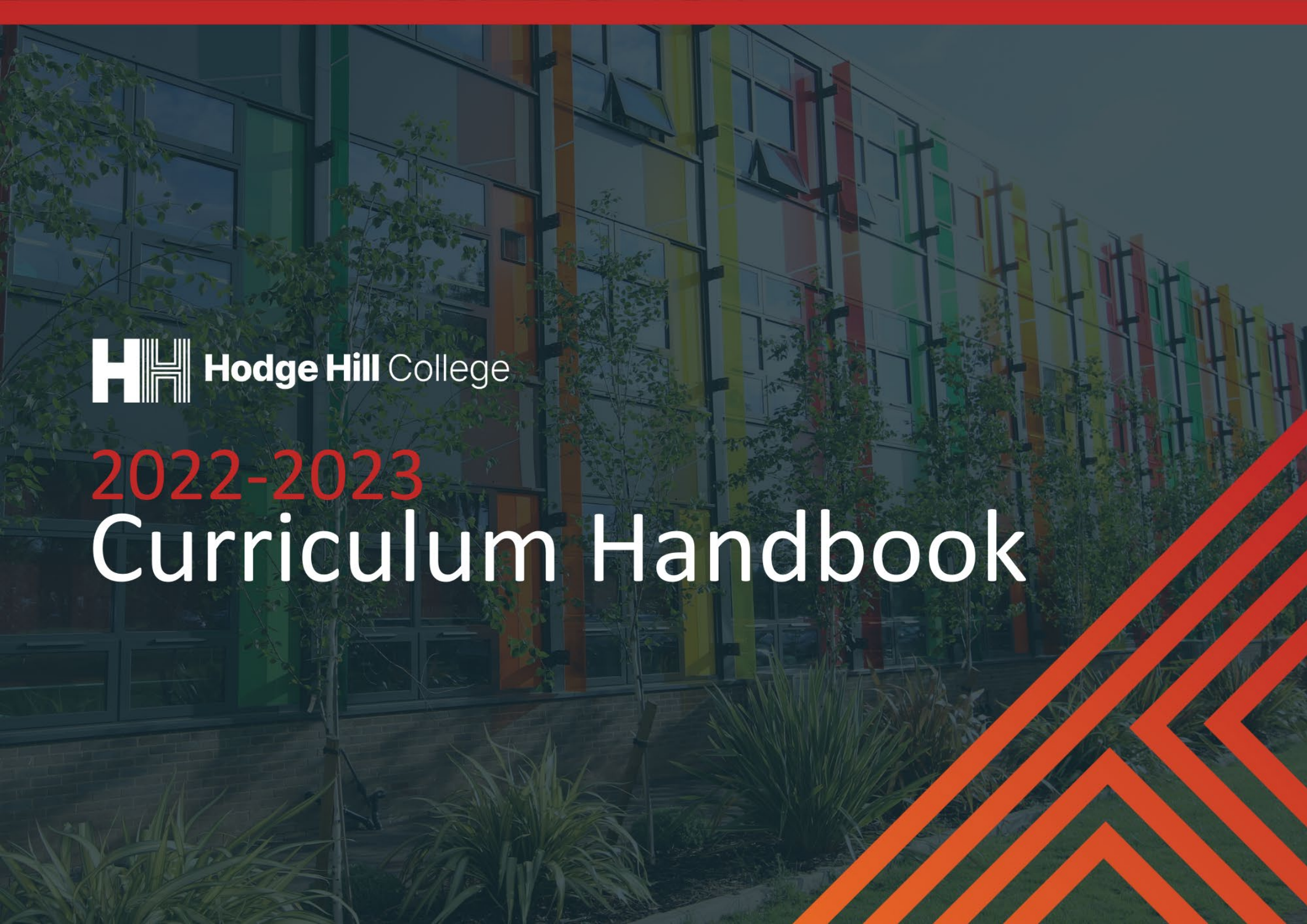

Hodge Hill College

2022-2023

Curriculum Handbook

Contents

3D Design

Our 3D Design curriculum is concerned with the designing, prototyping, modelling and making of functional and aesthetic products. Pupils engage with appropriate processes, materials and construction techniques, using maquettes, models and working drawings to help take their initial drawings through to realisation. Pupils learn to select and apply a range of materials and processes to create 3D work. They understand how to recycle materials and are taught about the value of sustainability and ethical and ecologically sound lifestyles.

Our curriculum aims to develop:

- Pupils' knowledge about the history of design including periods, styles and major movements from ancient times up to the present day
- Confidence in using a range of techniques to record observations as a basis for exploring creative work
- Pupils' proficiency in drawing, understanding materials and design processes to create a final outcome
- Critical understanding of designers, expressing reasoned judgements that can inform pupils own work
- Confidence in analysing and evaluating pupils own work, and that of others, in order to strengthen the visual impact of work
- Pupils' knowledge of textile properties and characteristics
- Pupils' understanding of the issues which influence the design industry and consumers

Course Information

	Exam Board: Edexcel	**Course Code:** 1TD0
Examined By:	• Two folders are created throughout the course, a coursework folder and an examination folder. The coursework folder is developed throughout Year 10 and one term of Year 11 and constitutes 60% of the overall grade. • The examination folder is started in the Spring term of Year 11 and follows a theme given by the examination board; the folder constitutes 40% of the final grade and culminates in a practical examination held over a period of ten hours. Both folders contain an investigation of the artwork by established artists and artwork produced by the student. • Students must also produce written work exploring the theme, analysing artwork and explaining their personal response to the project.	
Key Topics Taught	• Drawing from first hand and second hand sources using a range of mark-making techniques • Experimentation with a wide range of 3D materials and techniques, including clay, cardboard, Modroc and glass • Development of planning and construction skills with an emphasis upon use of materials and an understanding of structure • The study of key themes in Art, for example, portraiture and architecture exploring these themes within the contexts of culture, history and contemporary practice	

The course consists of 60% coursework and 40% externally set assignment. Each component of the examination consists of four assessment objectives.

Assessment Objective 1 is concerned with developing student's awareness of Critical and Contextual studies. A range of established Artists and contemporary artists are studied throughout the two-year course. Work is produced visually with supporting text.

Assessment Objective 2 is concerned with developing student's understanding about ideas and the uses of different materials. They are encouraged to use a wide variety of materials with confidence.

Assessment Objective 3 is concerned with developing students recording skills. We encourage all students to record from a range of experiences.

Assessment Objective 4 is concerned with final outcome.

Five Year Plan

	Year 7 - Events	Year 8 - Layers	Year 9 - Fragments	Year 10	Year 11
Summer Two		**Art:** Development of drawing techniques, recording from observation. Introduction to landscape compositions and an introduction to impressionistic painting **Textiles:** Development of embroidery and applique techniques to produce a product.	**Art:** Introduction to portraiture in different cultures. Exploration of proportions of the human face and development of compositional skills. **3D:** Cardboard construction using templates and introduction to CAD.	Introduction to theme and course content. Pupils to begin thinking about how they might develop an individual and personalised approach to the wider theme. Exploration of techniques, materials and processes. Teacher led workshops.	Full investigation of the theme. Work annotated and all assessment objectives met. Preparation for mock exam.
Autumn One	**Art:** Introduction to observational drawing and printing techniques. **3D:** Introduction to clay slumping technique and surface decoration using glazing and sgraffito **Textiles:** Exploring repeat patterns and creating a sewn design to produce a final product.	**Art:** Development of drawing techniques, recording from observation. Introduction to landscape compositions and an introduction to impressionistic painting. **Textiles:** Development of embroidery and applique techniques to produce a product.	**Art:** Introduction to portraiture in different cultures. Exploration of proportions of the human face and development of compositional skills. **3D:** Cardboard construction using templates and introduction to CAD	Teacher led workshops: Exploration of techniques, materials and processes. Further exploration of individualised responses to the theme by the pupils.	Mock exam prep. Further development and refinement of techniques, materials and processes.
Autumn Two	**Art:** Introduction to observational drawing and printing techniques. **3D:** Introduction to clay slumping technique and surface decoration using glazing and sgraffito **Textiles:** Exploring repeat patterns and creating a sewn design to produce a final product.	**Art:** Development of drawing techniques, recording from observation. Introduction to landscape compositions and an introduction to impressionistic painting. **Textiles:** Development of embroidery and applique techniques to produce a product.	**Art:** Introduction to portraiture in different cultures. Exploration of proportions of the human face and development of compositional skills. **3D:** Cardboard construction using templates and introduction to CAD	Personal project development. Exploration of theme through use of materials and techniques. Pupil driven development and Teacher led workshops	Mock exam prep. Further development and refinement of techniques, materials and processes.

Spring One	**Art:** Introduction to Still Life composition. Introduction to colour theory, exploration of colour mixing and painting techniques. **3D:** Exploring the properties of clay: making pinch pot to construct forms **Textiles:** Using templates to construct forms in felt, introduction to applique and basic sewing techniques.	**Art:** More advanced drawing techniques looking at more complex manufactured objects, such as, tools, cutlery and keys. Introduction to collage and layering. **3D:** Expanding knowledge of manipulating clay, joining clay using slip and expand upon existing knowledge of creating surface decoration.	**Art:** Advanced drawing techniques and compositions using a range of materials and processes **Textiles:** Exploring batik and sewing techniques to create a product	Personal project development. Exploration of theme through use of materials and techniques. Pupil driven development and Teacher led workshops	Exploration of GCSE theme for Externally Set Assignment. Full investigation of the theme: development of ideas, recording from experience, artist research, exploration of materials and techniques. Development of an individualised approach to the wider theme.
Spring Two	**Art:** Introduction to Still Life composition. Introduction to colour theory, exploration of colour mixing and painting techniques. **3D:** Exploring the properties of clay: making pinch pots to construct forms **Textiles:** Using templates to construct forms in felt, introduction to applique and basic sewing techniques.	**Art:** More advanced drawing techniques looking at more complex manufactured objects, such as, tools, cutlery and keys. Introduction to collage and layering. **3D:** Expanding knowledge of manipulating clay, joining clay using slip and expand upon existing knowledge of creating surface decoration.	**Art:** Advanced drawing techniques and compositions using a range of materials and processes **Textiles:** Exploring batik and sewing techniques to create a product	Personal project development. Exploration of theme through use of materials and techniques. Pupil driven development and Teacher led workshops	Completion of ESA folder and final Exam
Summer One	**Art:** Introduction to Still Life composition. Introduction to colour theory, exploration of colour mixing and painting techniques. **3D:** Exploring the properties of clay: making pinch pots to construct forms **Textiles:** Using templates to construct forms in felt, introduction to applique and basic sewing techniques.	**Art:** More advanced drawing techniques looking at more complex manufactured objects, such as, tools, cutlery and keys. Introduction to collage and layering. **3D:** Expanding knowledge of manipulating clay, joining clay using slip and expand upon existing knowledge of creating surface decoration.	**Art:** Advanced drawing techniques and compositions using a range of materials and processes **Textiles** Exploring batik and sewing techniques to create a product	Understanding of Assessment Criteria, further development of ideas and refinement of work.	

