



Curriculum Handbook



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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 pupil's own work
- Confidence in analysing and evaluating pupils own work, and that of others, in order to strengthen the visual impact of work
- Proficiency in drawing, capturing images, understanding materials and design processes
- Creative and conceptual thinking

Course Information

| | | Exam Board: Edexcel | Course Code: 1AD0 |
|--------------------------|--|---------------------|-------------------|
| Examined By: | <ul style="list-style-type: none">• Two folders are created throughout the course, a coursework folder and an examination folder. The coursework folder is developed throughout Year 10 and one term of Year 11 and constitutes 60% of the overall grade.• The examination folder is started in the Spring term of Year 11 and follows a theme given by the examination board, the folder constitutes 40% of the final grade and culminates in a practical examination sat over a ten-hour period. Both folders contain an investigation of the artwork by established artists and artwork produced by the student.• Students must also produce written work exploring the theme, analysing artwork and explaining their personal response to the project. | | |
| Key Topics Taught | <ul style="list-style-type: none">• Drawing from first hand and second-hand sources using a range of mark-making techniques• Experimentation with a range of materials and technique• Development of painting skills with an emphasis upon the use of materials with the aim of producing large pieces of work to a high standard• The study of key themes in Art, for example, portraiture and landscape exploring these themes within the contexts of culture, history and contemporary practice | | |

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

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

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

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

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

Five Year Plan

| | Year 7 - Events | Year 8 - Layers | Year 9 - Fragments | Year 10 | Year 11 |
|------------|---|--|--|--|---|
| Summer Two | | Art: Development of drawing techniques, recording from observation. Introduction to use of oil pastels. Revisit colour theory. Watercolour study of a flower from a secondary source. | Art: Introduction to portraiture in different cultures. Artist research Picasso. Produce an oil pastel artist copy. | Introduction to theme and course content. Pupils to begin thinking about how they might develop an individual and personalised approach to the wider theme. Exploration of techniques, materials and processes. Teacher-led workshops. | Full investigation of the theme. Work annotated and all assessment objectives met. Preparation for the mock exam. |
| Autumn One | Art: Introduction to formal elements, colour theory and tone. Introduction to block prints and painting technique. | Art: Watercolour study of a flower from a secondary source. Lino printing to create a three-colour reduction print. | Art: Introduction to self-portraiture, mono printing, mixed media and revisit mark making. | Teacher-led workshops: Exploration of techniques, materials and processes. Further exploration of individualised responses to the theme by the pupils. | Mock exam prep. Further development and refinement of techniques, materials and processes. |
| Autumn Two | Art: Introduction to observational drawing and grid drawing. | Art: Artist research and oil pastel artist study. | Art: Introduction to the proportions of the human face and development of observational drawing and proportion. | Personal project development. Exploration of theme through use of materials and techniques. Pupil driven development and Teacher led workshops | Mock exam prep. Further development and refinement of techniques, materials and processes. |

| | | | | | |
|------------|--|---|--|--|--|
| Spring One | Art: Introduction to artist research and investigating the theme Global Events. Introduction to watercolour painting whilst creating an artist copy | Art: More advanced drawing techniques, looking at mark making. Learn Impressionist techniques whilst creating a study of a tree. | Art: Advanced drawing techniques whilst producing pencil self-portraits | Personal project development. Exploration of theme through the use of materials and techniques. Pupil-driven development and teacher-led workshops | Exploration of GCSE theme for Externally Set Assignment. Full investigation of the theme: development of ideas, recording from experience, artist research, exploration of materials and techniques. Development of an individualised approach to the wider theme. |
| Spring Two | Art: Introduction to relief printing using poly print board. Introduction to creating a design as a personal response to a theme. | Art: Creating an Impressionistic layered landscape outcome using watercolour and acrylic paints. | Art: Revisit colour theory when mixing skin tones. Produce a self-portrait using acrylic paints | Personal project development. Exploration of theme through use of materials and techniques. Pupil-driven development and teacher-led workshops | Completion of the ESA folder and final Exam |
| Summer One | Art: Creating a personal response to the theme. | Art: Creating an Impressionistic layered landscape outcome using watercolour and acrylic paints. | Art: Revisit colour theory when mixing skin tones. Produce a self-portrait using acrylic paint. | Understanding of Assessment Criteria, further development of ideas and refinement of work. | |

| 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-gcse/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

| | |
|--------------------------|--|
| Examined By: | <ul style="list-style-type: none">• Two exam papers worth 50% of the grade each• Both papers are 1 hour 45 minutes assessed at the end of year 11 |
| Key Topics Taught | <ul style="list-style-type: none">• 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.• 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.• 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.• 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.• 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 |

