



# Curriculum Handbook



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## 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
<b>Examined By:</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• Students must also produce written work exploring the theme, analysing artwork and explaining their personal response to the project.</li></ul>		
<b>Key Topics Taught</b>	<ul style="list-style-type: none"><li>• Drawing from first hand and second hand sources using a range of mark-making techniques</li><li>• Experimentation with a wide range of 3D materials and techniques, including clay, cardboard, Modroc and glass</li><li>• Development of planning and construction skills with an emphasis upon use of materials and an understanding of structure</li><li>• The study of key themes in Art, for example, portraiture and architecture exploring these themes within the contexts of culture, history and contemporary practice</li></ul>		

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		<p><b>Art:</b> Development of drawing techniques, recording from observation. Introduction to landscape compositions and an introduction to impressionistic painting</p> <p><b>Textiles:</b> Development of embroidery and applique techniques to produce a product.</p>	<p><b>Art:</b> Introduction to portraiture in different cultures. Exploration of proportions of the human face and development of compositional skills.</p> <p><b>3D:</b> Cardboard construction using templates and introduction to CAD.</p>	<p>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.</p>	<p>Full investigation of the theme. Work annotated and all assessment objectives met. Preparation for mock exam.</p>
Autumn One	<p><b>Art:</b> Introduction to observational drawing and printing techniques.</p> <p><b>3D:</b> Introduction to clay slumping technique and surface decoration using glazing and sgraffito</p> <p><b>Textiles:</b> Exploring repeat patterns and creating a sewn design to produce a final product.</p>	<p><b>Art:</b> Development of drawing techniques, recording from observation. Introduction to landscape compositions and an introduction to impressionistic painting.</p> <p><b>Textiles:</b> Development of embroidery and applique techniques to produce a product.</p>	<p><b>Art:</b> Introduction to portraiture in different cultures. Exploration of proportions of the human face and development of compositional skills.</p> <p><b>3D:</b> Cardboard construction using templates and introduction to CAD</p>	<p>Teacher led workshops: Exploration of techniques, materials and processes. Further exploration of individualised responses to the theme by the pupils.</p>	<p>Mock exam prep. Further development and refinement of techniques, materials and processes.</p>
Autumn Two	<p><b>Art:</b> Introduction to observational drawing and printing techniques.</p> <p><b>3D:</b> Introduction to clay slumping technique and surface decoration using glazing and sgraffito</p> <p><b>Textiles:</b> Exploring repeat patterns and creating a sewn design to produce a final product.</p>	<p><b>Art:</b> Development of drawing techniques, recording from observation. Introduction to landscape compositions and an introduction to impressionistic painting.</p> <p><b>Textiles:</b> Development of embroidery and applique techniques to produce a product.</p>	<p><b>Art:</b> Introduction to portraiture in different cultures. Exploration of proportions of the human face and development of compositional skills.</p> <p><b>3D:</b> Cardboard construction using templates and introduction to CAD</p>	<p>Personal project development. Exploration of theme through use of materials and techniques. Pupil driven development and Teacher led workshops</p>	<p>Mock exam prep. Further development and refinement of techniques, materials and processes.</p>



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

<b>Golden Threads</b>		
<b>1</b>	<b>2</b>	<b>3</b>
Recording from Observation	Experimentation with Materials and Techniques	Creating a Personal Response

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
<b>Examined By:</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• Students must also produce written work exploring the theme, analysing artwork and explaining their personal response to the project.</li></ul>		
<b>Key Topics Taught</b>	<ul style="list-style-type: none"><li>• Drawing from first hand and second-hand sources using a range of mark-making techniques</li><li>• Experimentation with a range of materials and technique</li><li>• 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</li><li>• The study of key themes in Art, for example, portraiture and landscape exploring these themes within the contexts of culture, history and contemporary practice</li></ul>		

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

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<b>Golden Threads</b>		
<b>1</b>	<b>2</b>	<b>3</b>
Recording from Observation	Experimentation with Materials and Techniques	Creating a Personal Response

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>

## Business Studies

Business has an impact on all our lives and shapes us as citizens. How we live our everyday lives is determined by business and affects our standard of living, our health, our happiness and ultimately the local communities in which we live. The connection that business has with the futures of young people is very important and at some point in their lives, our diverse cohort of students will need to have the confidence, capability and aspiration to be able to develop economically as self-sufficient individuals. To be able to live 'choice filled lives' in a dynamic and rapidly advancing global economy.

The Business curriculum at Hodge Hill College is delivered by subject experts, aims to provide all learners with a deep and powerful knowledge base of the world of business, which includes key concepts such as Enterprise, Finance, Marketing, Human Resources, Business Ownership and Growth. The study of Business should also develop our students beyond secondary school, with specialist knowledge to equip them with the life skills that they will need to ensure access to future opportunities within a work environment.

Our curriculum puts the subject in context through the use of real-life situations and exposure to key entrepreneurs in the business world and through problem solving scenarios, which will help students to develop personal qualities such as aspiration, teamwork & resilience. We regularly link our curriculum to current affairs, as well as to both local and global contexts to provide students with the wider understanding to be able to comprehend the world of business and to be able to succeed within it.

Through our carefully planned curriculum, our students are exposed to opportunities to develop a wider understanding of a wide range of business concepts, to develop their ability to think critically, technically and creatively to demonstrate a strong and secure business acumen. They also develop an understanding of what it means to be entrepreneurial and they are provided regular opportunities to apply this understanding to real life contexts and scenarios and as part of whole College fundraising events.

Students should be equipped with a broader understanding of the technical, ethical and economic challenges that businesses face, in order to ensure that they have the knowledge, and confidence to adapt to the rapidly changing business environment

Through a carefully designed curriculum, students develop an enquiring mind, a critical approach to their work and an independence which supports the development of an analytical and enquiring mind. All traits which are essential for success in the modern world.

The wider aims of the curriculum are to:

- know and understand a variety of business concepts
- develop as enterprising individuals with the ability to think technically and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- develop as effective and independent students, and as critical and reflective thinkers with analytic minds
- use an enquiring, critical approach to make informed judgements
- investigate and analyse real business opportunities and issues, to construct well-evidenced, balanced and structured discussions, demonstrating their depth and breadth of understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data.
- Links to useful resources
- Tutor2u for Business - <http://www.tutor2u.net/>
- GCSE Edexcel Business - <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2009.html>
- CSE Business Resources <http://www.businessstudiesonline.co.uk/GcseBusiness/Activities/activitymenu.htm>
- Dragons Den - <http://www.bbc.co.uk/programmes/b006vq92>