For more information, please click on the subject to visit the exam board's website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html

Art

At Hodge Hill College, pupils receive a broad and balanced Art curriculum that inspires and challenges pupils. Our Art curriculum provides pupils with opportunities to develop their skills using a range of media and materials. Pupils learn the skills of drawing, painting, printing, collage, mixed media and creative thinking and are given the opportunity to explore and evaluate different creative ideas. Our involvement with the artist in the residence programme complements our art curriculum; this extra provision allows skills learnt to be used in collaborative and self-lead work. Additionally, it is hoped that students develop skills that open doors to the next level of education and will make them employable.

Our curriculum aims to develop:

- Confidence in using a range of techniques and applying materials
- Knowledge about art and photography history including all periods dated from renaissance to modern contemporary art
- Critical understanding of artists, expressing reasoned verdicts that can inform pupils own work
- Confidence in analysing and evaluating pupils own work, and that of others, in order to strengthen the visual impact of work
- Proficiency in drawing, capturing images, understanding materials and design processes
- Creative and conceptual thinking

Course Information

	Exam Board: Edexcel	**Course Code:** 1AD0
Examined By:	• Two folders are created throughout the course, a coursework folder and an examination folder. The coursework folder is developed throughout Year 10 and one term of Year 11 and constitutes 60% of the overall grade. • The examination folder is started in the Spring term of Year 11 and follows a theme given by the examination board, the folder constitutes 40% of the final grade and culminates in a practical examination sat over a ten-hour period. Both folders contain an investigation of the artwork by established artists and artwork produced by the student. • Students must also produce written work exploring the theme, analysing artwork and explaining their personal response to the project.	
Key Topics Taught	• Drawing from first hand and second-hand sources using a range of mark-making techniques • Experimentation with a range of materials and technique • Development of painting skills with an emphasis upon the use of materials with the aim of producing large pieces of work to a high standard • The study of key themes in Art, for example, portraiture and landscape exploring these themes within the contexts of culture, history and contemporary practice	

The course consists of 60% coursework and 40% externally set assignment. Each component of the examination consists of four assessment objectives.

Assessment Objective 1 is concerned with developing student's awareness of Critical and Contextual studies. A range of established artists and contemporary artists are studied throughout the two-year course. Work is produced visually with supporting text.

Assessment Objective 2 is concerned with developing student's understanding of ideas and the uses of different materials. They are encouraged to use a wide variety of materials with confidence

Assessment Objective 3 is concerned with developing students recording skills. We encourage all students to record from a range of experiences.

Assessment Objective 4 is concerned with final outcome. It is taught in recently refurbished rooms that have been custom designed in order to make all types of outcomes possible. If you choose to study this option you will be given the opportunity to study a range of techniques which include drawing, painting, mixed media, pastel work and printmaking.

Five Year Plan

	Year 7 - Events	Year 8 - Layers	Year 9 - Fragments	Year 10	Year 11
Summer Two		**Art:** Development of drawing techniques, recording from observation. Introduction to landscape compositions and an introduction to impressionistic painting **Textiles:** Development of embroidery and applique techniques to produce a product.	**Art:** Introduction to portraiture in different cultures. Exploration of proportions of the human face and development of compositional skills. **3D:** Cardboard construction using templates and introduction to CAD.	Introduction to theme and course content. Pupils to begin thinking about how they might develop an individual and personalised approach to the wider theme. Exploration of techniques, materials and processes. Teacher led workshops.	Full investigation of the theme. Work annotated and all assessment objectives met. Preparation for mock exam.
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Spring Two	**Art:** Introduction to Still Life composition. Introduction to colour theory, exploration of colour mixing and painting techniques. **3D:** Exploring the properties of clay: making pinch pots to construct forms **Textiles:** Using templates to construct forms in felt, introduction to applique and basic sewing techniques.	**Art:** More advanced drawing techniques looking at more complex manufactured objects, such as, tools, cutlery and keys. Introduction to collage and layering. **3D:** Expanding knowledge of manipulating clay, joining clay using slip and expand upon existing knowledge of creating surface decoration.	**Art:** Advanced drawing techniques and compositions using a range of materials and processes **Textiles:** Exploring batik and sewing techniques to create a product	Personal project development. Exploration of theme through use of materials and techniques. Pupil driven development and Teacher led workshops	Completion of ESA folder and final Exam
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Computer Science

As a subject rich in opportunity for creativity, investigation, and teamwork, our curriculum embraces these characteristics. We know the power of our subject, we know that it can raise aspirations, open doors to wider learning, and secure those important transferable skills our students will need when they graduate from our College.

Learners routinely explore contemporary issues presented by technology and form clear, articulated opinions on how these affect them, and their local and wider communities. More often than not, students propose solutions too.

It is important to show pupils the world of Computer Science outside of the lesson setting. We provide the following enrichment activities:

- KS3 Computer Science club offers students time to do project-based work in a relaxed but purposeful environment
- KS4 Programming club, run by a student volunteer who helps students deliver programming skills that will, in time, lead to opportunities including app development and software solutions to an everyday issue
- Chess club (open to all years) teaches computational thinking and strategy, as well as cultivating a healthy environment of competition
- Visits to the national computer science museum allow the student to see the impact Computer Science has already had on the history of the world and the future it may usher in

Our curriculum aims to develop:

- **Personal learning**: We are determined that our learners will gain transferable, useful skills that are applicable across a broad range of subjects and disciplines. We encourage learners to discover how technology can develop their personal growth when used independently and safely.
- **Social learning**: Problems cannot be solved alone, and we embrace the collaborative opportunities provided by the internet and examples in the industry. Our students discuss ideas, share solutions, plan their approaches, and work to support others across the classroom.
- **Cultural learning**: We acknowledge that technology is now intertwined with our cultural growth. Our learners explore where technology has directly and indirectly impacted our cultural development. This includes those moments where technology gets it wrong (hate speech, fake news, etc.) and where it gets it right (charitable causes, democratic freedoms, etc.).
- **Economic learning**: As a part of the STEM group, we recognise the broad field of options available to learners that are successful in our subject. From the earliest stages of learning, our curriculum emphasises the skills that our students need to access economic opportunities. We shape our lessons to promote career objectives, improve academic outcomes, and ensure learners see the wider context for their learning and how this reflects industry standards.

Course Information

Year 10

	Exam Board: Edexcel	**Course Code:** 1CP2
Examined By:	• One written paper worth 50% of the qualification. This is a 1 hour 30 minute examination worth 75 marks. This is sat at the end of Year 11 • One onscreen exam worth 50% of the qualification. This is a 2 hour examination worth 75 marks. This is sat at the end of Year 11	
Key Topics Taught	• Computation thinking - understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables • Data - understanding of binary, data representation, data storage and compression • Computers - understanding of hardware and software components of computer systems and characteristics of programming languages • Networks - understanding of computer networks and network security	

	• Issues and impact - – awareness of emerging trends in computing • Technologies, and the impact of computing on individuals, society and the • Environment, including ethical, legal and ownership issues

In Year 10 our students begin their GCSE curriculum immediately. This is based upon the content that they will have learnt in Years 7, 8, and 9, and uses those skills as the foundation upon which to access the topics demanding greater skill.

Our students commence their studies with computation thinking, where they will discover and learn how to program in the text-based programming language Python. They will learn how to think computationally, solving algorithmic challenges from an early stage. Students will be assessed through a combination of mid-and end-of-topic assessments and written responses to programming challenges called "assessment points". This will culminate in an end-of-year mock examination taking place in June.

Year 11

	Exam Board: Edexcel	**Course Code:** 1CP1
Examined By:	• Two exam papers worth 50% of the grade each. One paper is 1 hour 40 minutes and the other is 2 hours. Both are assessed at the end of Year 11 • One compulsory project assignment completed within controlled conditions over 20 hours. This is assessed at the end of Year 10	
Key Topics Taught	• Computation thinking - understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables • Data - understanding of binary, data representation, data storage and compression • Computers - understanding of hardware and software components of computer systems and characteristics of programming languages • Networks - understanding of computer networks and network security • Issues and impact - – awareness of emerging trends in computing • Technologies, and the impact of computing on individuals, society and the • Environment, including ethical, legal and ownership issues	

During the final year of the course, students will study the remaining four topics of Computer Science. They will explore how data is represented within a computer system, how the physical components within a standard computer architecture work together, how data is transmitted online, and the key social, moral, spiritual, and cultural issues arising from Computer Science in the 21st century.

Students are assessed via mid- and end-of-topic assessments and a mock exam taking place in January of their final year. Students will be supported in their learning through access to dedicated revision drop-in sessions, after-school masterclasses, online webinars and tutorials, and access to a wide range of independent study materials including recordings, revision cards, and past paper questions.

Students will study the GCSE Computer Science qualification provided by Edexcel. There are three components to this qualification:

- Compulsory project programming task – a 20-hour programming task
- Principles of Computer Science – a 1 hour 40-minute examination taken in Year 11
- Application of Computation thinking – a 2-hour examination taken in Year 11

This linked overview has been issued by the exam board. Each examination taken in year 11 is worth 50% of the final grade. The programming project is not graded, but nevertheless is a requirement for the completion of the qualification.