Year 11

Exam Board: Edexcel

Course Code: 1BS0/02

| | |
|--------------------------|--|
| Examined By: | <ul style="list-style-type: none">• Two exam papers worth 50% of the grade each• Both papers are 1 hour 45 minutes assessed at the end of year 11 |
| Key Topics Taught | <ul style="list-style-type: none">• 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.• 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.• Topic 2.3: Making operational decisions – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.• 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.• 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 |

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 Computing club offers students time to do project-based work in a relaxed but purposeful environment
- KS4 Programming club, while will be 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

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: 1CP2 |
|--------------------------|--|---------------------|-------------------|
| Examined By: | <ul style="list-style-type: none">• Two exam papers worth 50% of the grade each. One paper is 1 hour 30 minutes and the other is 2 hours. Both are assessed at the end of Year 11 | | |
| Key Topics Taught | <ul style="list-style-type: none">• Computation thinking - understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables• Data - understanding of binary, data representation, data storage and compression• Computers - understanding of hardware and software components of computer systems and characteristics of programming languages• Networks - understanding of computer networks and network security• Issues and impact - – awareness of emerging trends in computing Technologies, and the impact of computing on individuals, society and the Environment, including ethical, legal and ownership issues | | |

Throughout the course, students will engage in both practical coding exercises and theoretical studies. They will delve into hands-on programming projects that complement their understanding of how data is represented within a computer system, the workings of physical components in standard computer architecture, and the intricacies of data transmission online. Alongside these practical experiences, students will also explore the key social, moral, spiritual, and cultural issues arising from Computer Science in the 21st century, ensuring a comprehensive and integrated learning experience.

Students are assessed via end-of-topic assessments and a mock exams taking place in their final year. Students will be supported in their learning through access to dedicated revision drop-in sessions, after-school tuition, 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 Pearson Edexcel. There are two components to this qualification:

- Principles of Computer Science – a 1 hour 30-minute examination taken in Year 11
- Application of Computational Thinking– a 2-hour on-screen examination taken in Year 11

Five Year Plan

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|------------|----------------------------------|--------------------------------------|---|-------------------|-------------------------------------|
| Summer Two | | Making a website with HTML and CSS | Extended Core Concepts (Functions and lists) | Python 1 and 2 | Impacts and Issues 1 and 2 |
| Autumn One | Clear messaging in digital media | Representations from clay to Silicon | Audio and visual representation | Data 1 and 2 | Python 6 and 7 |
| Autumn Two | Gaining Support for a cause | Core Concepts (Block to Text code) | Applications of Core Concepts (micro:bits and Python) | Python 3 and 4 | Computers 3 Impacts and Issues 3 |
| Spring One | Core Concepts (Block code) | Computer Systems | Spreadsheets | Computers 1 and 2 | Python 8 and 9 |

| | | | | | |
|------------|---------------------------|-------------------------------------|-----------------|------------------|---|
| Spring Two | The internet | Core Concepts (Text code) | Cybersecurity | Networks 1 and 2 | Python 10 and revision Theory Revision |
| Summer One | Algorithms and flowcharts | Searching and sorting algorithms | Vector Graphics | Python 5 | |

| 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: [Computer Science \(2020\) | Pearson qualifications](#)

Design

Our 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 designs through to realisation. Pupils learn to select and apply a range of materials and processes to create their design 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.
- 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' understanding of the issues which influence the design industry and consumers

Course Information

| | | Exam Board: Edexcel | Course Code: 1TD0 |
|--------------------------|--|---------------------|-------------------|
| Examined By: | <ul style="list-style-type: none">• Two folders are created throughout the course, a coursework folder and an examination folder. The coursework folder is developed throughout Year 10 and one term of Year 11 and constitutes 60% of the overall grade.• The examination folder is started in the Spring term of Year 11 and follows a theme given by the examination board; the folder constitutes 40% of the final grade and culminates in a practical examination held over a period of ten hours. Both folders contain an investigation of the work by established designers and work produced by the student.• Students must also produce written work exploring the theme, analysing designers work and explaining their personal response to the project. | | |
| Key Topics Taught | <ul style="list-style-type: none">• Drawing from first hand and second hand sources using a range of mark-making techniques• Experimentation with a wide range of 3D materials and techniques, including clay, cardboard, Modroc and glass• Development of planning and construction skills with an emphasis upon use of materials and an understanding of structure• The study of key themes in Design, for example architecture, exploring these themes within the contexts of culture, history and contemporary practice | | |