## Course Information

### Year 10

**Exam Board:** Edexcel

**Course Code:** 1BS0/01

<b>Examined By:</b>	<ul style="list-style-type: none"> <li>• Two exam papers worth 50% of the grade each</li> <li>• Both papers are 1 hour 45 minutes assessed at the end of year 11</li> </ul>
<b>Key Topics Taught</b>	<ul style="list-style-type: none"> <li>• Topic 1.1: Enterprise and entrepreneurship – students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship.</li> <li>• Topic 1.2: Spotting a business opportunity – students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.</li> <li>• Topic 1.3: Putting a business idea into practice – this topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects.</li> <li>• Topic 1.4: Making the business effective – students will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan.</li> <li>• Topic 1.5: Understanding external influences on business – students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences</li> </ul>

### Year 11

**Exam Board:** Edexcel

**Course Code:** 1BS0/02

<b>Examined By:</b>	<ul style="list-style-type: none"> <li>• Two exam papers worth 50% of the grade each</li> <li>• Both papers are 1 hour 45 minutes assessed at the end of year 11</li> </ul>
<b>Key Topics Taught</b>	<ul style="list-style-type: none"> <li>• Topic 2.1: Growing the business – students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.</li> <li>• Topic 2.2: Making marketing decisions – students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.</li> <li>• Topic 2.3: Making operational decisions – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.</li> <li>• Topic 2.4: Making financial decisions – students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.</li> <li>• Topic 2.5: Making human resource decisions – growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic</li> </ul>

Two Year Plan

	Year 10	Year 11
Summer Two	1.1 Enterprise and Entrepreneurship	Revision/Exam Skills
Autumn One	1.2 Spotting a Business Opportunity	2.1 Growing the Business
Autumn Two	1.3 Putting a Business Idea into Practice	2.2 Making Marketing Decisions
Spring One	1.4 Making the Business Effective	2.3 Making Product Decisions
Spring Two	1.5 Understanding External Influences on Business	2.4 Making Financial Decisions 2.5 Making People Decisions
Summer One	Revision/Exam Skills	Revision/Exam Skills



Golden Threads							
1	2	3	4	5	6	7	8
Exam Skills	Knowledge	Diversity	Cultural Capital	Enterprise	Informed Judgements	Interpreting Data	Technical Accuracy

For more information, please click on the subject to visit the exam board's website: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>

## 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

		Exam Board: Edexcel	Course Code: 1CP1
<b>Examined By:</b>	<ul style="list-style-type: none"><li>• 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</li><li>• One compulsory project assignment completed within controlled conditions over 20 hours. This is assessed at the end of Year 10</li></ul>		
<b>Key Topics Taught</b>	<ul style="list-style-type: none"><li>• 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</li><li>• Data - understanding of binary, data representation, data storage and compression</li><li>• Computers - understanding of hardware and software components of computer systems and characteristics of programming languages</li></ul>		

	<ul style="list-style-type: none"> <li>• Networks - understanding of computer networks and network security</li> <li>• Issues and impact - – awareness of emerging trends in computing</li> <li>• Technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues</li> </ul>
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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

	Year 7	Year 8	Year 9	Year 10	Year 11
Summer Two		Algorithms and Programming	Information Technology	Problem solving and programming	Data
Autumn One	Algorithms and Programming	Data			Computers
Autu					Communication and the Internet

Spring One		The Computer	Communication	The bigger picture
Spring Two			Programming project	Revision
Summer One			Transition	Problem solving and programming

Golden Threads			
1	2	3	4
Online Safety	Creating in a Digital World	Computational Thinking	Digital Competence

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>

## English

At Hodge Hill College pupils receive a knowledge rich curriculum delivered by subject specialists which 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 to 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. Our aim is 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. The study of English should also develop our students beyond secondary school, with specialist knowledge to equip them with the life skills that they will need to ensure access to future opportunities.

Our curriculum uses a diverse range of texts from different time periods which lead to discussion or writing and help students to develop personal qualities such as aspiration and teamwork. We regularly link our curriculum to current affairs, as well as to both local and global contexts to provide students with the wider understanding to be able to comprehend the world and to be able to succeed within it.

We bring theatre companies and authors into the school so pupils are given opportunities to see the texts performed as well as put them into context – why were they written and what is the story behind them. We don't want pupils to see the texts as flat, but as rich and compelling.

Through a carefully designed curriculum, students develop their English skills, a critical approach to their work and an independence which supports the development of an enquiring and analytical mind – a trait which is essential for success in the modern world.

### We want a curriculum that is:

- Challenging for all
- Engaging for all
- Helpful for all future endeavours

### 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

		<b>Exam Board: AQA</b>	<b>Course Code: 8700</b>
<b>Examined By:</b>	<ul style="list-style-type: none"><li>• 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</li><li>• Speaking and Listening separate endorsement carried out during Year 10 and 11</li></ul>		



<b>Key Topics Taught</b>	<ul style="list-style-type: none"> <li>• Language and structure analysis</li> <li>• Creative writing</li> <li>• Non-fiction writing (speech, article)</li> <li>• Summaries</li> <li>• Inference and deduction</li> <li>• Presenting</li> </ul>
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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

		<b>Exam Board: AQA</b>	<b>Course Code: 8702</b>
<b>Examined By:</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• The second exam is 2 hours and 15 minutes and focusses on poetry, both seen and unseen, and the modern text</li> </ul>		
<b>Key Topics Taught</b>	<ul style="list-style-type: none"> <li>• Shakespeare – Romeo and Juliet</li> <li>• 19th-century novel - A Christmas Carol: Charles Dickens</li> <li>• Modern text – Pigeon English: Stephen Kelman</li> <li>• Poetry – AQA Anthology: Love and Relationships</li> <li>• Unseen poetry</li> <li>• Comparative writing</li> <li>• Structuring an essay</li> </ul>		

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 19<sup>th</sup>-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 (2023)	Year 11 (2024)
Summer Two		Genre/Writing Skills - Anthology	Speeches Through Time - Anthology	Spoken Word	English Through Text – Diverse Voices Anthology	English Language through text – Martyn Pig
Autumn One	Heroes – Greek Myths and ‘The Hobbit’ SPaG – once a fortnight	Survival – Lord of the Flies	Language Through Text - Martyn Pig	Spoken Word Creative Writing	Introduction to English Language	Introduction to English Language Friday Form – once a fortnight
Autumn Two	Heroes – Greek Myths and ‘The Hobbit’ SPaG – once a fortnight	Survival – Lord of the Flies History of Rhetoric – Short story Anthology	Language Through Text - Martyn Pig	Creative Writing Friday Form – once every three weeks	Introduction to English Language Friday Form – once every three weeks	Creative Writing Friday Form – once a fortnight
Spring One	Poetry – Anthology SPaG – once a fortnight	Victorian Gothic – Sherlock Holmes	Language Through Text – Martyn Pig	Non-Fiction Writing Friday Form – once every three weeks	Paper 1 – Reading Creative Re-cap Friday Form – once every three weeks	Non-Fiction Friday Form – once a fortnight
Spring Two	Genre – ‘Folk and Fairy Tales’ SPaG – once a fortnight	Victorian Gothic – Sherlock Holmes Macbeth	Media and Bias - Anthology	Non-Fiction Writing Friday Form – once every three weeks	Paper 2 - Reading Non Fic Re-cap Friday Form – once every three weeks	Paper 1 – Reading Paper 2 - Reading Friday Form – once a fortnight

