessment and examination skills where relevant, and prepare for post-16 study, training and employment.

### Knowledge that connects our curriculum

Worldviews, belief, ethics, philosophy, evidence, argument and respectful dialogue. These ideas are deliberately revisited so that pupils remember more and make increasingly sophisticated connections.

### How pupils get better

Pupils improve in Ethics & Philosophy (RE) through explicit teaching, modelling, purposeful practice, retrieval of prior knowledge, increasingly challenging application, feedback and opportunities to explain, evaluate or refine their thinking.

### Reading, vocabulary and communication

Pupils are taught the vocabulary and forms of communication that matter in Ethics & Philosophy (RE). They read and interpret appropriate texts, questions, sources, instructions, data or representations and learn to communicate ideas accurately.

### How we know pupils are learning

Teachers use day-to-day formative assessment, questioning, retrieval, pupil work and appropriate summative assessment to identify what pupils know, address misconceptions and plan next steps. At Key Stage 4, assessment also prepares pupils for the requirements of their qualification.

### **Beyond the classroom**

debate, reflection and encounters with diverse beliefs and contemporary issues.

### **Where can this subject take me?**

This subject develops knowledge and transferable habits valuable for law, education, healthcare, counselling, public service and social sciences.

### **How families can support learning**

Regular attendance, discussion about current learning, reading and completion of home learning all make a difference. Subject support includes Google Classroom, Humanities projects and GCSEPod where relevant. Google Classroom remains the first point of access for home learning.



# Modern Foreign Languages

## Modern Foreign Languages Faculty

### Why do we learn this subject?

In Modern Foreign Languages, pupils build powerful knowledge and learn distinctive ways of thinking, communicating and solving problems. The curriculum is ambitious for all pupils and is designed to build confidence, independence and readiness for the next stage.

### Our curriculum journey

#### Year 7 – Building the foundations

Pupils establish the essential knowledge, vocabulary and routines of Modern Foreign Languages. They learn how to think and work successfully in the subject and connect new learning to their primary experience.

#### Year 8 – Developing knowledge and confidence

Pupils broaden and deepen their knowledge. They make stronger connections between ideas, apply learning in more demanding contexts and communicate with increasing precision.

#### Year 9 – Deepening understanding and independence

Pupils work with greater independence, revisit and connect important prior learning, and tackle more complex questions and applications. Learning prepares pupils for informed Key Stage 4 choices.

#### Year 10 – Applying knowledge at Key Stage 4

For pupils continuing the subject at Key Stage 4, knowledge becomes increasingly specialised. Pupils apply prior learning to the demands of the qualification, develop independent study habits and use feedback to improve.

#### Year 11 – Mastery and preparation for the next stage

Pupils connect and consolidate learning across the course, apply it to unfamiliar contexts, refine assessment and examination skills where relevant, and prepare for post-16 study, training and employment.

### Knowledge that connects our curriculum

Listening, speaking, reading, writing, vocabulary, grammar and culture. These ideas are deliberately revisited so that pupils remember more and make increasingly sophisticated connections.

### How pupils get better

Pupils improve in Modern Foreign Languages through explicit teaching, modelling, purposeful practice, retrieval of prior knowledge, increasingly challenging application, feedback and opportunities to explain, evaluate or refine their thinking.

### Reading, vocabulary and communication

Pupils are taught the vocabulary and forms of communication that matter in Modern Foreign Languages. They read and interpret appropriate texts, questions, sources, instructions, data or representations and learn to communicate ideas accurately.

### How we know pupils are learning

Teachers use day-to-day formative assessment, questioning, retrieval, pupil work and appropriate summative assessment to identify what pupils know, address misconceptions and plan next steps. At Key Stage 4, assessment also prepares pupils for the requirements of their qualification.

### **Beyond the classroom**

cultural learning and authentic language experiences.

### **Where can this subject take me?**

This subject develops knowledge and transferable habits valuable for travel, international business, diplomacy, tourism, translation and communications.

### **How families can support learning**

Regular attendance, discussion about current learning, reading and completion of home learning all make a difference. Subject support includes Languagenut, Google Classroom and GCSEPod. Google Classroom remains the first point of access for home learning.