Five Year Plan

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<tr><td>Autumn Two</td><td rowspan="3">Communication</td><td>Communication and the Internet</td></tr>
<tr><td>Spring One</td><td rowspan="3">The Computer</td><td>The bigger picture</td></tr>
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For more information, please click on the subject to visit the exam board's website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2016.html

Drama & Performing Arts

At Hodge Hill College, the Drama department's aim for its pupils is to become confident, independent and expressive thinkers. Pupils will have the knowledge to select the relevant techniques and the ability to utilise the appropriate skills to present an effective performance, in a lesson or school performance.

As the Drama and English departments work in collaboration, pupils who study Drama will demonstrate their understanding of character's feelings, motivations and relationships with others within texts. In addition, following their dramatic and practical approach to a text, our students will be able to make links and interpretations for a thorough analysis.

The Drama department at Hodge Hill College invites pupils to develop their creativity, imagination and expression.

Course Information

Exam Board: Edexcel

Examined By:	• Three components:
	  ○ Two internally assessed and externally moderated by the exam board
	  ○ One externally assessed and moderated

Key Topics Taught	• Component 1: Exploring the Performing Arts (Internally assessed) • Component 2: Developing Skills and Techniques in the Performing Arts (Internally assessed) • Component 3: Performing to a Brief (externally assessed)

The course allows pupils to:

- Develop key skills that prove learners' aptitude in performing arts, such as responding to stimulus and reproducing repertoire
- Process effective ways of working in the performing arts, such as the development of ideas, rehearsal and performances
- Consider important attitudes within the performing arts, including personal management and communication
- Learn and develop knowledge of effective skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles

Students are encouraged to work individually and within groups, therefore developing skills of self-motivation, dedication, research, teamwork skills and communication of ideas. The course weighting is:

- Component 1 - Exploring the Performing Arts (internal assessment) 30%
- Component 2 – Developing Skills and Techniques in the Performing Arts (internal assessment) 30%
- Component 3 – Performing to a Brief (external assessment) 40%

Year 10

Year 10 pupils will recap and focus on various skills, genres and practitioners, therefore developing their understanding of acting by examining the work of existing practitioners and the processes used to create a performance. This is the focus of Component 1 – Exploring the Performing Arts, which will be completed during this period. Pupils will also begin applying skills learnt in Component 1, to Component 2, which gives pupils a practical overview of the skills, techniques and knowledge required for the discipline of acting. Students will develop technical, stylistic and interpretive skills in relation to published plays.

Year 11

In Year 11 students will take their knowledge of Components 1 and 2, along with their personal experience of Drama to respond to an assessment task brief provided by Pearson. Component 3 – Performing to a Brief, the final performance, externally assessed, is held in May of Year 11.

Five Year Plan

	Year 7	Year 8	Year 9	Year 10	Year 11
Summer Two		Rotation 3: Drama Styles	Rotation 3: Drama Styles	Transition and Presentation Introduction	Component 2: Developing Skills and Techniques
Autumn One	Rotation 1: Face	Rotation 1: Macbeth	Rotation 1: Love and Relationships Poems	Component 1: Exploring the Performing Arts	Component 2: Developing Skills and Techniques
Autumn Two	Rotation 1: The Terrible Fate of Humpty Dumpty	Rotation 1: Macbeth	Rotation 1: Script Work	Component 1: Exploring the Performing Arts	Component 2: Developing Skills and Techniques
Spring One	Rotation 2: Drama Styles	Rotation 2: Drama Styles	Rotation 2: Drama Styles	Component 1: Exploring the Performing Arts	Component 3: Performing to a Brief
Spring Two	Rotation 2: Face	Rotation 2: Macbeth	Rotation 2: Love and Relationships	Component 2: Developing Skills and Techniques	Component 3: Performing to a Brief

Summer One	Rotation 2: The Terrible Fate of Humpty Dumpty	Rotation 2: Macbeth	Rotation 2: Script Work	Component 2: Developing Skills and Techniques	Component 3: Performing to a Brief

For more information, please click on the subject to visit the exam board's website: https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html

English

At Hodge Hill College, pupils receive a knowledge rich curriculum that inspires pupils to succeed in all aspects of English: writing, reading, speaking and listening. It provides opportunities for all pupils to make progress and achieve whilst enjoying the subject. We give pupils the chance to debate and discuss topical issues around British Values using SMSC as a basis for a lot of the topics we teach. We want to develop confident individuals who make a positive contribution to British society. We aim to ensure that at the end of their time with us all our pupils leave the college able to communicate clearly in all forms and be responsible citizens.

Our curriculum aims to develop:

- Pupils' communication skills in writing, reading, speaking and listening
- Pupils thoughts and knowledge on different cultures and heritages from Britain and the wider world
- Engagement in debates and discussions on topical issues surrounding us in society

Course Information

English Language

	Exam Board: AQA	**Course Code:** 8700
Examined By:	• Two exam papers at the end of Year 11. One focuses on fiction and the other on non-fiction. Each paper is split evenly between reading and writing. Each exam is 1 hour 45 minutes • Speaking and Listening separate endorsement carried out during Year 10 and 11	
Key Topics Taught	• Language and structure analysis • Creative writing • Non-fiction writing (speech, article) • Summaries • Inference and deduction • Presenting	

The course allows students to:

- Develop the ability to communicate clearly, accurately and effectively when speaking, reading and writing
- Learn how to use a wide range of vocabulary, the correct grammar, spelling and punctuation
- Develop a personal style and awareness of the audiences being addressed

Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. It also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

The weighting of the course is:

- Exam 1 – Explorations in Creative Writing and Reading – 50%
- Exam 2 – Writers' Viewpoints and Perspectives – 50%

Separate endorsement for Spoken Language.

English Literature

	Exam Board: AQA	**Course Code:** 8702
Examined By:	• Two exam papers at the end of Year 11; all are closed book. The first exam is 1 hour and 45 minutes and focusses on Shakespeare and a 19th-century novel • The second exam is 2 hours and 15 minutes and focusses on poetry, both seen and unseen, and the modern text	
Key Topics Taught	• Shakespeare – Romeo and Juliet • 19th-century novel - A Christmas Carol: Charles Dickens • Modern text – Pigeon English: Stephen Kelman • Poetry – AQA Anthology: Love and Relationships • Unseen poetry • Comparative writing • Structuring an essay	

The course allows students to experience a wide range of Literature with a wide variety of appeal drawn from contemporary and modern texts and texts which have had a significant influence on our English literary and cultural heritage.

The weighting of the course is:

- Exam 1 – Shakespeare and the 19th-century novel – 40%
- Exam 2 – Modern texts and poetry – 60%

We will be studying the following texts:

- Romeo and Juliet – William Shakespeare
- A Christmas Carol – Charles Dickens
- Pigeon English – Stephen Kelman
- Anthology Poetry – Love and Relationships

Throughout the course we invite theatre companies to come into school to perform the texts as well as discuss key scenes from them. We also have the author of Pigeon English come into school to discuss his novel and then give a creative writing workshop to pupils who are interested in taking English at college.

Staff encourage pupils to visit theatres outside of school to further engage them in the texts.

Assessments mirror what the pupils will have in the GCSE exam – they take the form of analytical essays. As with the real exams pupils are not allowed to use their texts in the assessment.

Five Year Plan

English Language

	Year 7	Year 8	Year 9	Year 10	Year 11
Summer Two		History of Rhetoric	Writing Skills	Spoken Word	English Language through text (Pigeon English)
Autumn One	Heroes	Genre or Writing Skills			Introduction to English Language
Autumn Two	Non-Fiction	Genre or Writing Skills Victorian Britain			Creative Writing
Spring One	Genre or Writing Skills	Victorian Britain Survival			Non-Fiction
Spring Two	Genre or Writing Skills Media	Survival			Paper 1 – Reading Paper 2 - Reading
Summer One	Media	English Goes to Hollywood			Revision

English Literature

	Year 7	Year 8	Year 9	Year 10	Year 11
Summer Two		Hodge Hill Chronicles 2			
Autumn One	Language Through Time	Intro to Dystopia	Unseen Poetry Critical Thinkers	Seen Poetry	
Autumn Two	Twelfth Night	Sherlock Holmes	A Christmas Carol - Pre 1914	Seen Poetry Intertextuality Essay Writing Skills	
Spring One	Poetry	Macbeth	Romeo & Juliet - Shakespeare	Pigeon English	
Spring Two	Ghost Boy/Face	Macbeth	Romeo & Juliet - Shakespeare	Pigeon English Revision	
Summer One	Ghost Boy/Face	Powerful Voices	Revision	Revision	

For more information, please click on the subject to visit the exam board's website:

- English Language: https://www.aqa.org.uk/subjects/english/gcse/english-language-8700
- English Literature: https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702

Food Technology

At Hodge Hill College, pupils receive a broad and balanced curriculum that will equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. Our curriculum will encourage students to cook and enable them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.

Our curriculum aims to develop:

- Pupils demonstrating effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment
- Pupils' understanding the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- Pupils demonstrating knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- Understanding and exploration of a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes

Five Year Plan

	Year 7	Year 8	Year 9
Summer Two		**Mexico and Latin America** Investigating ingredients, cooking techniques and culture commonly found in this part of the world.	**Food Nutrition** Looking at, and promoting healthy lifestyle choices in meal planning, still with a focus on Asian cuisine.
Autum One	**Food Technology - Mexico** Introduction to Food technology: basic health and safety, equipment, tools and techniques.	**Japanese Food** What makes Japanese food so healthy? Investigating ingredients and cooking techniques.	**V is for Vegetable** Investigating vegetarian food.
Autumn Two	**Food Technology - Mexico** Introduction to Food technology: basic health and safety, equipment, tools and techniques.	**Japanese Food** What makes Japanese food so healthy? Investigating ingredients and cooking techniques.	**V is for Vegetable** Investigating vegetarian food.