<b>Summer One</b>	Autobiography – ‘I Am Malala’ SPaG – once a fortnight	Macbeth	Big Up Brum: Voices from across Birmingham - Anthology	English Through Text – use Lit texts as a base for revision of writing skills Friday Form – once every three weeks	Revision – re-cap	Revision – re-cap
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### English Literature

	Year 7	Year 8	Year 9	Year 10	Year 11 (2023)	Year 11 (2024)
<b>Summer Two</b>		Genre/Writing Skills - Anthology	Academic Writing	Critical Thinkers		Unseen Poetry – Powerful Voices Show What You Know – once a fortnight
<b>Autumn One</b>	Heroes – Greek Myths and ‘The Hobbit’ SPaG – once a fortnight	Survival – Lord of the Flies	Blood Brothers	Jekyll & Hyde		Seen Poetry Unseen – Powerful Voices Show What You Know – once a fortnight
<b>Autumn Two</b>	Heroes – Greek Myths and ‘The Hobbit’ SPaG – once a fortnight	Survival – Lord of the Flies History of Rhetoric – Short story Anthology	A Christmas Carol	Jekyll & Hyde Show What You Know – once every three weeks		Pigeon English (?) Show What You Know – once a fortnight
<b>Spring One</b>	Poetry – Anthology SPaG – once a fortnight	Victorian Gothic – Sherlock Holmes	Much Ado About Nothing	Seen Poetry Unseen – Victorious Voices Show What You Know – once every three weeks		Pigeon English Show What You Know – once a fortnight

<b>Spring Two</b>	Genre – ‘Folk and Fairy Tales’ SPaG – once a fortnight	Victorian Gothic – Sherlock Holmes Macbeth	Much Ado About Nothing	Romeo and Juliet Show What You Know – once every three weeks		Intertextuality (Sets 1 – 2) Revision
<b>Summer One</b>	Autobiography – ‘I Am Malala’ SPaG – once a fortnight	Macbeth	‘Big Up Brum’: Voices from across Birmingham - Anthology	Romeo & Juliet Show What You Know – once every three weeks		Revision

Golden Threads			
1	2	3	4
Creating	Responding	Performing	Oracy Skills

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

### Three Year Plan

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

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

Golden Threads		
1	2	3
Recording from Observation	Experimentation with Materials and Techniques	Creating a Personal Response

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

- <https://www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-food-and-cookery-973>
- <https://www.ncfe.org.uk/technical-education/schools-14-16/v-certs/food-cookery/>

## 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: 1FRO
<b>Examined By:</b>	Four exams at the end of Year 11: <ul style="list-style-type: none"><li>• Listening (35/45 minutes),</li><li>• Speaking (9/12 minutes, plus 12 minutes preparation time)</li><li>• Reading (45 minutes/1 hour)</li><li>• Writing (1 hour 10/1 hour 20 minutes)</li></ul> Two tiers of entry available: <ul style="list-style-type: none"><li>• Higher (grades 9-4)</li><li>• Foundation (grades 5-1)</li></ul>		
<b>Key Topics Taught</b>	<ul style="list-style-type: none"><li>• Identity and Culture</li><li>• Local Area, Holiday and Travel</li><li>• School</li><li>• Future Aspirations, Study and Work</li><li>• International and Global Dimension</li></ul>		

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		<p><b>Why MFL Matters</b></p> <ul style="list-style-type: none"> <li>• Why learn a language?</li> <li>• Greetings</li> <li>• Numbers/Days/ Months</li> <li>• Name/Age/Birthday <i>(also introducing 3<sup>rd</sup> person)</i></li> </ul>	<p><b>Descriptions</b></p> <ul style="list-style-type: none"> <li>• Fashion</li> <li>• Physical Descriptions of self and others</li> <li>• Personality descriptors</li> </ul>	<p><b>Family &amp; Home</b></p> <ul style="list-style-type: none"> <li>• Family members</li> <li>• Relationships with others</li> <li>• House &amp; home</li> <li>• Activities done at home</li> </ul>	<p><b>My Routine &amp; School</b></p> <ul style="list-style-type: none"> <li>• Telling the time</li> <li>• Daily routine on school days &amp; weekends</li> <li>• Talking about my school</li> <li>• Comparing French &amp; English school systems</li> <li>• School uniform</li> </ul>
Year 8*		<p><b>Why MFL Matters</b></p> <ul style="list-style-type: none"> <li>• Why learn a language?</li> <li>• Greetings</li> <li>• Numbers/Days/ Months</li> <li>• Name/Age/Birthday <i>(also introducing 3<sup>rd</sup> person)</i></li> </ul>	<p><b>Descriptions</b></p> <ul style="list-style-type: none"> <li>• Fashion</li> <li>• Physical Descriptions of self and others</li> <li>• Personality descriptors</li> </ul>	<p><b>Family &amp; Home</b></p> <ul style="list-style-type: none"> <li>• Family members</li> <li>• Relationships with others</li> <li>• House &amp; home</li> <li>• Activities done at home</li> </ul>	<p><b>My Routine &amp; School</b></p> <ul style="list-style-type: none"> <li>• Telling the time</li> <li>• Daily routine on school days &amp; weekends</li> <li>• Talking about my school</li> <li>• Comparing French &amp; English school systems</li> <li>• School uniform</li> </ul>
* 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	<p><b>Holidays</b></p> <ul style="list-style-type: none"> <li>• Destinations <i>(countries/locations/ accommodation)</i></li> <li>• Transport</li> <li>• Holiday activities</li> <li>• The weather</li> <li>• Future &amp; Dream Holidays</li> </ul>	<p><b>Work</b></p> <ul style="list-style-type: none"> <li>• Chores/helping at home</li> <li>• Pocket money</li> <li>• Jobs</li> <li>• The World of Work</li> <li>• Future Plans</li> </ul>	<p><b>Food &amp; Drink</b></p> <ul style="list-style-type: none"> <li>• Food/Drink</li> <li>• Favourite/ worst meal</li> <li>• Recipes</li> <li>• Celebrations in Francophone countries and linked foods/drinks</li> </ul>	<p><b>Healthy Body, Healthy Mind</b></p> <ul style="list-style-type: none"> <li>• Healthy Eating/Drinking</li> <li>• Giving advice</li> <li>• Body parts/ Illnesses</li> <li>• Conversation in a hospital</li> </ul>	<p><b>Series/ Film Project</b></p> <ul style="list-style-type: none"> <li>• Genres</li> <li>• Likes &amp; dislikes</li> <li>• Reviewing &amp; recommending</li> </ul>