# Art

## Creative Arts Faculty

### Why do we learn this subject?

In Art, pupils build powerful knowledge and learn distinctive ways of thinking, communicating and solving problems. The curriculum is ambitious for all pupils and is designed to build confidence, independence and readiness for the next stage.

### Our curriculum journey

#### Year 7 – Building the foundations

Pupils establish the essential knowledge, vocabulary and routines of Art. They learn how to think and work successfully in the subject and connect new learning to their primary experience.

#### Year 8 – Developing knowledge and confidence

Pupils broaden and deepen their knowledge. They make stronger connections between ideas, apply learning in more demanding contexts and communicate with increasing precision.

#### Year 9 – Deepening understanding and independence

Pupils work with greater independence, revisit and connect important prior learning, and tackle more complex questions and applications. Learning prepares pupils for informed Key Stage 4 choices.

#### Year 10 – Applying knowledge at Key Stage 4

For pupils continuing the subject at Key Stage 4, knowledge becomes increasingly specialised. Pupils apply prior learning to the demands of the qualification, develop independent study habits and use feedback to improve.

#### Year 11 – Mastery and preparation for the next stage

Pupils connect and consolidate learning across the course, apply it to unfamiliar contexts, refine assessment and examination skills where relevant, and prepare for post-16 study, training and employment.

### Knowledge that connects our curriculum

Observation, materials, techniques, artists, developing ideas and refining outcomes. These ideas are deliberately revisited so that pupils remember more and make increasingly sophisticated connections.

### How pupils get better

Pupils improve in Art through explicit teaching, modelling, purposeful practice, retrieval of prior knowledge, increasingly challenging application, feedback and opportunities to explain, evaluate or refine their thinking.

### Reading, vocabulary and communication

Pupils are taught the vocabulary and forms of communication that matter in Art. They read and interpret appropriate texts, questions, sources, instructions, data or representations and learn to communicate ideas accurately.

### How we know pupils are learning

Teachers use day-to-day formative assessment, questioning, retrieval, pupil work and appropriate summative assessment to identify what pupils know, address misconceptions and plan next steps. At Key Stage 4, assessment also prepares pupils for the requirements of their qualification.

### Beyond the classroom

exhibitions, creative projects and responses to local environments.

### **Where can this subject take me?**

This subject develops knowledge and transferable habits valuable for fine art, illustration, architecture, fashion, photography, graphic design and film.

### **How families can support learning**

Regular attendance, discussion about current learning, reading and completion of home learning all make a difference. Subject support includes Google Classroom, GCSEPod where relevant and sketchbook/portfolio work. Google Classroom remains the first point of access for home learning.

# Design & Technology

## Creative Arts Faculty

### Why do we learn this subject?

In Design & Technology, pupils build powerful knowledge and learn distinctive ways of thinking, communicating and solving problems. The curriculum is ambitious for all pupils and is designed to build confidence, independence and readiness for the next stage.

### Our curriculum journey

#### Year 7 – Building the foundations

Pupils establish the essential knowledge, vocabulary and routines of Design & Technology. They learn how to think and work successfully in the subject and connect new learning to their primary experience.

#### Year 8 – Developing knowledge and confidence

Pupils broaden and deepen their knowledge. They make stronger connections between ideas, apply learning in more demanding contexts and communicate with increasing precision.

#### Year 9 – Deepening understanding and independence

Pupils work with greater independence, revisit and connect important prior learning, and tackle more complex questions and applications. Learning prepares pupils for informed Key Stage 4 choices.

#### Year 10 – Applying knowledge at Key Stage 4

For pupils continuing the subject at Key Stage 4, knowledge becomes increasingly specialised. Pupils apply prior learning to the demands of the qualification, develop independent study habits and use feedback to improve.

#### Year 11 – Mastery and preparation for the next stage

Pupils connect and consolidate learning across the course, apply it to unfamiliar contexts, refine assessment and examination skills where relevant, and prepare for post-16 study, training and employment.

### Knowledge that connects our curriculum

Users and needs, designing, materials, manufacture, evaluation and sustainability. These ideas are deliberately revisited so that pupils remember more and make increasingly sophisticated connections.

### How pupils get better

Pupils improve in Design & Technology through explicit teaching, modelling, purposeful practice, retrieval of prior knowledge, increasingly challenging application, feedback and opportunities to explain, evaluate or refine their thinking.