Spring One	**Mexico and Latin America** Investigating ingredients, cooking techniques and culture commonly found in this part of the world.	**Food Nutrition** Looking at, and promoting healthy lifestyle choices in meal planning, still with a focus on Asian cuisine.	**Victorian Food** Investigating ingredients, cooking techniques and culture found around this era.
Spring Two	**Food Technology – Mexico** Introduction to Food technology: basic health and safety, equipment, tools and techniques.	**Japanese Food** What makes Japanese food so healthy? Investigating ingredients and cooking techniques.	**V is for Vegetable** Investigating vegetarian food.
Summer One	**Mexico and Latin America** Investigating ingredients, cooking techniques and culture commonly found in this part of the world.	**Food Nutrition** Looking at, and promoting healthy lifestyle choices in meal planning, still with a focus on Asian cuisine.	**Victorian Food** Investigating ingredients, cooking techniques and culture found around this era.

French

At Hodge Hill College, pupils receive a broad and balanced French curriculum that inspires pupils to succeed in all aspects of language learning: listening, speaking, reading and writing. It provides opportunities for all pupils to make progress and achieve whilst allowing our students to become independent, creative, resilient, enquiring and thoughtful learners. We have a curriculum that aims to develop confident individuals who make a positive contribution to British society, as well as being global citizens equipped for a modern, diverse future. We ensure that SMSC and British Values are embedded in our curriculum, as well as following the school's CARE brand.

Our curriculum aims to develop:

- Pupils' communication skills in terms of listening, speaking, reading and writing, as well as being able to offer their own opinions and justifications
- Pupils' confidence in communication, enabling students to be good presenters and confident public speakers
- A better understanding of different people and cultures from the wider world, improving cultural capital and an awareness of different places
- Pupils' communication and teamwork through the use of games, role play, different music and paired or group tasks in lessons

Course Information

	Exam Board: Edexcel	**Course Code:** 1FR0
Examined By:	Four exams at the end of Year 11: • Listening (35/45 minutes), • Speaking (9/12 minutes, plus 12 minutes preparation time) • Reading (45 minutes/1 hour) • Writing (1 hour 10/1 hour 20 minutes) Two tiers of entry available: • Higher (grades 9-4) • Foundation (grades 5-1)	
Key Topics Taught	• Identity and Culture • Local Area, Holiday and Travel • School • Future Aspirations, Study and Work • International and Global Dimension	

Students studying for French GCSE follow the Edexcel (9-1) syllabus.

The course is examined via final exams in Listening, Speaking, Reading and Writing, with each paper carrying an equal weighting of 25%.

Students study the themes of 'Identity and Culture', 'Local Area, Holidays and Travel', 'School', 'Future Aspirations, Study and Work', and 'The Global and International Dimension'.

Five Year Plan

Key Stage 3

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Year 7		**Why MFL Matters** • Why learn a language? • Greetings • Numbers/Days/ Months • Name/Age/Birthday *(also introducing 3rd person)*	**Descriptions** • Fashion • Physical Descriptions of self and others • Personality descriptors	**Family & Home** • Family members • Relationships with others • House & home • Activities done at home	**My Routine & School** • Telling the time • Daily routine on school days & weekends • Talking about my school • Comparing French & English school systems • School uniform
Year 8*		**Why MFL Matters** • Why learn a language? • Greetings • Numbers/Days/ Months • Name/Age/Birthday *(also introducing 3rd person)*	**Descriptions** • Fashion • Physical Descriptions of self and others • Personality descriptors	**Family & Home** • Family members • Relationships with others • House & home Activities done at home	**My Routine & School** • Telling the time • Daily routine on school days & weekends • Talking about my school • Comparing French & English school systems • School uniform
* Year 8 will have a condensed version of the Year 7 curriculum (1 hour per week) as part of their recovery curriculum plan					
Year 9	**Holidays** • Destinations *(countries/locations/ accommodation)* • Transport • Holiday activities • The weather • Future & Dream Holidays	**Work** • Chores/helping at home • Pocket money • Jobs • The World of Work • Future Plans	**Food & Drink** • Food/Drink • Favourite/ worst meal • Recipes • Celebrations in Francophone countries and linked foods/drinks	**Healthy Body, Healthy Mind** • Healthy Eating/Drinking • Giving advice • Body parts/ Illnesses • Conversation in a hospital	**Series/ Film Project** • Genres • Likes & dislikes • Reviewing & recommending

Key Stage 4

	Module 1 (Theme 1)	Module 2 (Theme 1)	Module 3 (Theme 1)	Module 4 (Theme 2)
Year 10	**Who Am I?** • What makes a good friend? • Family relationships • Making arrangements to go out • Talking about life when younger • Role models	**Leisure Time** • Sport • New technology • Reading • Music • TV & Film	**Daily Life** • Routine • Clothes • Food & Drink • Family celebrations • Festivals & traditions	**Local Area** • My local area • Dream or nightmare area • Tourism • Weather • Community projects

	Module 5 (Theme 2)	Module 6 (Theme 3)	Module 7 (Theme 4)	Module 8 (Theme 5)
Year 11	**Holidays** • Destinations • Accommodation • Travelling • Ordering in a restaurant • Catastrophic holidays	**School** • My school • Comparing English & French school systems • School rules • Extra-curricular activities • School exchanges	**Future Plans** • Career Choices • Plans, hopes & wishes • The importance of languages • Applying for jobs • Part time work & earning money • Work experience	**The Wider World** • Our planet • Protecting the environment • Ethical shopping • Volunteering • Big events

For more information, please click on the subject to visit the exam board's website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.html

Geography

At Hodge Hill College, the curriculum is designed to identify prior learning and provide a rich enough curriculum to develop students into resilient, creative and critical thinkers.

Geography is a subject that aims to contribute towards a balanced education, and at Hodge Hill College it is our intention to facilitate the use of multiple skills from other subjects, including numeracy, literacy, use of IT. The utilisation of these skills within our subject contribute towards students leaving our school with the skills to think deeply enough to make connections between place and scale, and applying this to contemporary, wider world issues.

Our curriculum is underpinned by the teaching of basic skills including soft skills. In addition to this, map reading at both national and international scales, as well as key numeracy and literacy skills. This alongside a broad, balanced and logically sequenced curriculum at KS3 focusing on a mixture of contemporary and traditional geographical themes that nourish curiosity and promotes academic development, which is made available to all.

We encompass SMSC and British Values through supporting our school's CARE brand, weaving in aspects of courtesy, achievement, respect and empathy throughout our schemes of work to mature students into well-rounded, cultural citizens.

Course Information

	Exam Board: AQA	**Course Code:** 8035
Examined By:	Three exam papers: • Paper 1: Living with the Physical Environment (1 hour 30 minutes) • Paper 2: Challenges in the Human Environment (1 hour 30 minutes) • Paper 3: Geographical Applications (1 hour 15 minutes)	
Key Topics Taught	• Natural hazards and climate change • The living world (rainforests and deserts) • Physical landscapes of the UK (rivers and coasts) • Urban issues and challenges (Birmingham and Brazil) • Changing the economic world (global economy) • The challenge of resources management (food, energy and water security) • Geographical skills and fieldwork	

Issue Evaluation

Students receive a booklet of information about an issue that links to one of the topics they have learned. They have 12 weeks to learn and understand the information, before answering an exam about it. They have a copy of the information in the exam with them.

Fieldwork

At the end of Year 10 students plan and carry out a river and urban study. They go through the process of writing up the investigation and complete the exam about fieldwork and skills associated.

Five Year Plan

	Year 7	Year 8	Year 9	Year 10	Year 11
Summer Two		Asia	First World Problems	Revise for Cumulative Assessment	Paper 3 Preparation
Autumn One	My Birmingham	Conflict	Cities	Resource Management Case Study Rio	Weather and Climate Change
Autumn Two	Natural Hazards	Weather	Tectonics	UK Economies	REVISION Paper 1 Mock
Spring One	Biomes	South America	Resource Management	Birmingham Case Study	REVISION Paper 2 Mock
Spring Two	Biomes Fieldwork	Africa	Coasts	Revision Paper 1	REVISION Paper 3 Mock
Summer One	Fantastic Places	Globalisation of Food	Development	Revision Paper 2	

For more information, please click on the subject to visit the exam board's website: https://www.aqa.org.uk/subjects/geography/gcse/geography-8035

Health & Social Care

At Hodge Hill College, pupils receive a broad and balanced curriculum to produce successful learners who enjoy learning, make progress and achieve. We aim to develop confident individuals who are responsible citizens, who uphold British values and who make a positive contribution to British society. Our aim is to ensure that at the end of their time with us all our pupils leave the college able to live safe, healthy and fulfilling lives.

Our curriculum aims to develop:

- **Personal Learning**: promoting the intellectual, social, emotional and physical development of individuals across all life stages
- **Social Learning:** enabling pupils to socially interact with society and to understand the issues behind social isolation
- **Cultural Learning:** introducing pupils to different cultures and identifying the different beliefs society has to their health and wellbeing
- **Economic Learning:** enabling pupils to identify the reasons behind poverty and absolute poverty, linking them to different barriers and how to overcome them

Course Information

Exam Board: Edexcel

Examined By:	• Two internally assessed coursework units • One externally assessed unit which can be retaken once
Key Topics Taught	• Human Lifespan Development • Health and Social Care Services and Values • Health and Wellbeing

Year 10

Component 1 - Human Lifespan Development:

Explore how individuals develop physically, emotionally, socially and intellectually over time.

Component 2 - Health and Social Care Services and Values:

Understand which health care services are available and why people might use them. Discover who is involved in providing these services and explore the barriers in which it may prevent people using the service.

Year 11

Component 3 - Exam – Health and Wellbeing:

Explore the different factors that might influence health and welling. Identify key health indicators and how to interpret them. Assess an individual's health using the information you have and what you have learnt.

Five Year Plan

	Year 10	Year 11
Summer Two	**Component One A** Physical, Intellectual, Emotional and Social aspects – linking to all life stages	**Component Three A** Factors that affect health and wellbeing
Autumn One	**Component One B** Understanding expected and unexpected life events and how they can affect a person	**Component Three B** Interpreting Health Indicators
Autumn Two	To re-assess component one. Close the gap and resubmit completed work	**Component Three C** Person-centred health and wellbeing improvement plan
Spring One	**Component Two A** Health and social care services and the barriers people face	**Exam Preparation**
Spring Two	**Component Two B** Care Values and how they are adhered to by the health care services.	**Exam Preparation**
Summer One	To re-assess component two. Close the gap and resubmit completed work	

For more information, please click on the subject to visit the exam board's website: https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html

History

At Hodge Hill College, all pupils are taught a broad range of historical enquires in chronological order which allows for students to have a secure understanding of British and world history. The curriculum offered allows students to identify significant events, make connections, draw contrasts and analyse trends. We allow our students to become independent, enquiring and thoughtful learners and to develop skills in oral work and literacy. We have a curriculum that is relevant and tailed to students, which should inspire pupils' curiosity to know more about the past and have a lifelong interest in history. We embed British Values and SMSC consistently through the SoW as well as implementing through the school CARE brand.