**Key Stage 4**

	Module 1 (Theme 1)	Module 2 (Theme 1)	Module 3 (Theme 1)	Module 4 (Theme 2)
<b>Year 10</b>	<p><b>Who Am I?</b></p> <ul style="list-style-type: none"> <li>• What makes a good friend?</li> <li>• Family relationships</li> <li>• Making arrangements to go out</li> <li>• Talking about life when younger</li> <li>• Role models</li> </ul>	<p><b>Leisure Time</b></p> <ul style="list-style-type: none"> <li>• Sport</li> <li>• New technology</li> <li>• Reading</li> <li>• Music</li> <li>• TV &amp; Film</li> </ul>	<p><b>Daily Life</b></p> <ul style="list-style-type: none"> <li>• Routine</li> <li>• Clothes</li> <li>• Food &amp; Drink</li> <li>• Family celebrations</li> <li>• Festivals &amp; traditions</li> </ul>	<p><b>Local Area</b></p> <ul style="list-style-type: none"> <li>• My local area</li> <li>• Dream or nightmare area</li> <li>• Tourism</li> <li>• Weather</li> <li>• Community projects</li> </ul>

	Module 5 (Theme 2)	Module 6 (Theme 3)	Module 7 (Theme 4)	Module 8 (Theme 5)
<b>Year 11</b>	<p><b>Holidays</b></p> <ul style="list-style-type: none"> <li>• Destinations</li> <li>• Accommodation</li> <li>• Travelling</li> <li>• Ordering in a restaurant</li> <li>• Catastrophic holidays</li> </ul>	<p><b>School</b></p> <ul style="list-style-type: none"> <li>• My school</li> <li>• Comparing English &amp; French school systems</li> <li>• School rules</li> <li>• Extra-curricular activities</li> <li>• School exchanges</li> </ul>	<p><b>Future Plans</b></p> <ul style="list-style-type: none"> <li>• Career Choices</li> <li>• Plans, hopes &amp; wishes</li> <li>• The importance of languages</li> <li>• Applying for jobs</li> <li>• Part time work &amp; earning money</li> <li>• Work experience</li> </ul>	<p><b>The Wider World</b></p> <ul style="list-style-type: none"> <li>• Our planet</li> <li>• Protecting the environment</li> <li>• Ethical shopping</li> <li>• Volunteering</li> <li>• Big events</li> </ul>

<b>Golden Threads</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Knowledge of Sounds	Knowledge of Vocabulary	Knowledge of Grammar	Knowledge of Culture

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
<b>Examined By:</b>	Three exam papers: <ul style="list-style-type: none"><li>• Paper 1: Living with the Physical Environment (1 hour 30 minutes)</li><li>• Paper 2: Challenges in the Human Environment (1 hour 30 minutes)</li><li>• Paper 3: Geographical Applications (1 hour 15 minutes)</li></ul>		
<b>Key Topics Taught</b>	<ul style="list-style-type: none"><li>• Natural hazards and climate change</li><li>• The living world (rainforests and deserts)</li><li>• Physical landscapes of the UK (rivers and coasts)</li><li>• Urban issues and challenges (Birmingham and Brazil)</li><li>• Changing the economic world (global economy)</li><li>• The challenge of resources management (food, energy and water security)</li><li>• Geographical skills and fieldwork</li></ul>		

### 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		<p><b>Asia</b></p> <p>Asia Knowledge Check</p>	<p><b>Globalisation</b></p> <p>Globalisation Knowledge Check</p>	<p><b>Revision of Y9 topics (Tectonics/Cities /Coasts/Development)</b></p> <p><b>Coasts</b></p> <p>Cumulative Mock</p>	<p><b>Revision for Mocks</b></p> <p>Mock</p>
Autumn One	<p><b>Sustainable Development Goals</b></p> <p>SDG Knowledge Check</p>	<p><b>Conflict</b></p> <p>Conflict Knowledge Check Asia Assessment</p>	<p><b>Cities</b></p> <p>Cities Knowledge Check Weather and Climate Assessment</p>	<p><b>Coasts</b></p> <p>Coasts knowledge check</p> <p><b>Rio de Janeiro</b></p> <p>Rio de Janeiro Knowledge Check Coasts assessment</p>	<p><b>Brazil</b></p> <p>Brazil Knowledge Check</p> <p><b>Weather and Climate Change</b></p> <p>Weather and Climate Change Knowledge Check Brazil Assessment</p>
Autumn Two	<p><b>Natural Hazards</b></p> <p>Natural Hazards Knowledge Check SDGs Assessment</p>	<p><b>Weather and Climate</b></p> <p>Weather and Climate Knowledge Check Conflict Assessment</p>	<p><b>Tectonics</b></p> <p>Tectonics Knowledge Check Cities Assessment</p>	<p><b>The Living World</b></p> <p>The Living World Knowledge Check Rio de Janeiro Assessment</p>	<p><b>Paper 1 Revision (Tectonics, Weather, The Living World, Rivers, Coasts)</b></p> <p>Paper 1 Mock</p>
Spring One	<p><b>Biomes</b></p> <p>Biomes Knowledge Check Natural Hazards Assessment</p>	<p><b>Africa</b></p> <p>Africa Knowledge Check Weather &amp; Climate Assessment</p>	<p><b>The Challenge of Resource Management</b></p> <p>Resource Management Knowledge Check Tectonics Assessment</p>	<p><b>Birmingham</b></p> <p>Birmingham Knowledge Check TLW Assessment</p> <p><b>UK Economies</b></p> <p>UK Economics Knowledge Check Birmingham Assessment</p>	<p><b>Paper 2 Revision (Urban futures, changing economic world OR challenge of resource management TBC AQA)</b></p> <p>Paper 2 Mock</p>

<b>Spring Two</b>	<p style="text-align: center;"><b>Fantastic Places</b></p> <p>Fantastic Places Knowledge Check Biomes Assessment</p>	<p style="text-align: center;"><b>South America</b></p> <p>South America Knowledge Check Africa Assessment</p>	<p style="text-align: center;"><b>UK Coasts</b></p> <p>Coasts Knowledge Check Resource Management Assessment</p>	<p style="text-align: center;"><b>Rivers</b></p> <p>Rivers Knowledge Check UK Economies Assessment</p> <p style="text-align: center;"><b>The Challenge of Resource Management</b></p> <p>RM Knowledge Check Rivers Assessment</p>	<p style="text-align: center;"><b>Paper 3 Revision (Unseen Fieldwork and Pre-Release)</b></p> <p>Paper 3 Assessments and Knowledge Checks.</p>
<b>Summer One</b>	<p style="text-align: center;"><b>How biodiverse is Hodge Hill College?</b></p> <p>Fieldwork skills knowledge check Y7 Cumulative Assessment</p>	<p style="text-align: center;"><b>Globalisation of Food</b></p> <p>Food Knowledge Check Y8 Cumulative Assessment</p>	<p style="text-align: center;"><b>Global Economic Development</b></p> <p>Global Development Knowledge Check Global Economic Development</p>	<p style="text-align: center;"><b>Paper 3 Preparation (Fieldwork Theory/Methods and DME Practice)</b></p> <p>Paper 3 Knowledge Check Paper 3 9 marker</p>	

<b>Golden Threads</b>							
1	2	3	4	5	6	7	8
Development	Hazard Risk	Biomes	Landscape Processes	Migration	Climate	Tectonic Processes	Sustainability

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

		<b>Exam Board: Edexcel</b>
<b>Examined By:</b>	<ul style="list-style-type: none"><li>• Two internally assessed coursework units</li><li>• One externally assessed unit which can be retaken once</li></ul>	
<b>Key Topics Taught</b>	<ul style="list-style-type: none"><li>• Human Lifespan Development</li><li>• Health and Social Care Services and Values</li><li>• Health and Wellbeing</li></ul>	

#### 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 wellbeing. Identify key health indicators and how to interpret them. Assess an individual's health using the information you have and what you have learnt.