### Reading, vocabulary and communication

Pupils are taught the vocabulary and forms of communication that matter in Design & Technology. They read and interpret appropriate texts, questions, sources, instructions, data or representations and learn to communicate ideas accurately.

### How we know pupils are learning

Teachers use day-to-day formative assessment, questioning, retrieval, pupil work and appropriate summative assessment to identify what pupils know, address misconceptions and plan next steps. At Key Stage 4, assessment also prepares pupils for the requirements of their qualification.

### **Beyond the classroom**

practical projects and links to engineering, manufacturing and sustainability.

### **Where can this subject take me?**

This subject develops knowledge and transferable habits valuable for engineering, architecture, product design, construction, manufacturing and CAD.

### **How families can support learning**

Regular attendance, discussion about current learning, reading and completion of home learning all make a difference. Subject support includes Google Classroom, GCSEPod and selected Oak resources. Google Classroom remains the first point of access for home learning.

# Food Preparation & Nutrition

## Creative Arts Faculty

### Why do we learn this subject?

In Food Preparation & Nutrition, pupils build powerful knowledge and learn distinctive ways of thinking, communicating and solving problems. The curriculum is ambitious for all pupils and is designed to build confidence, independence and readiness for the next stage.

### Our curriculum journey

#### Year 7 – Building the foundations

Pupils establish the essential knowledge, vocabulary and routines of Food Preparation & Nutrition. They learn how to think and work successfully in the subject and connect new learning to their primary experience.

#### Year 8 – Developing knowledge and confidence

Pupils broaden and deepen their knowledge. They make stronger connections between ideas, apply learning in more demanding contexts and communicate with increasing precision.

#### Year 9 – Deepening understanding and independence

Pupils work with greater independence, revisit and connect important prior learning, and tackle more complex questions and applications. Learning prepares pupils for informed Key Stage 4 choices.

#### Year 10 – Applying knowledge at Key Stage 4

For pupils continuing the subject at Key Stage 4, knowledge becomes increasingly specialised. Pupils apply prior learning to the demands of the qualification, develop independent study habits and use feedback to improve.

#### Year 11 – Mastery and preparation for the next stage

Pupils connect and consolidate learning across the course, apply it to unfamiliar contexts, refine assessment and examination skills where relevant, and prepare for post-16 study, training and employment.

### Knowledge that connects our curriculum

Practical skills, nutrition, food science, provenance, safety and evaluation. These ideas are deliberately revisited so that pupils remember more and make increasingly sophisticated connections.

### How pupils get better

Pupils improve in Food Preparation & Nutrition through explicit teaching, modelling, purposeful practice, retrieval of prior knowledge, increasingly challenging application, feedback and opportunities to explain, evaluate or refine their thinking.

### Reading, vocabulary and communication

Pupils are taught the vocabulary and forms of communication that matter in Food Preparation & Nutrition. They read and interpret appropriate texts, questions, sources, instructions, data or representations and learn to communicate ideas accurately.

### How we know pupils are learning

Teachers use day-to-day formative assessment, questioning, retrieval, pupil work and appropriate summative assessment to identify what pupils know, address misconceptions and plan next steps. At Key Stage 4, assessment also prepares pupils for the requirements of their qualification.

### **Beyond the classroom**

practical cooking, food investigation and links to health and hospitality.

### **Where can this subject take me?**

This subject develops knowledge and transferable habits valuable for nutrition, dietetics, hospitality, catering, food science and public health.

### **How families can support learning**

Regular attendance, discussion about current learning, reading and completion of home learning all make a difference. Subject support includes Google Classroom, GCSEPod where relevant and Food a Fact of Life. Google Classroom remains the first point of access for home learning.



# Drama

## Performing Arts Faculty

### Why do we learn this subject?

In Drama, pupils build powerful knowledge and learn distinctive ways of thinking, communicating and solving problems. The curriculum is ambitious for all pupils and is designed to build confidence, independence and readiness for the next stage.

### Our curriculum journey

#### Year 7 – Building the foundations

Pupils establish the essential knowledge, vocabulary and routines of Drama. They learn how to think and work successfully in the subject and connect new learning to their primary experience.