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

Assessment Objective 1 is concerned with developing student's awareness of Critical and Contextual studies. A range of established Designers 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 | | 3D: Expanding knowledge of manipulating clay, joining clay using slip and expand upon existing knowledge of creating surface decoration. | 3D: Designing to a brief. Creating personalised trainer designs using cardboard. | Introduction to theme and course content. Pupils to begin thinking about how they might develop an individual and personalised approach to the wider theme. Exploration of techniques, materials and processes. Teacher led workshops. | Full investigation of the theme. Work annotated and all assessment objectives met. Preparation for mock exam. |
| Autumn One | 3D: Introduction to clay pinch pot method and surface decoration using glazing and sgraffito Textiles: Exploring Navajo culture and patterns. Introduction to basic sewing techniques and how to produce a textiles product. | 3D: Expanding knowledge of manipulating clay, joining clay using slip and expand upon existing knowledge of creating surface decoration. | 3D: Designing to a brief. Creating personalised trainer designs using cardboard. | Teacher led workshops: Exploration of techniques, materials and processes. Further exploration of individualised responses to the theme by the pupils. | Mock exam prep. Further development and refinement of techniques, materials and processes. |
| Autumn Two | 3D: Introduction to clay pinch pot method and surface decoration using glazing and sgraffito Textiles: Exploring Navajo culture and patterns. Introduction to basic sewing techniques and how to produce a textiles product. | 3D: Expanding knowledge of manipulating clay, joining clay using slip and expand upon existing knowledge of creating surface decoration. | 3D: Designing to a brief. Creating personalised trainer designs using cardboard. | Personal project development. Exploration of theme through use of materials and techniques. Pupil driven development and Teacher led workshops | Mock exam prep. Further development and refinement of techniques, materials and processes. |

| | | | | | |
|------------|--|---|---|---|---|
| Spring One | <p>3D: Exploring the properties of clay: making pinch pots to construct forms</p> <p>Textiles: Exploring Navajo culture and patterns. Introduction to basic sewing techniques and how to produce a textiles product.</p> | <p>Textiles: Development of embroidery and appliqué techniques to produce a product.</p> | <p>Textiles: Exploring dying and printing 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>3D: Exploring the properties of clay: making pinch pots to construct forms</p> <p>Textiles: Working on final textiles product using sewing techniques.</p> | <p>Textiles: Development of embroidery and appliqué techniques to produce a product.</p> | <p>Textiles: Exploring dying and printing 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>3D: Exploring the properties of clay: making pinch pots to construct forms</p> <p>Textiles: Working on final textiles product using sewing techniques.</p> | <p>Textiles: Development of embroidery and appliqué techniques to produce a product.</p> | <p>Textiles: Exploring dying and printing techniques to create a product</p> | <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>

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 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

| | | Exam Board: AQA | Course Code: 8700 |
|--------------------------|--|-----------------|-------------------|
| Examined By: | <ul style="list-style-type: none">• Two exam papers at the end of Year 11. One focuses on fiction and the other on non-fiction. Each paper is split evenly between reading and writing. Each exam is 1 hour 45 minutes• Speaking and Listening separate endorsement carried out during Year 10 and 11 | | |
| Key Topics Taught | <ul style="list-style-type: none">• Language and structure analysis• Creative writing• Non-fiction writing (speech, letter, article)• Summaries• Inference and deduction• Presenting | | |

The course allows students to:

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

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

The weighting of the course is:

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

Separate endorsement for Spoken Language.

English Literature

Exam Board: AQA

Course Code: 8702

| | |
|--------------------------|--|
| Examined By: | <ul style="list-style-type: none">• Two exam papers at the end of Year 11; all are closed book. The first exam is 1 hour and 45 minutes and focusses on Shakespeare and a 19th-century novel• The second exam is 2 hours and 15 minutes and focusses on poetry, both seen and unseen, and the modern text |
| Key Topics Taught | <ul style="list-style-type: none">• Shakespeare – Romeo and Juliet• 19th-century novel - Jekyll & Hyde: Robert Louis Stevenson• Modern text – Animal Farm: George Orwell• Poetry – AQA Anthology: Love and Relationships• Unseen poetry• Comparative writing• Structuring an essay |

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

The weighting of the course is:

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

We will be studying the following texts:

- Romeo and Juliet – William Shakespeare
- Jekyll & Hyde: Robert Louis Stevenson
- Animal Farm: George Orwell
- 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.