## Two Year Plan

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

<b>Summer One</b>	To re-assess component two. Close the gap and resubmit completed work	
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<b>Golden Threads</b>								
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
Technical Accuracy	Diversity	Exam Skills	Knowledge	Informed Judgments	Cultural Capital	Interpreting Data	Values	Equality

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 tailored 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
<b>Examined By:</b>	<ul style="list-style-type: none"> <li>• 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)</li> </ul>		
<b>Key Topics Taught</b>	<p><b>Paper 1: Understanding the Modern World</b></p> <ul style="list-style-type: none"> <li>• Section A: Germany, 1890–1945: Democracy and dictatorship</li> <li>• Section B: Conflict and tension: The inter-war years, 1918–1939</li> </ul> <p><b>Paper 2: Shaping the Nation</b></p> <ul style="list-style-type: none"> <li>• Section A: Britain: Health and the people: c1000 to the present day</li> <li>• Section B: Elizabethan England, c1568–1603</li> </ul>		

#### 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		French Revolution	1918-1939 End of war, Treaty of Versailles and Peace.	Health: Medieval AND Renaissance	Germany: Life in Nazi Germany 1934-1945
Autumn One	Anglo-Saxons and the Staffordshire hoard Local History Norman Conquest	Slavery and its abolition	1933-1939 Road to War and Outbreak of WW2	Health: Renaissance AND Industrial	Germany: Life in Nazi Germany 1934-1945 Elizabeth: Government
Autumn Two	Norman Control AND Medieval life	Women's suffrage Local History	WW2 Battles 1939-1945	Health: Industrial AND Modern	Elizabeth: Troubles abroad and Home Elizabeth: Society
Spring One	Medieval life AND War of the Roses	World War One Local History	Holocaust 1933-1945	Germany: Kaiser and Weimar Government 1890-1929	Elizabeth: Society Historical Environment Changes each year
Spring Two	Tudors AND English Civil War	Russian Revolution	Migration and the Civil Rights Movement UK	Germany: Consolidation of power 1929-33	Reteach: Conflict and Tension

<b>Summer One</b>	<b>Civil War</b>	<b>India and partition of Pakistan</b>	<b>Cold War</b>	<b>Germany: Consolidation of power 1933 – 1934</b>	<b>Revision: Health and Germany</b>
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<b>Golden Threads</b>							
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Absolute Monarchy	The Church	Hierarchy	Taxation	Revolution	Democracy	Nationalism	Communism

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
<b>Examined By:</b>	<ul style="list-style-type: none"><li>• Three exam papers at the end of Year 11; (two with use of a calculator and one without) of 1hour 30 minutes each</li><li>• Two tiers of entry are available, Higher (grades 9-4) and Foundation (grades 5-1)</li></ul>		
<b>Key Topics Taught</b>	<ul style="list-style-type: none"><li>• Number skills and calculations</li><li>• Algebra and problem solving</li><li>• Graphs, proportion and rates of change</li><li>• Geometry</li><li>• Data handling, statistics and probability</li></ul>		

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	<b>Mocks (Maths &amp; English)</b> Sine and Cosine Rule, Algebraic Proof, Histograms, Parallel and Perpendicular Lines, Equation of a Circle, Direct/Inverse Proportion, Congruency, Similar Shapes, Vectors	<b>Mocks (Maths &amp; English)</b> Interest And Depreciation, Error Intervals, Two Way Tables, Area and Volume, Pythagoras and Trigonometry, Sine and Cosine	<b>Mocks (Maths &amp; English)</b> Representing Data, Mean Median Mode, Collecting Terms, Expanding Brackets, Substitution, Solving Equations
Spring One	<b>Mocks (All Subjects)</b> Bounds, Trigonometric Graphs, Transforming Graphs, Changing The Subject, Geometric Proof, Sequences	<b>Mocks (All Subjects)</b> Circles, Sectors, Compound Shapes, Sampling Consolidation (Use Mock Data, Qlas, Teacher Judgement to Choose Key Topics)	<b>Mocks (All Subjects)</b> Pythagoras, Trigonometry, Problem Solving Consolidation (Use Mock Data, Qlas, Teacher Judgement to Choose Key Topics)
Spring Two	<b>Mocks (Maths &amp; English)</b> Plans And Elevations, Construction/Loci, Inequalities, Angles And Polygons, Circle Theorems, Consolidation (Use Mock Data, Qlas, Teacher Judgement To Choose Key Topics)	<b>Mocks (Maths &amp; English)</b> Consolidation (Use Mock Data, Qlas, Teacher Judgement to Choose Key Topics)	<b>Mocks (Maths &amp; English)</b> Consolidation (Use Mock Data, Qlas, Teacher Judgement to Choose Key Topics)

Golden Threads						
1	2	3	4	5	6	7
Number	Algebra	Ratio & Proportion	Geometry & Measures	Probability	Statistics	Problem Solving

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>

## Performing Arts

The Performing Arts department intends for students to learn and develop knowledge and skills that would help within the Performing Arts industry, taking into account the National Curriculum.

We adapt elements of our programmes of study to embrace our local context and environment. We believe the performing arts will make a difference to who our students are, and who they will become. The overarching concepts for performing arts at Hodge Hill College are: Developing knowledge and skills in the main areas of drama and music practice, incorporating performance, devising, rehearsal and development. We intend for our curriculum to give students the ability, in terms of knowledge and skills, high quality examination results, and enriched experiences, to make a positive contribution to society, both personally and professionally. Personal development skills such as leadership, organisation, resilience, initiative and communication are also consistently embedded into the learning environment.

Our vision within Performing Arts is to provide artistic education for students within Hodge Hill College, so that students may develop to their fullest potential as artists and citizens within the school community and beyond.