Our curriculum aims to develop:

- Pupils' should have chronologically secured knowledge and understanding of British, local and world history. Identifying the sense of place in the world and the influence society has upon themselves
- Pupils' understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance enabling them to be reflective individuals
- Pupils can make connections, draw contrasts, analyse trends, frame historically valid questions and create their structured accounts providing students opportunities to learn how to express their opinions and argue their views in an eloquent manner
- Pupils' can test and judge a range of historical sources and/or interpretations using their knowledge to support their thinking and students become critical thinkers who can use a range of sources to justify their evaluations

Course Information

	Exam Board: AQA	**Course Code:** 8145
Examined By:	• Two exam papers at the end of year 11. Each paper has a mixture of 8-10 interpretation and essay-based questions and both papers are 2 hours long. There is one tier of paper for all levels (9-1)	
Key Topics Taught	**Paper 1: Understanding the Modern World** • Section A: Germany, 1890–1945: Democracy and dictatorship • Section B: Conflict and tension: The inter-war years, 1918–1939 **Paper 2: Shaping the Nation** • Section A: Britain: Health and the people: c1000 to the present day • Section B: Elizabethan England, c1568–1603	

Year 10

Britain: Health and the people: C1000 to the present day (thematic study)
Elizabethan England 1568-1603 (British depth study including the historic environment)

Year 11

Germany 1890-1945 (period study)
Conflict and Tension 1918-1939 (wider world depth study)

Five Year Plan

	Year 7	Year 8	Year 9	Year 10	Year 11
Summer Two		How Did Slavey End?	Why Was There a Rise of Dictators by the 1930s?	Medicine: Middle Ages and Renaissance	Elizabeth: Government and Society
Autumn One	Staffordshire Hoard and the Anglo-Saxons Local History Chronological Knowledge from Before 1066	How Did Women Win the Vote?	Was WW2 Preventable?	Medicine: Renaissance and Industrial	Elizabeth: Religion and Troubles at Home and Abroad
Autumn Two	1066 and The Norman Conquest	Why Did Russia Become Communist?	What was the Turning Point for the Allied Victory in WW2?	Medicine: Industrial and Modern	Elizabeth: Historical Site Changes Each Year
Spring One	Medieval Life	How Did Pakistan Gain Its Independence?	Why was the Holocaust Allowed to Take Place?	Germany: Kaiser and Weimar Government 1890-1929 Consolidation of power 1929 – 1934	Revision: Year 9 Content
Spring Two	War of the Roses and Tudors	How Did Pakistan Gain Its Independence?	Is Great Britain 'Great'?	Germany: Consolidation of power 1929 – 1934 AND Life in Nazi Germany 1934-1945/	Revision: Year 10/11 Main focus on the 2 topics covered in Year 10
Summer One	Tudors and the Civil War	What Happened to the Losers of WW1?	Medieval Medicine	Revision	

For more information, please click on the subject to visit the exam board's website: https://www.aqa.org.uk/subjects/history/gcse/history-8145

Mathematics

At Hodge Hill College, all pupils receive a broad and balanced mathematics curriculum, with a skills-based focus. This aims to allow students to develop core skills that will not only enable them to succeed academically (in completing exams to a high standard), but also to succeed in their lives, through appreciating and understanding the relevance of mathematics across the real world.

Time is spent in both key stages on applied mathematics, for instance, maths and finance in year 8, which gives an opportunity to test topics such as percentages, interest, depreciation and indices.

Within mathematics lessons, we develop teamwork and communication, as well as confidence, through group work and the concept of justification; i.e. students are continually encouraged to explain *how* they have come to a conclusion/answer, regardless of its being correct or not.

Our curriculum aims to develop:

- Pupils' basic numeracy skills ("core skills") which underpin the general syllabus
- Pupils' problem solving, through the use of contextual real-life maths problems
- Pupils' appreciation of maths in a wider context, through key topics (such as speed distance and time), as well as units of work (such as maths and finance)
- Pupils' communication and teamwork through the use of paired or group tasks in lessons
- Confidence generally in the use of and understanding of numeracy and its application to the real world

Course Information

	Exam Board: Edexcel	**Course Code:** MA1
Examined By:	• Three exam papers at the end of Year 11; (two with use of a calculator and one without) of 1hour 30 minutes each • Two tiers of entry are available, Higher (grades 9-4) and Foundation (grades 5-1)	
Key Topics Taught	• Number skills and calculations • Algebra and problem solving • Graphs, proportion and rates of change • Geometry • Data handling, statistics and probability	

Five Year Plan

	Year 7	Year 8	Year 9	Year 10
Summer Two		Rounding, Estimating, BIDMAS, Maths in Finance	Percentages, Parallel Lines, Bearings, Pythagoras	Inequalities, Sequences, Ratio And Proportion, Volume and Surface Area

Autumn One	Time And Days, Basic Number, Negative Numbers and BIDMAS, Decimals	Factors, Multiples, Primes, Fractions, Ratio, Angles	Trigonometry, Y = Mx + C, Indices, Averages, Stem and Leaf, Cumulative Frequency, Boxplots	Fractions, Decimals, Percentages, Percentages Of Amounts, Interest and Depreciation, Angles and Polygons, Graphs
Autumn Two	Fractions, Percentages, FDP Factors, Multiples, Primes, Squares and Cubes	Collecting Terms, Expanding and Factorising, Solving and Forming Equations Sequences	Solving Equations, Simultaneous Equations, Factorising, Inequalities	Graphs, Pythagoras and Trigonometry, Indices, Standard Form, Surds
Spring One	Expressions, Collecting Terms, Basic Algebra, Co-Ordinates and Linear Graphs	Linear Graphs , Area Of Circles, 3D Shapes, Surface Area and Volume,	Proportion and Recipes, Direct and Inverse Proportion	Standard Form, Circles, Probability Trees, Frequency Trees
Spring Two	Area and Perimeter, Angles	Pie Charts , Stem and Leaf, Frequency Polygons	Probability, Transformations, Area and Perimeter, Volume And Surface Area, Sequences	Data Representation, Histograms, Transformations, Solving Quadratics,
Summer One	Averages, Representing Data, Analysing Data, Real Life Maths	Probability, Venn Diagrams, Calculator Skills, Rounding and Estimating	Area And Perimeter Of 2D And 3D Shapes, Volume Of Prisms, Sequences And Nth Term	Quadratics, Simultaneous Equations

	Year 11		
	Set 1 (Higher)	**Set 2 (Higher)**	**Set 3-5 (Foundation)**
Summer Two	Revision, Mocks, Quadratics, Simultaneous Equations, Compound Measures, Volume and Surface Area	Revision, Mocks, Mocks Analysis, Recipes and Proportion, Factorising, Transformations	Revision, Mocks, Four Operations, Non-Calculator Multiplication and Division, BIDMAS, HCF LCM, Directed Numbers, Operations with Fractions

Autumn One	Prime Factors, HCF LCM, Operations with Fractions, Recurring Decimals, Growth and Decay, Reverse Percentages, Algebraic Fractions, Indices, Surds	Angles and Parallel Lines, Interior And Exterior Angles, Ratio, HCF/LCM, Solving Equations, Expanding and Factorising, Standard Form	Four Operations, Negative Numbers, Fractions, FDP, Estimation, Rounding
Autumn Two	**Mocks (Maths & English)** Sine and Cosine Rule, Algebraic Proof, Histograms, Parallel and Perpendicular Lines, Equation of a Circle, Direct/Inverse Proportion, Congruency, Similar Shapes, Vectors	**Mocks (Maths & English)** Interest And Depreciation, Error Intervals, Two Way Tables, Area and Volume, Pythagoras and Trigonometry, Sine and Cosine	**Mocks (Maths & English)** Representing Data, Mean Median Mode, Collecting Terms, Expanding Brackets, Substitution, Solving Equations
Spring One	**Mocks (All Subjects)** Bounds, Trigonometric Graphs, Transforming Graphs, Changing The Subject, Geometric Proof, Sequences	**Mocks (All Subjects)** Circles, Sectors, Compound Shapes, Sampling Consolidation (Use Mock Data, Qlas, Teacher Judgement to Choose Key Topics)	**Mocks (All Subjects)** Pythagoras, Trigonometry, Problem Solving Consolidation (Use Mock Data, Qlas, Teacher Judgement to Choose Key Topics)
Spring Two	**Mocks (Maths & English)** Plans And Elevations, Construction/Loci, Inequalities, Angles And Polygons, Circle Theorems, Consolidation (Use Mock Data, Qlas, Teacher Judgement To Choose Key Topics)	**Mocks (Maths & English)** Consolidation (Use Mock Data, Qlas, Teacher Judgement to Choose Key Topics)	**Mocks (Maths & English)** Consolidation (Use Mock Data, Qlas, Teacher Judgement to Choose Key Topics)

For more information, please click on the subject to visit the exam board's website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html

Music

At Hodge Hill College, pupils will be given an insight into a number of music styles from a range of cultures around the world. This will provide them with the mindset and confidence to begin forming and implementing their own ideas within Music. Pupils will find themselves in an open environment which will allow them to discover and develop what areas of music they like. A pupil's progress will expect to show the maturity and ability to implement more individually led work, picking their own songs to analyse and learn within groups. Pupils will also perform to the class individually and in groups.

The Music curriculum focuses on developing our pupils' critical thinking, group work skills and confidence. Pupils will consistently be asked to give and explain their opinions in a safe environment where they can make mistakes and learn from them. Pupils will practise their group work skills when practising and performing pieces of music. These skills will be practised thoroughly within the curriculum giving students the confidence to have their own voice and work well with others in the working world.