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 |
| Summer One | 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 |

English Literature

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 (2023) | Year 11 (2024) |
|------------|--|---|------------------------|--|----------------|--|
| Summer Two | | Genre/Writing Skills - Anthology | Academic Writing | Critical Thinkers | | Unseen Poetry – Powerful Voices Show What You Know – once a fortnight |
| Autumn One | 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 |
| Autumn Two | 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 |
| Spring One | 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 |
| Spring Two | 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 |

| | | | | | | |
|-------------------|--|---------|--|---|--|----------|
| Summer One | 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 |
|-------------------|--|---------|--|---|--|----------|

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---------|--------------------|--------------------------------|---------------------|--------------|------------------|--------------------------|-----------------------|
| Context | Technical Accuracy | Analysis of Writers Techniques | Creative Expression | Oracy Skills | Crafting Writing | Adapting Writing for FAP | Information Retrieval |

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

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

| 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 |
|--------------------------|--|---------------------|-------------------|
| Examined By: | Four exams at the end of Year 11: <ul style="list-style-type: none">• Listening (35/45 minutes),• Speaking (9/12 minutes, plus 15 minutes preparation time)• Reading (45 minutes/1 hour)• Writing (1 hour 10/1 hour 20 minutes) Two tiers of entry available: <ul style="list-style-type: none">• Higher (grades 9-4)• Foundation (grades 5-1) | | |
| Key Topics Taught | <ul style="list-style-type: none">• My Personal world• Studying and my Future• Lifestyle and well being• Travel and Tourism• My neighbourhood• Studying and my future | | |

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%.

Five Year Plan

Key Stage 3

| | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 |
|---|--|--|---|--|--|
| Year 7 | My Family 1.1 Numbers and ages 1.2 Alphabet 1.3 Phonics 1.2 Birthdays and dates | My Family 1.1 Numbers and ages 1.2 Birthdays and dates 1.3 Family members 1.4 Physical descriptions 1.5 Personality | My Home and town 2.1 Places to live 2.2 Rooms, furniture and activities 2.3 Transport 2.4 Places in town 2.5 Directions | My Home and town 2.1 Places to live 2.2 Rooms, furniture and activities 2.3 Transport 2.4 Places in town 2.5 Directions | My school 3.1 Subjects 3.2 School buildings 3.3 School day 3.4 Uniform 3.5 School teachers and rules |
| Year 8* | Free time 4.1 Role models 4.2 Sports and hobbies 4.3 Cinema 4.4 Weather 4.5 Shopping | Free time 4.1 Role models 4.2 Sports and hobbies 4.3 Cinema 4.4 Weather 4.5 Shopping | Travel 5.1 Places to visit 5.2 Holiday activities 5.3 Transport 5.4 Accommodation 5.5 Restaurant and cafés | Careers and future plans 6.1 Education system 6.2 Future studies 6.3 Jobs and work places 6.4 Skills 6.5 Global work place | Careers and future plans 6.1 Education system 6.2 Future studies 6.3 Jobs and work places 6.4 Skills 6.5 Global work place |
| * 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 | Lifestyle and celebrations 7.1 Accidents and injuries 7.2 Staying healthy and routines 7.3 Relationships 7.4 Identity 7.5 Celebrations | Lifestyle and celebrations 7.1 Accidents and injuries 7.2 Staying healthy and routines 7.3 Relationships 7.4 Identity 7.5 Celebrations | Technology and trends 9.1 Internet 9.2 Mobile phones 9.3 Social media 9.4 Television 9.5 Celebrities | Problems and solutions 8.1 Environment problems 8.2 Protecting the environment 8.3 Global environment 8.4 Social issues 8.5 Charity work | Problems and solutions 8.1 Environment problems 8.2 Protecting the environment 8.3 Global environment 8.4 Social issues 8.5 Charity work |