To achieve this, our Performing Arts curriculum has identified four goals:

- Performing Arts will provide an educational environment that fosters the artistic, intellectual, and personal growth of its students and prepares them to develop an interest in or embark on successful choices in courses, careers or productive participation within the performing arts.
- The Performing Arts department will continue to elevate its educational and artistic standards, remaining responsive to changing conditions in the worldwide performing arts community.
- The Performing Arts will try to provide a collaborative work environment for students which involve them fully in the artistic and educational life of the community at Hodge Hill College.
- The Performing Arts will uphold its commitment to the diversity of its school community by fostering an environment that is inclusive, supportive, and welcoming to all. This will be achieved by taking an active role in shaping the future of performance within the school by providing productions to the school community and encouraging its students to serve as advocates for the department.

## Course Information

		Exam Board: Edexcel
<b>Examined By:</b>	<ul style="list-style-type: none"><li>• Three components:<ul style="list-style-type: none"><li>○ Two internally assessed and externally moderated by the exam board</li><li>○ One externally assessed and moderated</li></ul></li></ul>	
<b>Key Topics Taught</b>	<ul style="list-style-type: none"><li>• Component 1: Exploring the Performing Arts (Internally assessed)</li><li>• Component 2: Developing Skills and Techniques in the Performing Arts (Internally assessed)</li><li>• Component 3: Performing to a Brief (externally assessed)</li></ul>	

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 BTEC	Year 11 BTEC
Summer Two		<p><b>Urban Theatre</b></p> <p>Students will study a modern day play</p> <p><b>Hip Hop and Sampling</b></p> <p>Students will use their understanding of harmony to develop skills in sampling</p>	<p><b>Creating, performing and responding to stimulus</b></p> <p>Working on text and music</p> <p><b>KS4 Prep</b></p> <p>Developing skills and theory and Performance in Performing Arts</p>	<p><b>Performing Arts Component 2 Developing</b></p> <p>Skills and Techniques in the Performing Arts</p> <p><b>Music Component 2</b></p> <p>Music skills development</p>	<p><b>Performing Arts Component 3</b></p> <p>Responding to a brief</p> <p><b>Music Component 3</b></p> <p>Responding to a music brief</p>

Autumn Two	<p style="text-align: center;"><b>Pantomime</b></p> <p style="text-align: center;">Drama and Music collaborative practices</p> <p style="text-align: center;"><b>Vocal skills</b></p>	<p><b>The Identification Process</b></p> <p>The study of Brecht, poetry and documentary drama</p> <p><b>Guitar and protest song</b></p> <p>Students will continue their understanding of guitar</p>	<p style="text-align: center;"><b>Practitioner skills in the Performing Arts 2</b></p> <p>Using practitioner exercises and techniques</p> <p style="text-align: center;"><b>Pop Group learning a song</b></p> <p>independent and creative work</p>	<p><b>Performing Arts Component 1</b></p> <p>Investigating professional performing arts work</p> <p style="text-align: center;"><b>Music Component 1</b></p> <p>Exploring Music Products and Styles</p>	<p style="text-align: center;"><b>Performing Arts Component 2</b></p> <p>Developing skills and techniques in the Performing Arts</p> <p style="text-align: center;"><b>Music Component 2</b></p> <p>Music skills development</p>
Spring One	<p style="text-align: center;"><b>Percussion and World Theatre</b></p> <p>From Greek to African theatre</p> <p style="text-align: center;"><b>African Drumming</b></p> <p>Students will explore basic rhythm and theory</p>	<p style="text-align: center;"><b>Performing Shakespeare</b></p> <p>Various lessons based on Shakespearian texts</p> <p style="text-align: center;"><b>Minimalism</b></p> <p>Student will focus on harmony and melody</p>	<p style="text-align: center;"><b>Devising theatre and Reggae Music Performance mini component 3</b></p> <p>Stories, Key moments and news stories throughout history</p> <p style="text-align: center;"><b>Learning a reggae song</b></p> <p>Students will get into groups and learn about rhythm in music</p>	<p><b>Performing Arts Component 1</b></p> <p>Exploring the Performing Arts</p> <p style="text-align: center;"><b>Music Component 1</b></p> <p>Exploring music products and styles</p>	<p style="text-align: center;"><b>Performing Arts Component 2</b></p> <p>Developing Skills and Techniques in the Performing Arts</p> <p style="text-align: center;"><b>Music Component 2</b></p> <p>Music Skills Development</p>
Spring Two	<p style="text-align: center;"><b>Bollywood/Hollywood</b></p> <p>Film genres and music</p> <p style="text-align: center;"><b>Guitar</b></p> <p>Student will be looking into understanding the guitar</p>	<p style="text-align: center;"><b>Anne Frank and Piano Skills / musical composition.</b></p> <p>Anne Frank the study of her journey using improvisation and script</p> <p style="text-align: center;"><b>Piano Skills</b></p> <p>Students will carry on their understanding of harmony and melody</p>	<p style="text-align: center;"><b>Study of a play Refugee Boy by Benjamin Zephaniah mini component 2</b></p> <p>Studying a section of performance based on a play text and musical stimulus</p> <p style="text-align: center;"><b>Responding to a Music Brief</b></p> <p>Creating a soundtrack</p>	<p><b>Performing Arts Component 1</b></p> <p>Exploring the Performing Arts</p> <p style="text-align: center;"><b>Music Component 1</b></p> <p>Exploring Music Products and Styles</p>	<p style="text-align: center;"><b>Performing Arts Component 3</b></p> <p>Responding to a brief</p> <p style="text-align: center;"><b>Music Component 3</b></p> <p>Responding to a Music Brief</p>

<b>Summer One</b>	<b>Musical Theatre 1 (Study of a musical)</b>	<b>Modern Theatre and Spoken Word</b>	<b>Introduction to Film, Television and theme music mini component 2</b>	<b>Performing Arts Component 1</b>	<b>Performing Arts Component 3</b>
	Aspects of musical theatre	Drama Skills using the text 'Blood Brothers'	Students study a series of scripts from film and television	Exploring the Performing Arts	Responding to a brief
	<b>Diatonic Skills</b>	<b>Recording and Dance music</b>	<b>Responding to a Music Brief</b>	<b>Music Component 2</b>	<b>Music Component 3</b>
	Students will use understanding of the diatonic sequence.	Students will need to use their understanding of harmony and chords	Creating a soundtrack for Film or Television.	Music skills development	Responding to a music brief

<b>Golden Threads</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Creating	Recording	Performing	Oracy Skills

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>

## 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
<b>Examined By:</b>	<ul style="list-style-type: none"><li>• Two A2 portfolios are created throughout the course, a coursework portfolio and an examination portfolio</li><li>• The coursework portfolio is developed throughout Year 10 and one term of Year 11 and constitutes 60% of the overall grade</li><li>• 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</li><li>• 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</li><li>• Students must also produce written work exploring the theme, analysing artwork and explaining their personal response to their project</li></ul>		
<b>Key Topics Taught</b>	<ul style="list-style-type: none"><li>• The use of DSLR cameras with studio lighting and natural lighting</li><li>• Experimentation with a range of photographic techniques</li><li>• Creation and enhancement of images using Photoshop</li><li>• Development of photographic skills with an emphasis upon the use of materials with the aim of producing large final outcomes of a high standard</li><li>• 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</li></ul>		