#### Year 8 – Developing knowledge and confidence

Pupils broaden and deepen their knowledge. They make stronger connections between ideas, apply learning in more demanding contexts and communicate with increasing precision.

#### Year 9 – Deepening understanding and independence

Pupils work with greater independence, revisit and connect important prior learning, and tackle more complex questions and applications. Learning prepares pupils for informed Key Stage 4 choices.

#### Year 10 – Applying knowledge at Key Stage 4

For pupils continuing the subject at Key Stage 4, knowledge becomes increasingly specialised. Pupils apply prior learning to the demands of the qualification, develop independent study habits and use feedback to improve.

#### Year 11 – Mastery and preparation for the next stage

Pupils connect and consolidate learning across the course, apply it to unfamiliar contexts, refine assessment and examination skills where relevant, and prepare for post-16 study, training and employment.

### Knowledge that connects our curriculum

Performance, character, devising, script, theatre, evaluation and collaboration. These ideas are deliberately revisited so that pupils remember more and make increasingly sophisticated connections.

### How pupils get better

Pupils improve in Drama through explicit teaching, modelling, purposeful practice, retrieval of prior knowledge, increasingly challenging application, feedback and opportunities to explain, evaluate or refine their thinking.

### Reading, vocabulary and communication

Pupils are taught the vocabulary and forms of communication that matter in Drama. They read and interpret appropriate texts, questions, sources, instructions, data or representations and learn to communicate ideas accurately.

### How we know pupils are learning

Teachers use day-to-day formative assessment, questioning, retrieval, pupil work and appropriate summative assessment to identify what pupils know, address misconceptions and plan next steps. At Key Stage 4, assessment also prepares pupils for the requirements of their qualification.

### Beyond the classroom

school productions, performances and enrichment.

### **Where can this subject take me?**

This subject develops knowledge and transferable habits valuable for acting, directing, theatre, film, education, media and communications.

### **How families can support learning**

Regular attendance, discussion about current learning, reading and completion of home learning all make a difference. Subject support includes Google Classroom half-termly quizzes, GCSEPod and rehearsal. Google Classroom remains the first point of access for home learning.

# Music

## Performing Arts Faculty

### Why do we learn this subject?

In Music, pupils build powerful knowledge and learn distinctive ways of thinking, communicating and solving problems. The curriculum is ambitious for all pupils and is designed to build confidence, independence and readiness for the next stage.

### Our curriculum journey

#### Year 7 – Building the foundations

Pupils establish the essential knowledge, vocabulary and routines of Music. They learn how to think and work successfully in the subject and connect new learning to their primary experience.

#### Year 8 – Developing knowledge and confidence

Pupils broaden and deepen their knowledge. They make stronger connections between ideas, apply learning in more demanding contexts and communicate with increasing precision.

#### Year 9 – Deepening understanding and independence

Pupils work with greater independence, revisit and connect important prior learning, and tackle more complex questions and applications. Learning prepares pupils for informed Key Stage 4 choices.

#### Year 10 – Applying knowledge at Key Stage 4

For pupils continuing the subject at Key Stage 4, knowledge becomes increasingly specialised. Pupils apply prior learning to the demands of the qualification, develop independent study habits and use feedback to improve.

#### Year 11 – Mastery and preparation for the next stage

Pupils connect and consolidate learning across the course, apply it to unfamiliar contexts, refine assessment and examination skills where relevant, and prepare for post-16 study, training and employment.

### Knowledge that connects our curriculum

Performance, composition, listening, musical elements, notation and ensemble skills. These ideas are deliberately revisited so that pupils remember more and make increasingly sophisticated connections.

### How pupils get better

Pupils improve in Music through explicit teaching, modelling, purposeful practice, retrieval of prior knowledge, increasingly challenging application, feedback and opportunities to explain, evaluate or refine their thinking.

### Reading, vocabulary and communication

Pupils are taught the vocabulary and forms of communication that matter in Music. They read and interpret appropriate texts, questions, sources, instructions, data or representations and learn to communicate ideas accurately.

### How we know pupils are learning

Teachers use day-to-day formative assessment, questioning, retrieval, pupil work and appropriate summative assessment to identify what pupils know, address misconceptions and plan next steps. At Key Stage 4, assessment also prepares pupils for the requirements of their qualification.