Key Stage 4

| | Module 1 (Theme 1) | Module 2 (Theme 1) | Module 3 (Theme 1) | Module 4 (Theme 2) |
|---------|---|--|--|---|
| Year 10 | <p>My personal world</p> <ul style="list-style-type: none"> • My Identity • A family weekend • Friendship • Role models • What you did recently | <p>My personal world</p> <ul style="list-style-type: none"> • Sport • New technology • Reading • Music • TV & Film | <p>My school</p> <ul style="list-style-type: none"> • Comparing English & French school systems • School rules • Extra-curricular activities • School exchanges | <p>My neighbourhood</p> <ul style="list-style-type: none"> • My local area • Dream or nightmare area • Tourism • Weather • Community projects |

| | Module 5 (Theme 2) | Module 6 (Theme 3) | Module 7 (Theme 4) | Module 8 (Theme 5) |
|---------|---|--|---|---|
| Year 11 | <p>Travel and Tourism</p> <ul style="list-style-type: none"> • Destinations • Accommodation • Travelling • Ordering in a restaurant • Catastrophic holidays | <p>Lifestyle and well being</p> <ul style="list-style-type: none"> • Meals and meal times • Good mental Health • Illnesses and accidents • Improving my Life • Lifestyle changes | <p>Future Plans</p> <ul style="list-style-type: none"> • Career Choices • Plans, hopes & wishes • The importance of languages • Applying for jobs • Part time work & earning money • Work experience | <p>Our Planet</p> <ul style="list-style-type: none"> • Our planet • Protecting the environment • Ethical shopping • Volunteering • Big events |

| Golden Threads | | | |
|-----------------------|-------------------------|----------------------|----------------------|
| 1 | 2 | 3 | 4 |
| 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 : [GCSE French -Pearson Edexcel](https://www.pearson.com/uk/qualifications/gcse/french)

Geography

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

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

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

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

Course Information

| | | Exam Board: AQA | Course Code: 8035 |
|--------------------------|--|-----------------|-------------------|
| Examined By: | Three exam papers: <ul style="list-style-type: none">• Paper 1: Living with the Physical Environment (1 hour 30 minutes)• Paper 2: Challenges in the Human Environment (1 hour 30 minutes)• Paper 3: Geographical Applications (1 hour 15 minutes) | | |
| Key Topics Taught | <ul style="list-style-type: none">• Natural hazards and climate change• The living world (rainforests and deserts)• Physical landscapes of the UK (rivers and coasts)• Urban issues and challenges (Birmingham and Brazil)• Changing the economic world (global economy)• The challenge of resources management (food, energy and water security)• Geographical skills and fieldwork | | |

Issue Evaluation

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

Fieldwork

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

Five Year Plan

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|------------|---|-------------------|---------------------------|--|--|
| Summer Two | | Rivers & Flooding | Restless Earth | UNIT 1- Living with the physical environment: Tectonic hazards | Challenges in the human environment: <ul style="list-style-type: none"> Urban issues and challenges |
| Autumn One | Introduction to Geography & Maps Skills | Rivers & Flooding | Restless Earth | Living with the physical environment: Weather hazards Climate change | Fieldwork 2 (Human) Challenges in the human environment: The changing economic world Unit 3- Geographical application: issue evaluation |
| Autumn Two | Around The UK | Asia: China | Earth's Natural Resources | The Living World: Ecosystems Tropical rainforests Hot deserts | Challenges in the human environment: The challenge of resource management |
| Spring One | Weather & Climate | Climate Change | Population & Migration | Physical Landscapes in the UK: River landscapes | Paper 1 Revision Unit 3- Geographical application: Pre-release resource booklet March 2026 |

| | | | | | |
|-------------------|------------------------------|-------------------------|---------------------------|---|-------------------------|
| Spring Two | Weather & Climate | Development | Living Environment | Physical Landscapes in the UK: Coastal landscapes | Paper 2 Revision |
| Summer One | Africa: Kenya | Earning a Living | Living Environment | Fieldwork 1 (Physical) UNIT 2- Challenges in the human environment: Urban issues and challenges | |

| Golden Threads | | | | | | | |
|-----------------------|----------|-------------|---------------|---------------------|-----------|----------|----------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Fieldwork | Analysis | Environment | Earth Systems | Real World Problems | Diversity | Place | Futures |

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

Health & Social Care

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

Our curriculum aims to develop:

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

Course Information

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

Year 10

Component 1 - Human Lifespan Development:

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

Component 2 - Health and Social Care Services and Values:

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

Year 11

Component 3 - Exam – Health and Wellbeing:

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

| | | |
|-------------------|---|--|
| Summer One | To re-assess component two. Close the gap and resubmit completed work | |
|-------------------|---|--|

| Golden Threads | | | | | | | | |
|-----------------------|-----------|-------------|-----------|--------------------|------------------|-------------------|----------|----------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 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 |
|--------------------------|--|-----------------|-------------------|
| Examined By: | <ul style="list-style-type: none"> • Two exam papers at the end of year 11. Each paper has a mixture of 8-10 interpretation and essay-based questions and both papers are 2 hours long. There is one tier of paper for all levels (9-1) | | |
| Key Topics Taught | <p>Paper 1: Understanding the Modern World</p> <ul style="list-style-type: none"> • Section A: Germany, 1890–1945: Democracy and dictatorship • Section B: Conflict and tension: The inter-war years, 1918–1939 <p>Paper 2: Shaping the Nation</p> <ul style="list-style-type: none"> • Section A: Britain: Health and the people: c1000 to the present day • Section B: Elizabethan England, c1568–1603 | | |

Year 10

Britain: Health and the people: C1000 to the present day (thematic study)

Elizabethan England 1568-1603 (British depth study including the historic environment)

Year 11

Germany 1890-1945 (period study)

Conflict and Tension 1918-1939 (wider world depth study)

Five Year Plan

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|------------|--|-----------------------------------|---|---|---|
| Summer Two | | 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 |

| | | | | | |
|-------------------|------------------|--|-----------------|--|-------------------------------------|
| Summer One | Civil War | India and partition of Pakistan | Cold War | Germany: Consolidation of power 1933 – 1934 | Revision: Health and Germany |
|-------------------|------------------|--|-----------------|--|-------------------------------------|

| Golden Threads | | | | | | | |
|-----------------------|------------|-----------|----------|------------|-----------|-------------|-----------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 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 in KS3, which gives an opportunity to test topics such as percentages, interest, depreciation and indices.

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

Our curriculum aims to develop:

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

Course Information

| | | Exam Board: Edexcel | Course Code: MA1 |
|--------------------------|--|---------------------|------------------|
| Examined By: | <ul style="list-style-type: none">• Three exam papers at the end of Year 11; (two with use of a calculator and one without) of 1hour 30 minutes each• Two tiers of entry are available, Higher (grades 9-4) and Foundation (grades 5-1) | | |
| Key Topics Taught | <ul style="list-style-type: none">• Number skills and calculations• Algebra and problem solving• Graphs, proportion and rates of change• Geometry• Data handling, statistics and probability | | |

| | Year 7 | Year 8 | Year 9 Crossover | Year 9 Working Towards | Year 10 SET 1 | Year 10 Crossover | Year 10 Working Towards |
|------------|--|---|--|--|---|---|--|
| Summer Two | | <p>Reasoning with Number Developing Number sense Sets and Probability Prime numbers and proof</p> | <p>Two-way tables, Frequency Trees, Rounding Error intervals, Estimation, Calculator skills, Product of prime factors, HCF & LCM, Real Life Multiples, Fractions</p> | <p>Integers and Place Value , Decimals , Indices , powers and roots , Factors Multiples primes</p> | <p>Two-way tables, Frequency Trees, Sampling, Averages, Probability, Venn diagrams, Rounding, Error intervals, Estimation, Product of prime factors, HCF & LCM, Real Life Multiples, Recurring Decimals</p> | <p>Two-way tables, Frequency Trees, Rounding Error intervals, Estimation, Calculator skills, Product of prime factors , HCF & LCM, Real Life Multiples, Fractions</p> | <p>Integers and Place Value , Decimals , Indices , powers and roots , Factors Multiples primes</p> |
| Autumn One | <p>Algebraic Thinking Sequences Algebraic notation Equality and Equivalence</p> | <p>Proportional Reasoning Ratio and Scale Multiplicative change Multiplying and dividing fractions</p> | <p>Ratio, Direct proportion , Inverse proportion, Recipes , Exchange rate , Percentages, reverse percentages , Simple interest , compound interest, depreciation</p> | <p>Fractions , Percentages, FDP, Charts and Diagrams , 2D Shapes and mensuration</p> | <p>Fractions, Ratio, Direct/Inverse proportions, Recipes , Exchange rates, Best buys, Percentages, Reverse percentages, Simple and compound interest, depreciation, Indices and Surds</p> | <p>Ratio, Direct/Inverse proportion, Recipes, Exchange rate, Best buys, Percentages, reverse percentages, Simple and compound interest, depreciation</p> | <p>Fractions , Percentages, FDP, Charts and Diagrams , 2D Shapes and mensuration</p> |
| Autumn Two | <p>Place Value & Proportion Place value Fractions, decimals and percentages</p> | <p>Representations Working in the Cartesian plane Representing Data</p> | <p>Indices, Expanding Brackets , sequences , Inequalities , Solving Equations, Factorising, subject of a formula , standard form</p> | <p>Perimeter, Area, angles and 3d forms , Algebra the basics, Substitution, Probability</p> | <p>Expanding brackets including triple brackets, sequences, Inequalities, solving linear and quadratic equations, Factorising, change of subject standard form</p> | <p>Indices, Expanding Brackets , sequences , Inequalities , Solving Equations, Factorising, subject of a formula , standard form</p> | <p>Perimeter, Area, angles and 3d forms , Algebra the basics, Substitution, Probability</p> |