## Two Year Plan

	Year 10	Year 11
Summer	<p>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.</p>	<p>Full investigation of the theme. Work annotated and all assessment objectives met. Preparation for mock exam.</p>
Autumn One	<p>Teacher led workshops: Exploration of techniques, materials and processes. Further exploration of individualised responses to the theme by the pupils.</p>	<p>Mock exam prep. Further development and refinement of techniques, materials and processes.</p>
Autumn Two	<p>Personal project development. Exploration of theme through use of materials and techniques. Pupil driven development and Teacher led workshops</p>	<p>Mock exam prep. Further development and refinement of techniques, materials and processes.</p>
Spring One	<p>Personal project development. Exploration of theme through use of materials and techniques. Pupil driven development and Teacher led workshops</p>	<p>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.</p>
Spring Two	<p>Personal project development. Exploration of theme through use of materials and techniques. Pupil driven development and Teacher led workshops</p>	<p>Completion of ESA folder and final Exam</p>
Summer	<p>Understanding of Assessment Criteria, further development of ideas and refinement of work.</p>	



Golden Threads		
1	2	3
Recording from Observation	Experimentation with Materials and Techniques	Creating a Personal Response

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
<b>Examined By:</b>	<ul style="list-style-type: none"> <li>• 3 coursework folders that are internally assessed and one on-screen exam which is externally marked and can be retaken</li> </ul>	
<b>Key Topics Taught</b>	<ul style="list-style-type: none"> <li>• Unit 1 – Fitness for Sport and Exercise (Online exam)</li> <li>• Unit 2 – Practical Sports Performance</li> <li>• Unit 3 – Applying the Principles of Personal Training (Synoptic)</li> <li>• Unit 4 – The Sports Performer in Action</li> </ul>	

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		<b>Activity Block 1</b> Activity Depends on Rotation	<b>Activity Block 1</b> Activity Depends on Rotation	<b>Unit 2: Practical Sport</b>	<b>Unit 5: Sport Performer in Action</b>

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

Golden Threads			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Thinking	Physical	Healthy	Social

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-ngf.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
<b>Examined By:</b>	<ul style="list-style-type: none"> <li>• Two exams: 1 hour and 45 minutes each</li> </ul>		
<b>Key Topics Taught</b>	<p><b>Paper 1: Area of Study 1 - Religion and Ethics (Islam)</b></p> <ul style="list-style-type: none"> <li>• Beliefs</li> <li>• Marriage and the Family</li> <li>• Living the Muslim Life</li> <li>• Matters of Life and Death</li> </ul> <p><b>Paper 2: Area of Study 2 - Religion, Peace and Conflict (Christianity)</b></p> <ul style="list-style-type: none"> <li>• Beliefs</li> <li>• Crime and Punishment</li> <li>• Living the Christian Life</li> <li>• Peace and Conflict</li> </ul>		

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		<b>Looking for Justice</b> Religious attitudes to justice and the examples of Martin Luther King and Malcom X	<b>How did we get here?</b> Religious and non-religious attitudes to creation and the environment	<b>Islam: Muslim beliefs</b>	<b>Christianity: Living the Christian life</b>
Autumn One	<b>Worldviews</b> What is my worldview? What are examples of religious and non-religious worldviews?	<b>Who wants to be a millionaire?</b> Religious attitudes to wealth	<b>Who am I?</b> Religious influences on identity	<b>Islam: Marriage and the family</b>	<b>Christianity: Crime and Punishment</b>
Autumn Two	<b>Jesus Christ Superstar</b> Whether the teachings and actions of Jesus make him a good role model for today	<b>What it means to be a Jew</b> Jewish beliefs and practices	<b>Bloody RE</b> Religious views on sacrifice, war and the death penalty	<b>Islam: Living the Muslim Life</b>	<b>Christianity: Peace and conflict</b>
Spring One	<b>Jesus Christ Superstar</b> Whether the teachings and actions of Jesus make him a good role model for today	<b>Is there anything else?</b> Religious and non-religious views on life after death	<b>How do I decide?</b> Religious and non-religious views on moral/ethical issues	<b>Islam: Living the Muslim Life</b>	<b>Revision</b>
Spring Two	<b>Footsteps of Muhammad</b> How the teachings and actions of Muhammad influence people today.	<b>What it means to be a Sikh</b> Sikh beliefs and practices	<b>How do I decide?</b> Religious and non-religious views on moral/ethical issues	<b>Islam: Matters of life and death</b>	<b>Revision</b>

<b>Summer One</b>	<b>Footsteps of Muhammad</b> How the teachings and actions of Muhammad influence people today.	<b>What it means to be a Sikh</b> Sikh beliefs and practices	<b>Religion and the media</b> How religions/religious issues/people are reflected in a variety of media	<b>Christianity: Beliefs</b>	
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Golden Threads						
1	2	3	4	5	6	7
Identity	Decision Making	Worldviews	Diversity	Justice	Belief in Action	Authority

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 excellence.

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
<b>Examined By:</b>	• 6x 1hr 15mins worth 16.7% each (2 x Chemistry exams, 2x Physics exams, 2x Biology exams)		
<b>Key Topics Taught</b>	<b>Biology</b> <ul style="list-style-type: none"> <li>• Cell Biology</li> <li>• Organisation (enzymes, organ systems, plant systems)</li> </ul>		

	<ul style="list-style-type: none"> <li>• Infection and Response</li> <li>• Bioenergetics (photosynthesis and respiration)</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>• Earth's Atmosphere</li> <li>• Using resources (extraction of metals, alloys, recycling etc)</li> <li>• Atomic structure (elements, periodic table, separation techniques)</li> <li>• Bonding (ionic, covalent, metallic)</li> <li>• Energy changes (exothermic, endothermic)</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>• Forces (introduction)</li> <li>• Forces B (distance/time graphs, stopping distance, momentum)</li> <li>• Energy (energy transfers, efficiency)</li> <li>• Energy Resources (renewable, non-renewable)</li> <li>• Waves (properties of waves, EM)</li> <li>• Atomic Structure</li> </ul>
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### Biology

		<b>Exam Board: AQA</b>	<b>Course Code: 8461</b>
<b>Examined By:</b>	• 2 x 1hr 45mins exams worth 50% each		
<b>Key Topics Taught</b>	<ul style="list-style-type: none"> <li>• Cell Biology</li> <li>• Organisation (enzymes, organ systems, plant systems)</li> <li>• Infection and Response</li> <li>• Bioenergetics (photosynthesis and respiration)</li> </ul>		