Our curriculum aims to develop:

- **Practical Ability** - Students will develop their practical ability on various instruments such as drums, piano and vocals leaving them with the tools to further develop their skills after school
- **Understanding of Music Theory** – Pupils will learn to understand and recognise keywords used within music allowing them to analyse any song for full consideration of the music they enjoy and why
- **An Understanding of Different Cultures and Histories That Surround Music** - Pupils will learn about the importance of music from Africa, Brazil, America and much more. This will help them understand the emotions and sensibilities of each place and time as music was able to capture that
- **Confidence to Work in Groups and Perform in Front of Others** – Pupils will be in an environment where they are safe to come out of their shell, hopefully reminding them that it's ok to be wrong sometimes as long as grow from it

Five Year Plan

	Year 7	Year 8	Year 9	Year 10	Year 11
Summer Two		**African Music** The music behind African culture and how it fits into society. Mainly focusing on rhythm and uses of Djembe Drums.	**Rhythms of Samba** Addressing the use of timbre and polyrhythms in Samba drumming. Students will need to begin understanding how to communicate whilst performing and showing an ability at listening.		
Autumn One	**African Music** The music behind African culture and how it fits into society. Mainly focusing on rhythm and uses of Djembe Drums.	**Rhythms of Samba** Addressing the use of timbre and polyrhythms in Samba drumming. Students will need to begin understanding how to communicate whilst performing and showing an ability at listening.	**Music and Space** Students will begin to examine and practise how and why a song sounds a certain way. Analysing musical intentions to make songs sound scary, happy, sad, etc.		**Component 2:** Music Skill Development Component 1 revisited and clean up

Autumn Two	**African Music** The music behind African culture and how it fits into society. Mainly focusing on rhythm and uses of Djembe Drums.	**Rhythms of Samba** Addressing the use of timbre and polyrhythms in Samba drumming. Students will need to begin understanding how to communicate whilst performing and showing an ability at listening.	**Music and Space** Students will begin to examine and practise how and why a song sounds a certain way. Analysing musical intentions to make songs sound scary, happy, sad, etc.		**Component 2:** Music Skill Development
Spring One	**Minimalism** Using glockenspiels to cover and create minimalist piece. This is about gaining a basic understanding of harmony, notation and use of space.	**Jazz Improvisation** Students will learn some basic chords, how to create those chords and what notes you can play over those chords when creating a melody.	**Popular Music** Students will be put into groups each with their own role towards rhythm, melody or harmony. They will be given a song which they will need to learn their respective parts and play together.		**Component 3:** Responding to a commercial Brief
Spring Two	**African Music** The music behind African culture and how it fits into society. Mainly focusing on rhythm and uses of Djembe Drums.	**Rhythms of Samba** Addressing the use of timbre and polyrhythms in Samba drumming. Students will need to begin understanding how to communicate whilst performing and showing an ability at listening.	**Music and Space** Students will begin to examine and practise how and why a song sounds a certain way. Analysing musical intentions to make songs sound scary, happy, sad, etc.		Gathering All Coursework
Summer One	**Minimalism** Using glockenspiels to cover and create minimalist piece. This is about gaining a basic understanding of harmony, notation and use of space.	**Jazz Improvisation** Students will learn some basic chords, how to create those chords and what notes you can play over those chords when creating a melody.	**Popular Music** Students will be put into groups each with their own role towards rhythm, melody or harmony. They will be given a song which they will need to learn their respective parts and play together.		

Photography

At Hodge Hill College, our Photography curriculum is focused on engaging pupils with the creation of images whilst exploring projects that stretch and challenge outcomes. Being able to conceptualise something and develop the skills required to create it is rooted throughout the subject.

The photography curriculum provides pupils with skills in understanding the use and functionality of DSLR cameras, composition and lighting. Creativity is encouraged and pupils are able to experiment with a wide variety of mix-media in order to develop their body of work. In a world where images are everywhere, it is vitally important that pupils understand the contextual sources and how photography has an impact on society and shapes the minds of the young people.

Our curriculum aims to develop:

- Confidence in using a range of techniques and applying materials
- Knowledge about art and photography history including all periods dated from renaissance to modern contemporary art
- Critical understanding of artists, expressing reasoned verdicts that can inform pupils own work
- Confidence in analysing and evaluating pupils own work, and that of others, in order to strengthen the visual impact of work
- Proficiency in drawing, capturing images, understanding materials and design processes
- Creative and conceptual thinking

Course Information

	Exam Board: Edexcel	**Course Code:** 1PY0
Examined By:	• Two A2 portfolios are created throughout the course, a coursework portfolio and an examination portfolio • The coursework portfolio is developed throughout Year 10 and one term of Year 11 and constitutes 60% of the overall grade • The examination portfolio is started in the Spring term of year 11 and follows a theme given by the examination board, this portfolio constitutes 40% of the final grade and culminates in an examination which is completed over a period of ten hours • Both portfolios are graded on four assessment objectives and must contain an investigation of the artwork by established artists and artwork produced by the student • Students must also produce written work exploring the theme, analysing artwork and explaining their personal response to their project	
Key Topics Taught	• The use of DSLR cameras with studio lighting and natural lighting • Experimentation with a range of photographic techniques • Creation and enhancement of images using Photoshop • Development of photographic skills with an emphasis upon the use of materials with the aim of producing large final outcomes of a high standard • The study of key themes in Art, for example, portraiture and still life exploring these themes within the contexts of culture, history and contemporary practice	

Five Year Plan

	Year 7 - Events	Year 8 - Layers	Year 9 - Fragments	Year 10	Year 11
Summer Two		**Art:** Development of drawing techniques, recording from observation. Introduction to landscape compositions and an introduction to impressionistic painting **Textiles:** Development of embroidery and applique techniques to produce a product.	**Art:** Introduction to portraiture in different cultures. Exploration of proportions of the human face and development of compositional skills. **3D:** Cardboard construction using templates and introduction to CAD.	Introduction to theme and course content. Pupils to begin thinking about how they might develop an individual and personalised approach to the wider theme. Exploration of techniques, materials and processes. Teacher led workshops.	Full investigation of the theme. Work annotated and all assessment objectives met. Preparation for mock exam.
Autumn One	**Art:** Introduction to observational drawing and printing techniques. **3D:** Introduction to clay slumping technique and surface decoration using glazing and sgraffito **Textiles:** Exploring repeat patterns and creating a sewn design to produce a final product.	**Art:** Development of drawing techniques, recording from observation. Introduction to landscape compositions and an introduction to impressionistic painting. **Textiles:** Development of embroidery and applique techniques to produce a product.	**Art:** Introduction to portraiture in different cultures. Exploration of proportions of the human face and development of compositional skills. **3D:** Cardboard construction using templates and introduction to CAD	Teacher led workshops: Exploration of techniques, materials and processes. Further exploration of individualised responses to the theme by the pupils.	Mock exam prep. Further development and refinement of techniques, materials and processes.
Autumn Two	**Art:** Introduction to observational drawing and printing techniques. **3D:** Introduction to clay slumping technique and surface decoration using glazing and sgraffito **Textiles:** Exploring repeat patterns and creating a sewn design to produce a final product.	**Art:** Development of drawing techniques, recording from observation. Introduction to landscape compositions and an introduction to impressionistic painting. **Textiles:** Development of embroidery and applique techniques to produce a product.	**Art:** Introduction to portraiture in different cultures. Exploration of proportions of the human face and development of compositional skills. **3D:** Cardboard construction using templates and introduction to CAD	Personal project development. Exploration of theme through use of materials and techniques. Pupil driven development and Teacher led workshops	Mock exam prep. Further development and refinement of techniques, materials and processes.

Spring One	**Art:** Introduction to Still Life composition. Introduction to colour theory, exploration of colour mixing and painting techniques. **3D:** Exploring the properties of clay: making pinch pot to construct forms **Textiles:** Using templates to construct forms in felt, introduction to applique and basic sewing techniques.	**Art:** More advanced drawing techniques looking at more complex manufactured objects, such as, tools, cutlery and keys. Introduction to collage and layering. **3D:** Expanding knowledge of manipulating clay, joining clay using slip and expand upon existing knowledge of creating surface decoration.	**Art:** Advanced drawing techniques and compositions using a range of materials and processes **Textiles:** Exploring batik and sewing techniques to create a product	Personal project development. Exploration of theme through use of materials and techniques. Pupil driven development and Teacher led workshops	Exploration of GCSE theme for Externally Set Assignment. Full investigation of the theme: development of ideas, recording from experience, artist research, exploration of materials and techniques. Development of an individualised approach to the wider theme.
Spring Two	**Art:** Introduction to Still Life composition. Introduction to colour theory, exploration of colour mixing and painting techniques. **3D:** Exploring the properties of clay: making pinch pots to construct forms **Textiles:** Using templates to construct forms in felt, introduction to applique and basic sewing techniques.	**Art:** More advanced drawing techniques looking at more complex manufactured objects, such as, tools, cutlery and keys. Introduction to collage and layering. **3D:** Expanding knowledge of manipulating clay, joining clay using slip and expand upon existing knowledge of creating surface decoration.	**Art:** Advanced drawing techniques and compositions using a range of materials and processes **Textiles:** Exploring batik and sewing techniques to create a product	Personal project development. Exploration of theme through use of materials and techniques. Pupil driven development and Teacher led workshops	Completion of ESA folder and final Exam
Summer One	**Art:** Introduction to Still Life composition. Introduction to colour theory, exploration of colour mixing and painting techniques. **3D:** Exploring the properties of clay: making pinch pots to construct forms **Textiles:** Using templates to construct forms in felt, introduction to applique and basic sewing techniques.	**Art:** More advanced drawing techniques looking at more complex manufactured objects, such as, tools, cutlery and keys. Introduction to collage and layering. **3D:** Expanding knowledge of manipulating clay, joining clay using slip and expand upon existing knowledge of creating surface decoration.	**Art:** Advanced drawing techniques and compositions using a range of materials and processes **Textiles** Exploring batik and sewing techniques to create a product	Understanding of Assessment Criteria, further development of ideas and refinement of work.	

For more information, please click on the subject to visit the exam board's website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html

Physical Education & Sport

At Hodge Hill College pupils receive a high-quality Physical Education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for pupils to become physically confident in a way that supports their health and fitness. There are opportunities for pupils to compete in sport and other activities which build character and helps embed values such as fairness and respect.