| | | | | | | | |
|-------------------|--|--|--|---|---|--|---|
| Spring One | <p>Applications of Number Problems with addition and subtraction Problems with multiplication and division Fractions and percentages of amounts</p> | <p>Algebraic Techniques Brackets, equations and inequalities Sequences Indices</p> | <p>Angles in polygons , Angles in parallel lines, Plans and elevations , constructions bearings , Pythagoras and Trigonometry</p> | <p>Two way tables, frequency trees, Rounding and Error intervals, Estimations, Calculator skills, Product of prime factors, HCF & LCM, Real Life Multiples, Fractions</p> | <p>Angles in polygons, Angles in parallel lines, Plans and elevations , construction, bearings, Pythagoras and Trigonometry, including 3D, Sine, Cosine rule, Area of a triangle.</p> | <p>Angles in polygons , Angles in parallel lines, Plans and elevations , construction, bearings, Pythagoras and Trigonometry</p> | <p>Two way tables, Frequency Trees, Rounding Error intervals, Estimation, Calculator skills, Product of prime factors , HCF & LCM, Real Life Multiples, Fractions</p> |
| Spring Two | <p>Directed Number and Fractional thinking Operations and Equations Addition and subtraction of fractions</p> | <p>Developing Number Fractions and percentages Standard index form Number sense</p> | <p>Circles arcs and sectors, Surface area and volume ,sampling , averages, averages from a table , Frequency diagrams, scatter graphs , pie charts</p> | <p>Ratio, Direct proportion , Inverse proportion, Recipes , Exchange rate , Percentages, reverse percentages , Simple interest , compound interest, depreciation</p> | <p>Circles arcs and sectors, Surface area and volume, Frequency diagrams, scatter graphs, pie charts, Cumulative frequency, box plots, Histograms</p> | <p>Circles arcs and sectors, Surface area and volume ,sampling , averages, averages from a table , Frequency diagrams, scatter graphs , pie charts</p> | <p>Ratio, Direct proportion , Inverse proportion, Recipes , Exchange rate , Percentages, reverse percentages , Simple interest , compound interest, depreciation</p> |
| Summer One | <p>Lines & Angles Geometric notation Geometric reasoning</p> | <p>Developing Geometry Angles in parallel lines Area of a trapezia and circles</p> | <p>Straight line Graphs , Non linear graphs , speed distance and time, compound measures, real life graphs</p> | <p>Indices, Expanding Brackets , sequences , Inequalities , Solving Equations, Factorising, subject of a formula , standard form</p> | <p>Straight line graphs, Non-linear graphs, speed distance and time, compound measures, real life graphs, area under the graph, tangents to a graph</p> | <p>Straight line Graphs , Non linear graphs , speed distance and time, compound measures, real life graphs</p> | <p>Indices, Expanding Brackets , sequences , Inequalities , Solving Equations, Factorising, subject of a formula , standard form</p> |