### Beyond the classroom

productions, ensembles and performance opportunities.

### **Where can this subject take me?**

This subject develops knowledge and transferable habits valuable for performance, production, sound engineering, composition, teaching and events.

### **How families can support learning**

Regular attendance, discussion about current learning, reading and completion of home learning all make a difference. Subject support includes Google Classroom half-termly quizzes, GCSEPod and practical rehearsal. Google Classroom remains the first point of access for home learning.

# Dance

## Performing Arts Faculty

### Why do we learn this subject?

In Dance, pupils build powerful knowledge and learn distinctive ways of thinking, communicating and solving problems. The curriculum is ambitious for all pupils and is designed to build confidence, independence and readiness for the next stage.

### Our curriculum journey

#### Year 7 – Building the foundations

Pupils establish the essential knowledge, vocabulary and routines of Dance. They learn how to think and work successfully in the subject and connect new learning to their primary experience.

#### Year 8 – Developing knowledge and confidence

Pupils broaden and deepen their knowledge. They make stronger connections between ideas, apply learning in more demanding contexts and communicate with increasing precision.

#### Year 9 – Deepening understanding and independence

Pupils work with greater independence, revisit and connect important prior learning, and tackle more complex questions and applications. Learning prepares pupils for informed Key Stage 4 choices.

#### Year 10 – Applying knowledge at Key Stage 4

For pupils continuing the subject at Key Stage 4, knowledge becomes increasingly specialised. Pupils apply prior learning to the demands of the qualification, develop independent study habits and use feedback to improve.

#### Year 11 – Mastery and preparation for the next stage

Pupils connect and consolidate learning across the course, apply it to unfamiliar contexts, refine assessment and examination skills where relevant, and prepare for post-16 study, training and employment.

### Knowledge that connects our curriculum

Technique, movement, choreography, appreciation, creativity, fitness and collaboration. These ideas are deliberately revisited so that pupils remember more and make increasingly sophisticated connections.

### How pupils get better

Pupils improve in Dance through explicit teaching, modelling, purposeful practice, retrieval of prior knowledge, increasingly challenging application, feedback and opportunities to explain, evaluate or refine their thinking.

### Reading, vocabulary and communication

Pupils are taught the vocabulary and forms of communication that matter in Dance. They read and interpret appropriate texts, questions, sources, instructions, data or representations and learn to communicate ideas accurately.

### How we know pupils are learning

Teachers use day-to-day formative assessment, questioning, retrieval, pupil work and appropriate summative assessment to identify what pupils know, address misconceptions and plan next steps. At Key Stage 4, assessment also prepares pupils for the requirements of their qualification.

### Beyond the classroom

performances, productions and Performing Arts enrichment.

### **Where can this subject take me?**

This subject develops knowledge and transferable habits valuable for performance, choreography, teaching, fitness, therapy and production.

### **How families can support learning**

Regular attendance, discussion about current learning, reading and completion of home learning all make a difference. Subject support includes Google Classroom half-termly quizzes, GCSEPod and rehearsal. Google Classroom remains the first point of access for home learning.

# Physical Education

## Health & Wellbeing Faculty

### Why do we learn this subject?

In Physical Education, pupils build powerful knowledge and learn distinctive ways of thinking, communicating and solving problems. The curriculum is ambitious for all pupils and is designed to build confidence, independence and readiness for the next stage.

### Our curriculum journey

#### Year 7 – Building the foundations

Pupils establish the essential knowledge, vocabulary and routines of Physical Education. They learn how to think and work successfully in the subject and connect new learning to their primary experience.

#### Year 8 – Developing knowledge and confidence

Pupils broaden and deepen their knowledge. They make stronger connections between ideas, apply learning in more demanding contexts and communicate with increasing precision.

#### Year 9 – Deepening understanding and independence

Pupils work with greater independence, revisit and connect important prior learning, and tackle more complex questions and applications. Learning prepares pupils for informed Key Stage 4 choices.

#### Year 10 – Applying knowledge at Key Stage 4

For pupils continuing the subject at Key Stage 4, knowledge becomes increasingly specialised. Pupils apply prior learning to the demands of the qualification, develop independent study habits and use feedback to improve.