Our curriculum aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy active lives

Course Information

Exam Board: Edexcel

Examined By:	• 3 coursework folders that are internally assessed and one on-screen exam which is externally marked and can be retaken
Key Topics Taught	• Unit 1 – Fitness for Sport and Exercise (Online exam) • Unit 2 – Practical Sports Performance • Unit 3 – Applying the Principles of Personal Training (Synoptic) • Unit 4 – The Sports Performer in Action

At Key Stage Four, students complete the BTEC Level 2 First Award in Sport. Students complete a mixture of classroom and practical sessions to understand and apply the theoretical underpinnings of the course and apply the required knowledge, through either coursework or during an online exam. Students are supported on this course through regular homework and research tasks in addition to focused revision leading up to the online exam.

Five Year Plan

	Year 7	Year 8	Year 9	Year 10	Year 11
Summer Two		**Activity Block 1** Activity Depends on Rotation	**Activity Block 1** Activity Depends on Rotation	**Unit 2:** **Practical Sport**	**Unit 5:** **Sport Performer in Action**

Autumn One	**Year 7 Baseline Testing** (4 Lessons on 3 Different Activities)	**Activity Block 2** Activity Depends on Rotation	**Activity Block 2** Activity Depends on Rotation	**Unit 2:** **Practical Sport**	**Unit 5:** **Sport Performer in Action**
Autumn Two	**Year 7 Baseline Testing** (4 Lessons on 3 Different Activities)	**Activity Block 3** Activity Depends on Rotation	**Activity Block 3** Activity Depends on Rotation	**Start Unit 1:** **Mock Exams at End of Modules**	**Unit 3:** **Applying the Principles of Personal Training**
Spring One	**Activity Block 1** Activity Depends on Rotation	**Activity Block 4** Activity Depends on Rotation	**Unit 2:** **Practical Sport** All Pupils Start the BTEC Sport Course	**Unit 1:** **Fitness** 1st Attempt at External Exam	**Unit 3:** **Applying the Principles of Personal Training**
Spring Two	**Activity Block 2** Activity Depends on Rotation	**Activity Block 5** Activity Depends on Rotation	**Unit 2:** **Practical Sport**	**Unit 1:** **Fitness –** 2nd Attempt at External Exam	**Unit 3:** **Applying the Principles of Personal Training**
Summer One	**Activity Block 3** Activity Depends on Rotation	**Activity Block 6** Activity Depends on Rotation	**Unit 2:** **Practical Sport**	**Unit 5:** **Sport Performer in Action**	

For more information, please click on the subject to visit the exam board's website: https://qualifications.pearson.com/en/qualifications/btec-firsts/sport-2012-nqf.html

Religious Education

At Hodge Hill College, all pupils receive a broad and balanced Religious and Citizenship Education curriculum that follows the Birmingham Agreed Syllabus.

Within Religious Education we aim to explore challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. The curriculum we offer ensures opportunities for personal reflection and spiritual development. We allow our students to become independent, creative, resilient, enquiring and thoughtful learners and to develop skills in oral work and literacy. We have a curriculum that is relevant to students and their lives, that fosters academic success and aims to develop well-rounded citizens equipped for the modern world.

Our curriculum aims to develop:

- Pupils' understanding of beliefs and practices within a range of religions
- Pupils ability to engage with and explore big questions/big issues from a range of perspectives
- Encounters with the 24 Birmingham Agreed Syllabus dispositions, which all the major faiths see as particularly important. Taken together, the dispositions constitute a person's spiritual and moral character and help to depict a human ideal
- Pupils' communication skills in writing, reading, speaking and listening
- Skills at KS3 that will allow them to flourish at KS4
- At GCSE an appreciation of religious thought and its contribution to individuals, communities and societies. Students will develop knowledge and understanding of Christianity and Islam, enabling them to understand and articulate their own and others' beliefs, values and commitments. Students will develop analytical and critical thinking skills to enable them to present a wide range of well-informed and reasonable arguments, aiding in progression to AS and A level study

Course Information

	Exam Board: Edexcel	**Course Code:** 1RB0
Examined By:	• Two exams: 1 hour and 45 minutes each	
Key Topics Taught	**Paper 1: Area of Study 1 - Religion and Ethics (Islam)** • Beliefs • Marriage and the Family • Living the Muslim Life • Matters of Life and Death **Paper 2: Area of Study 2 - Religion, Peace and Conflict (Christianity)** • Beliefs • Crime and Punishment • Living the Christian Life • Peace and Conflict	

We teach two religions: **Islam (Religion and Ethics)** and **Christianity (Peace and Conflict).** The papers cover both beliefs and practices and philosophical and ethical issues. There is no coursework.

Five Year Plan

	Year 7	Year 8	Year 9	Year 10	Year 11
Summer Two		**Who Wants to be a Millionaire?** Religious attitudes to wealth	**How Did We Get Here?** Religious and non-religious attitudes to creation and the environment	**Islam: Muslim Beliefs**	**Christianity: Crime and Punishment**
Autumn One	**What World Views Are There?**	**Who Wants to be a Millionaire?** Religious attitudes to wealth	**Who Am I?** Religious influences on identity	**Islam: Marriage and The Family**	**Christianity: Living the Christian life**
Autumn Two	**Jesus Christ Superstar** Whether the teachings and actions of Jesus make him a good role model for today	**What it Means to be a Jew** Jewish beliefs and practices	**Bloody RE** Religious views on sacrifice, war and the death penalty	**Islam: Living the Muslim Life**	**Christianity: Peace and conflict**
Spring One	**Jesus Christ Superstar** Whether the teachings and actions of Jesus make him a good role model for today	**Is There Anything Else?** Religious and non-religious views on life after death	**How Do I Decide?** Religious and non-religious views on moral/ethical issues	**Islam: Living the Muslim Life**	**Revision**
Spring Two	**Following Muhammad** How the teachings and actions of Muhammad influence people today.	**What it Means to be a Sikh** Sikh beliefs and practices	**How Do I Decide?** Religious and non-religious views on moral/ethical issues	**Islam: Matters of life and Death**	**Revision**
Summer One	**Following Muhammad** How the teachings and actions of Muhammad influence people today.	**Is There Anything Else?**	**Religion and The Media** How religions/religious issues/people are reflected in a variety of media	**Christianity: Beliefs**	

For more information, please click on the subject to visit the exam board's website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-b-2016

Science

At Hodge Hill College, we aim to create scientists with well-rounded practical, scientific and mathematical skills by delivering engaging lessons taught by expert teachers. Pupils are confident in their scientific abilities and are passionate about Biology, Chemistry and Physics.

From KS3 we aim to equip pupils with the correct skills base in terms of practical and mathematical skills as well as introducing them to the world of work and the importance of Science in real-world situations. We continue this into KS4 intending to inspire the next generation of scientists by instilling the core school principles of courtesy, achievement, respect and empathy.

It is important to show pupils the world of Science outside of the lesson setting. We provide the following enrichment activities:

- Interactive workshops on alternative NHS jobs. These allow pupils to explore the practical side of employment as well as giving them a chance to talk to professionals about career entry routes and salaries
- 4D immersive lessons on cells and the atmosphere. These allow pupils to 'talk science'
- Virtual reality workshops on aerospace and what it is like to work in an exciting workplace environment
- Rocket launch events. These allow pupils to demonstrate their collaborative and creative sides as well as stimulating an enjoyment of Science.
- Visits to RAF Cosford. These allow pupils to see a workplace that is reliant on science skills and engineering. This is aimed mainly at girls that are studying physics to help inspire the next generation of female engineers

Our curriculum aims to develop:

- **Personal Learning -** Promoting self-awareness and learning about lab safety and the consciousness that an individual's discoveries can impact positively on the wider world. We actively promote the concept of 'talking science' to allow pupils to express their views and use 'thinking harder' tasks to allow pupils to stretch and challenge themselves.
- **Social Learning** - Working as part of a team during practical and group work tasks enables the pupils to see the effectiveness of collaborative work and equips the pupils with communication and leadership skills
- **Cultural Learning -** Introducing the pupils to ethical and moral situations that link into British values and to new scientific developments that may directly or indirectly impact on one's cultural beliefs is imperative i.e. nanotechnology or embryonic stem cell science vs. embedded religious or cultural views
- **Economic Learning -** Introducing the world of Science in the workplace with links to specific jobs, the skillset needed for these jobs and how to get there in terms of academic and apprenticeship routes. We emphasise the salaries involved and show pupils the alternatives in specific fields. Lessons with workplace links also show the contribution of Science jobs on the wider economy

Course Information

Combined Science - Trilogy

	Exam Board: AQA	**Course Code:** 8464
Examined By:	• 6x 1hr 15mins worth 16.7% each (2 x Chemistry exams, 2x Physics exams, 2x Biology exams)	
Key Topics Taught	**Biology** • Cell Biology • Organisation (enzymes, organ systems, plant systems) • Infection and Response	

	• Bioenergetics (photosynthesis and respiration) **Chemistry** • Earth's Atmosphere • Using resources (extraction of metals, alloys, recycling etc) • Atomic structure (elements, periodic table, separation techniques) • Bonding (ionic, covalent, metallic) • Energy changes (exothermic, endothermic) **Physics** • Forces (introduction) • Forces B (distance/time graphs, stopping distance, momentum) • Energy (energy transfers, efficiency) • Energy Resources (renewable, non-renewable) • Waves (properties of waves, EM) • Atomic Structure

Biology

	Exam Board: AQA	**Course Code:** 8461
Examined By:	• 2 x 1hr 45mins exams worth 50% each	
Key Topics Taught	• Cell Biology • Organisation (enzymes, organ systems, plant systems) • Infection and Response • Bioenergetics (photosynthesis and respiration)	

Chemistry

	Exam Board: AQA	**Course Code:** 8462
Examined By:	• 2 x 1hr 45mins exams worth 50% each	
Key Topics Taught	• Earth's Atmosphere • Using resources (extraction of metals, alloys, recycling etc) • Atomic structure (elements, periodic table, separation techniques) • Bonding (ionic, covalent, metallic) • Energy changes (exothermic, endothermic)	