### Chemistry

		<b>Exam Board: AQA</b>	<b>Course Code: 8462</b>
<b>Examined By:</b>	• 2 x 1hr 45mins exams worth 50% each		
<b>Key Topics Taught</b>	<ul style="list-style-type: none"> <li>• Earth's Atmosphere</li> <li>• Using resources (extraction of metals, alloys, recycling etc)</li> <li>• Atomic structure (elements, periodic table, separation techniques)</li> <li>• Bonding (ionic, covalent, metallic)</li> <li>• Energy changes (exothermic, endothermic)</li> </ul>		



## Physics

Exam Board: AQA

Course Code: 8463

<b>Examined By:</b>	<ul style="list-style-type: none"> <li>• 2 x 1hr 45mins exams worth 50% each</li> </ul>
<b>Key Topics Taught</b>	<ul style="list-style-type: none"> <li>• Forces (introduction)</li> <li>• Forces B (distance/time graphs, stopping distance, momentum)</li> <li>• Energy (energy transfers, efficiency)</li> <li>• Energy Resources (renewable, non-renewable)</li> <li>• Waves (properties of waves, EM)</li> <li>• Atomic Structure</li> </ul>

## Five Year Plan

### Biology

	Year 7	Year 8	Year 9	Year 10	Year 11
Summer Two		<ul style="list-style-type: none"> <li>• Cells</li> <li>• Photosynthesis</li> </ul>		<ul style="list-style-type: none"> <li>• Introduction to GCSE Biology</li> <li>• Cells</li> </ul>	<ul style="list-style-type: none"> <li>• Homeostasis and response</li> </ul>
Autumn One		<ul style="list-style-type: none"> <li>• Respiration</li> <li>• Drugs and Smoking</li> </ul>		<ul style="list-style-type: none"> <li>• Diffusion osmosis and active transport</li> </ul>	<ul style="list-style-type: none"> <li>• Reproduction and inheritance</li> </ul>
Autumn Two	<ul style="list-style-type: none"> <li>• Human body and organ systems</li> <li>• Puberty and gestation</li> </ul>			<ul style="list-style-type: none"> <li>• Digestive system and digestive enzymes</li> </ul>	<ul style="list-style-type: none"> <li>• Variation and classification</li> </ul>

Spring One	<ul style="list-style-type: none"> <li>• Digestion and enzymes</li> <li>• Classification and adaptations</li> </ul>			<ul style="list-style-type: none"> <li>• Circulatory and respiratory systems</li> </ul>	<ul style="list-style-type: none"> <li>• Ecology</li> <li>• Start revision for exams</li> </ul>
Spring Two			<ul style="list-style-type: none"> <li>• Cells</li> <li>• DNA and variation</li> </ul>	<ul style="list-style-type: none"> <li>• Communicable and non-communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Revision for exams</li> </ul>
Summer One			<ul style="list-style-type: none"> <li>• Digestive system and enzymes</li> <li>• Circulatory system</li> </ul>	<ul style="list-style-type: none"> <li>• Bioenergetics (photosynthesis and respiration)</li> </ul>	

## Chemistry

	Year 7	Year 8	Year 9	Year 10	Year 11
Summer Two			<ul style="list-style-type: none"> <li>• Earth's atmosphere</li> <li>• Resources from the Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to GCSE Chemistry</li> <li>• Earth's atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>• Quantitative chemistry</li> </ul>
Autumn One			<ul style="list-style-type: none"> <li>• Periodic table (basics)</li> <li>• Groups of the periodic table</li> </ul>	<ul style="list-style-type: none"> <li>• Earth's atmosphere recap</li> <li>• Resources from the Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Quantitative chemistry recap</li> <li>• Displacement and neutralisation</li> </ul>
Autumn Two		<ul style="list-style-type: none"> <li>• Metal reactions</li> <li>• Periodic table/bonding</li> </ul>		<ul style="list-style-type: none"> <li>• Resources from the Earth cont.</li> <li>• Periodic table</li> </ul>	<ul style="list-style-type: none"> <li>• Electrolysis</li> <li>• Rates of reaction</li> </ul>

Spring One		<ul style="list-style-type: none"> <li>• Combustion</li> <li>• Earth's resources and atmosphere</li> </ul>		<ul style="list-style-type: none"> <li>• Periodic table cont.</li> <li>• Bonding</li> </ul>	<ul style="list-style-type: none"> <li>• Organic chemistry</li> <li>• Gas tests and formulations</li> <li>• Start revision for exams</li> </ul>
Spring Two	<ul style="list-style-type: none"> <li>• Changes of state</li> <li>• Mixtures (separating mixtures)</li> </ul>			<ul style="list-style-type: none"> <li>• Bonding cont.</li> <li>• Endothermic and exothermic reactions</li> </ul>	<ul style="list-style-type: none"> <li>• Revision for exams</li> <li>• Revision for exams</li> </ul>
Summer One	<ul style="list-style-type: none"> <li>• pH and neutralisation</li> <li>• Chemical reactions</li> </ul>			<ul style="list-style-type: none"> <li>• Endothermic and exothermic reactions</li> <li>• Revision for Year 10 mocks</li> </ul>	

## Physics

	Year 7	Year 8	Year 9	Year 10	Year 11
Summer Two				<ul style="list-style-type: none"> <li>• Introduction to GCSE Physics</li> <li>• Forces A (basics)</li> </ul>	<ul style="list-style-type: none"> <li>• Electricity</li> </ul>
Autumn One	<ul style="list-style-type: none"> <li>• Energy (basics)</li> <li>• Fuels</li> </ul>			<ul style="list-style-type: none"> <li>• Forces A recap</li> <li>• Forces B (motion time graphs)</li> </ul>	<ul style="list-style-type: none"> <li>• Electricity recap</li> </ul>
Autumn Two	<ul style="list-style-type: none"> <li>• Forces</li> <li>• Magnetism</li> </ul>		<ul style="list-style-type: none"> <li>• Energy</li> <li>• Forces and motion</li> </ul>	<ul style="list-style-type: none"> <li>• Energy</li> </ul>	<ul style="list-style-type: none"> <li>• Magnetism and electromagnetism</li> </ul>

Spring One			<ul style="list-style-type: none"> <li>Waves and the electromagnetic spectrum</li> </ul>	<ul style="list-style-type: none"> <li>Energy resources</li> </ul>	<ul style="list-style-type: none"> <li>Particle model of matter</li> <li>Start revision for exams</li> </ul>
Spring Two		<ul style="list-style-type: none"> <li>Electricity</li> <li>Waves</li> </ul>		<ul style="list-style-type: none"> <li>Waves</li> </ul>	<ul style="list-style-type: none"> <li>Revision for exams</li> </ul>
Summer One		<ul style="list-style-type: none"> <li>Light</li> <li>The eye</li> </ul>		<ul style="list-style-type: none"> <li>Atomic structure and radiation</li> </ul>	

Golden Threads							
1	2	3	4	5	6	7	8
Scientific Enquiry	Cells and Body Systems	Energy	Particles	Inheritance	Earth and the Environment	Waves	Forces

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>