#### Year 11 – Mastery and preparation for the next stage

Pupils connect and consolidate learning across the course, apply it to unfamiliar contexts, refine assessment and examination skills where relevant, and prepare for post-16 study, training and employment.

### Knowledge that connects our curriculum

Movement, technique, tactics, fitness, teamwork, leadership and healthy participation. These ideas are deliberately revisited so that pupils remember more and make increasingly sophisticated connections.

### How pupils get better

Pupils improve in Physical Education through explicit teaching, modelling, purposeful practice, retrieval of prior knowledge, increasingly challenging application, feedback and opportunities to explain, evaluate or refine their thinking.

### Reading, vocabulary and communication

Pupils are taught the vocabulary and forms of communication that matter in Physical Education. They read and interpret appropriate texts, questions, sources, instructions, data or representations and learn to communicate ideas accurately.

### How we know pupils are learning

Teachers use day-to-day formative assessment, questioning, retrieval, pupil work and appropriate summative assessment to identify what pupils know, address misconceptions and plan next steps. At Key Stage 4, assessment also prepares pupils for the requirements of their qualification.

### **Beyond the classroom**

sports teams, inter-house competition and winter/summer sports days.

### **Where can this subject take me?**

This subject develops knowledge and transferable habits valuable for sport, coaching, teaching, physiotherapy, fitness, leisure and uniformed services.

### **How families can support learning**

Regular attendance, discussion about current learning, reading and completion of home learning all make a difference. Subject support includes Google Classroom, GCSEPod where relevant and teacher-directed resources. Google Classroom remains the first point of access for home learning.



# PSHCE

## Health & Wellbeing Faculty

### Why do we learn this subject?

In PSHCE, pupils build powerful knowledge and learn distinctive ways of thinking, communicating and solving problems. The curriculum is ambitious for all pupils and is designed to build confidence, independence and readiness for the next stage.

### Our curriculum journey

#### Year 7 – Building the foundations

Pupils establish the essential knowledge, vocabulary and routines of PSHCE. They learn how to think and work successfully in the subject and connect new learning to their primary experience.

#### Year 8 – Developing knowledge and confidence

Pupils broaden and deepen their knowledge. They make stronger connections between ideas, apply learning in more demanding contexts and communicate with increasing precision.

#### Year 9 – Deepening understanding and independence

Pupils work with greater independence, revisit and connect important prior learning, and tackle more complex questions and applications. Learning prepares pupils for informed Key Stage 4 choices.

#### Year 10 – Applying knowledge at Key Stage 4

For pupils continuing the subject at Key Stage 4, knowledge becomes increasingly specialised. Pupils apply prior learning to the demands of the qualification, develop independent study habits and use feedback to improve.

#### Year 11 – Mastery and preparation for the next stage

Pupils connect and consolidate learning across the course, apply it to unfamiliar contexts, refine assessment and examination skills where relevant, and prepare for post-16 study, training and employment.

### Knowledge that connects our curriculum

Health and wellbeing, relationships, safety, finance, careers, citizenship and the wider world. These ideas are deliberately revisited so that pupils remember more and make increasingly sophisticated connections.

### How pupils get better

Pupils improve in PSHCE through explicit teaching, modelling, purposeful practice, retrieval of prior knowledge, increasingly challenging application, feedback and opportunities to explain, evaluate or refine their thinking.

### Reading, vocabulary and communication

Pupils are taught the vocabulary and forms of communication that matter in PSHCE. They read and interpret appropriate texts, questions, sources, instructions, data or representations and learn to communicate ideas accurately.

### How we know pupils are learning

Teachers use day-to-day formative assessment, questioning, retrieval, pupil work and appropriate summative assessment to identify what pupils know, address misconceptions and plan next steps. At Key Stage 4, assessment also prepares pupils for the requirements of their qualification.

### Beyond the classroom

Careers Week, employer/provider encounters, work experience preparation and visiting speakers.

### **Where can this subject take me?**

This subject develops knowledge and transferable habits valuable for successful post-16 education, employment, relationships, citizenship and independent adult life.

### **How families can support learning**

Regular attendance, discussion about current learning, reading and completion of home learning all make a difference. Subject support includes Google Classroom and carefully selected external resources. Google Classroom remains the first point of access for home learning.