Physics

	Exam Board: AQA	**Course Code:** 8463
Examined By:	• 2 x 1hr 45mins exams worth 50% each	
Key Topics Taught	• Forces (introduction) • Forces B (distance/time graphs, stopping distance, momentum) • Energy (energy transfers, efficiency) • Energy Resources (renewable, non-renewable) • Waves (properties of waves, EM) • Atomic Structure	

Five Year Plan

Biology

	Year 7	Year 8	Year 9	Year 10	Year 11
Summer Two		• Cells • Photosynthesis		• Introduction to GCSE Biology • Cells	• Homeostasis and response
Autumn One		• Respiration • Drugs and Smoking		• Diffusion osmosis and active transport	• Reproduction and inheritance
Autumn Two	• Human body and organ systems • Puberty and gestation			• Digestive system and digestive enzymes	• Variation and classification
Spring One	• Digestion and enzymes • Classification and adaptations			• Circulatory and respiratory systems	• Ecology • Start revision for exams

Spring Two			• Cells • DNA and variation	• Communicable and non-communicable diseases	• Revision for exams
Summer One			• Digestive system and enzymes • Circulatory system	• Bioenergetics (photosynthesis and respiration)	

Chemistry

	Year 7	Year 8	Year 9	Year 10	Year 11
Summer Two			• Earth's atmosphere • Resources from the Earth	• Introduction to GCSE Chemistry • Earth's atmosphere	• Quantitative chemistry
Autumn One			• Periodic table (basics) • Groups of the periodic table	• Earth's atmosphere recap • Resources from the Earth	• Quantitative chemistry recap • Displacement and neutralisation
Autumn Two		• Metal reactions • Periodic table/bonding		• Resources from the Earth cont. • Periodic table	• Electrolysis • Rates of reaction
Spring One		• Combustion • Earth's resources and atmosphere		• Periodic table cont. • Bonding	• Organic chemistry • Gas tests and formulations • Start revision for exams

Spring Two	• Changes of state • Mixtures (separating mixtures)			• Bonding cont. • Endothermic and exothermic reactions	• Revision for exams • Revision for exams
Summer One	• pH and neutralisation • Chemical reactions			• Endothermic and exothermic reactions • Revision for Year 10 mocks	

Physics

	Year 7	Year 8	Year 9	Year 10	Year 11
Summer Two				• Introduction to GCSE Physics • Forces A (basics)	• Electricity
Autumn One	• Energy (basics) • Fuels			• Forces A recap • Forces B (motion time graphs)	• Electricity recap
Autumn Two	• Forces • Magnetism		• Energy • Forces and motion	• Energy	• Magnetism and electromagnetism
Spring One			• Waves and the electromagnetic spectrum	• Energy resources	• Particle model of matter • Start revision for exams

Spring Two		• Electricity • Waves		• Waves	• Revision for exams
Summer One		• Light • The eye		• Atomic structure and radiation	

For more information, please click on the subject to visit the exam board's website:

- Combined Science - Trilogy: https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464
- Biology: https://www.aqa.org.uk/subjects/science/gcse/biology-8461
- Chemistry: https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462
- Physics: https://www.aqa.org.uk/subjects/science/gcse/physics-8463

Textiles

At Hodge Hill College, our Textiles curriculum involves the selection, manipulation and application of a range of materials. Pupils engage with different processes including felting, batik, stitched and embellished textiles, sewing, constructed textiles, dyed fabrics, fashion design, fabric painting, free motion embroidery and silk painting to create their own designs and products.

Our curriculum aims to develop:

- Pupils' knowledge about the history of design including periods, styles and major movements from ancient times up to the present day
- Confidence in using a range of techniques to record observations as a basis for exploring creative work
- Pupils' proficiency in drawing, understanding materials and design processes to create a final outcome
- Critical understanding of designers, expressing reasoned judgements that can inform pupils own work
- Confidence in analysing and evaluating pupils own work, and that of others, in order to strengthen the visual impact of work
- Pupils' knowledge of textile properties and characteristics
- Pupils' understanding of the issues which influence the design industry and consumers

Course Information

	Exam Board: Edexcel	**Course Code:** 1TE0
Examined By:	• Two folders are created throughout the course, a coursework folder and an examination folder. The coursework folder is developed throughout Year 10 and one term of Year 11 and constitutes 60% of the overall grade • The examination folder is started in the Spring term of Year 11 and follows a theme given by the examination board, the folder constitutes 40% of the final grade and culminates in a practical examination sat over a period of ten hours. Both folders contain an investigation of the artwork by established artists and artwork produced by the student • Students must also produce written work exploring the theme, analysing artwork and explaining their personal response to the project	
Key Topics Taught	• Drawing from first hand and second-hand sources using a range of mark-making techniques • Experimentation with a range of materials and techniques • Development of textiles skills with an emphasis upon the use of materials with the aim of producing large pieces of work to a high standard • The study of key themes in Art, for example, portraiture and landscape and exploring these themes within the contexts of culture, history and contemporary practice	

Assessment Objective 1 is concerned with developing student's awareness of Critical and Contextual studies. A range of established Artists and contemporary artists are studied throughout the two-year course. Work is produced visually with supporting text.

Assessment Objective 2 is concerned with developing student's understanding of ideas and the uses of different materials. They are encouraged to use a wide variety of materials with confidence.

Assessment Objective 3 is concerned with developing students recording skills. We encourage all students to record from a range of experiences..

Assessment Objective 4 is concerned with final outcome.

Five Year Plan

	Year 7 - Events	Year 8 - Layers	Year 9 - Fragments	Year 10	Year 11
Summer Two		**Art:** Development of drawing techniques, recording from observation. Introduction to landscape compositions and an introduction to impressionistic painting **Textiles:** Development of embroidery and applique techniques to produce a product.	**Art:** Introduction to portraiture in different cultures. Exploration of proportions of the human face and development of compositional skills. **3D:** Cardboard construction using templates and introduction to CAD.	Introduction to theme and course content. Pupils to begin thinking about how they might develop an individual and personalised approach to the wider theme. Exploration of techniques, materials and processes. Teacher led workshops.	Full investigation of the theme. Work annotated and all assessment objectives met. Preparation for mock exam.
Autumn One	**Art:** Introduction to observational drawing and printing techniques. **3D:** Introduction to clay slumping technique and surface decoration using glazing and sgraffito **Textiles:** Exploring repeat patterns and creating a sewn design to produce a final product.	**Art:** Development of drawing techniques, recording from observation. Introduction to landscape compositions and an introduction to impressionistic painting. **Textiles:** Development of embroidery and applique techniques to produce a product.	**Art:** Introduction to portraiture in different cultures. Exploration of proportions of the human face and development of compositional skills. **3D:** Cardboard construction using templates and introduction to CAD	Teacher led workshops: Exploration of techniques, materials and processes. Further exploration of individualised responses to the theme by the pupils.	Mock exam prep. Further development and refinement of techniques, materials and processes.
Autumn Two	**Art:** Introduction to observational drawing and printing techniques. **3D:** Introduction to clay slumping technique and surface decoration using glazing and sgraffito **Textiles:** Exploring repeat patterns and creating a sewn design to produce a final product.	**Art:** Development of drawing techniques, recording from observation. Introduction to landscape compositions and an introduction to impressionistic painting. **Textiles:** Development of embroidery and applique techniques to produce a product.	**Art:** Introduction to portraiture in different cultures. Exploration of proportions of the human face and development of compositional skills. **3D:** Cardboard construction using templates and introduction to CAD	Personal project development. Exploration of theme through use of materials and techniques. Pupil driven development and Teacher led workshops	Mock exam prep. Further development and refinement of techniques, materials and processes.

Spring One	**Art:** Introduction to Still Life composition. Introduction to colour theory, exploration of colour mixing and painting techniques. **3D:** Exploring the properties of clay: making pinch pot to construct forms **Textiles:** Using templates to construct forms in felt, introduction to applique and basic sewing techniques.	**Art:** More advanced drawing techniques looking at more complex manufactured objects, such as, tools, cutlery and keys. Introduction to collage and layering. **3D:** Expanding knowledge of manipulating clay, joining clay using slip and expand upon existing knowledge of creating surface decoration.	**Art:** Advanced drawing techniques and compositions using a range of materials and processes **Textiles:** Exploring batik and sewing techniques to create a product	Personal project development. Exploration of theme through use of materials and techniques. Pupil driven development and Teacher led workshops	Exploration of GCSE theme for Externally Set Assignment. Full investigation of the theme: development of ideas, recording from experience, artist research, exploration of materials and techniques. Development of an individualised approach to the wider theme.
Spring Two	**Art:** Introduction to Still Life composition. Introduction to colour theory, exploration of colour mixing and painting techniques. **3D:** Exploring the properties of clay: making pinch pots to construct forms **Textiles:** Using templates to construct forms in felt, introduction to applique and basic sewing techniques.	**Art:** More advanced drawing techniques looking at more complex manufactured objects, such as, tools, cutlery and keys. Introduction to collage and layering. **3D:** Expanding knowledge of manipulating clay, joining clay using slip and expand upon existing knowledge of creating surface decoration.	**Art:** Advanced drawing techniques and compositions using a range of materials and processes **Textiles:** Exploring batik and sewing techniques to create a product	Personal project development. Exploration of theme through use of materials and techniques. Pupil driven development and Teacher led workshops	Completion of ESA folder and final Exam
Summer One	**Art:** Introduction to Still Life composition. Introduction to colour theory, exploration of colour mixing and painting techniques. **3D:** Exploring the properties of clay: making pinch pots to construct forms **Textiles:** Using templates to construct forms in felt, introduction to applique and basic sewing techniques.	**Art:** More advanced drawing techniques looking at more complex manufactured objects, such as, tools, cutlery and keys. Introduction to collage and layering. **3D:** Expanding knowledge of manipulating clay, joining clay using slip and expand upon existing knowledge of creating surface decoration.	**Art:** Advanced drawing techniques and compositions using a range of materials and processes **Textiles** Exploring batik and sewing techniques to create a product	Understanding of Assessment Criteria, further development of ideas and refinement of work.	

For more information, please click on the subject to visit the exam board's website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html