| Year 11 | | | |
|------------|---|---|--|
| | Set 1 (Higher) | Set 2 (Higher) | Set 3-5 (Foundation) |
| Summer Two | Revision, Mocks, Quadratics, Simultaneous Equations, Compound Measures, Volume and Surface Area | Revision, Mocks, Mocks Analysis, Recipes and Proportion, Factorising, Transformations | Revision, Mocks, Four Operations, Non-Calculator Multiplication and Division, BIDMAS, HCF LCM, Directed Numbers, Operations with Fractions |
| Autumn One | Prime Factors, HCF LCM, Operations with Fractions, Recurring Decimals, Growth and Decay, Reverse Percentages, Algebraic Fractions, Indices, Surds | Angles and Parallel Lines, Interior And Exterior Angles, Ratio, HCF/LCM, Solving Equations, Expanding and Factorising, Standard Form | Four Operations, Negative Numbers, Fractions, FDP, Estimation, Rounding |
| Autumn Two | Mocks Sine and Cosine Rule, Algebraic Proof, Histograms, Parallel and Perpendicular Lines, Equation of a Circle, Direct/Inverse Proportion, Congruency, Similar Shapes, Vectors | Mocks Interest And Depreciation, Error Intervals, Two Way Tables, Area and Volume, Pythagoras and Trigonometry, Sine and Cosine | Mocks Representing Data, Mean Median Mode, Collecting Terms, Expanding Brackets, Substitution, Solving Equations |
| Spring One | Bounds, Trigonometric Graphs, Transforming Graphs, Changing The Subject, Geometric Proof, Sequences | Circles, Sectors, Compound Shapes, Sampling Consolidation (Use Mock Data, QLAs, Teacher Judgement to Choose Key Topics) | Pythagoras, Trigonometry, Problem Solving Consolidation (Use Mock Data, QLAs, Teacher Judgement to Choose Key Topics) |
| Spring Two | Mocks Plans And Elevations, Construction/Loci, Inequalities, Angles and Polygons, Circle Theorems, Consolidation (Use Mock Data, QLAs, Teacher Judgement to Choose Key Topics) | Mocks Consolidation (Use Mock Data, QLAs, Teacher Judgement to Choose Key Topics) | Mocks 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 |
|--------------------------|--|---------------------|
| Examined By: | <ul style="list-style-type: none">• Three components:<ul style="list-style-type: none">○ Two internally assessed and externally moderated by the exam board○ One externally assessed and moderated | |
| Key Topics Taught | <ul style="list-style-type: none">• Component 1: Exploring the Performing Arts (Internally assessed)• Component 2: Developing Skills and Techniques in the Performing Arts (Internally assessed)• Component 3: Performing to a Brief (externally assessed) | |

The course allows pupils to:

- Develop key skills that prove learners' aptitude in performing arts, such as responding to stimulus and reproducing repertoire
- Process effective ways of working in the performing arts, such as the development of ideas, rehearsal and performances

- Consider important attitudes within the performing arts, including personal management and communication
- Learn and develop knowledge of effective skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles

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

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

Year 10

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

Year 11

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

Five Year Plan

| | Year 7 | Year 8 | Year 9 | Year 10 BTEC | Year 11 BTEC |
|----------|---|--|--|---|--|
| Summer 2 | | <p>Urban Theatre</p> <p>Students will study a play entitled: 'Burning Bird' set in a modern city the play explores the decisions we make and the consequences which will follow.</p> <p>Hip Hop and Sampling</p> <p>Students will need to use their understanding of harmony and chords to create and record a dance track on GarageBand.</p> | <p>Creating, performing and responding to stimulus</p> <p>Working on text and music.</p> <p>Students will work on performing extracts / music, compositions, monologues or duologues from various published sources.</p> <p>KS4 Prep</p> <p>This part of the term will be to solidify and assess and further develop their understanding of theory and Performance in Performing Arts.</p> | <p>Performing Arts Component 2 (preparation)</p> <p>Developing Skills and Techniques in The Performing Arts</p> <p>Music Component 2 (Music skills development)</p> | <p>Performing Arts Component 3</p> <p>Responding to a brief</p> <p>Music Component 3</p> <p>(Responding to a music brief)</p> |
| Autumn 1 | <p>Key Skills</p> <p>(baseline assessment)</p> <p>Performing Arts Key Musical Theatre Skills</p> <p>Introduction to developing skills in performing arts from visual stimuli and text.</p> <p>Students will begin working on their performance skills learn to identify intervals and pitch.</p> | <p>Musical Theatre 2</p> <p>Study of a musical and directorial style and decisions.</p> <p>(In the heights)</p> <p>Samba drumming</p> <p>Students will learn about Samba music and develop a four-part Samba rhythmic performance.</p> | <p>Practitioner Skills in the Performing Arts 1</p> <p>Students will study extracts from DNA,</p> <p>Film and Improvisation</p> <p>Students will learn about to film and the nature of improvisation. They will also start learning about accented notes and using these to create Major and Minor Scales.</p> | <p>Performing Arts Component 1</p> <p>Exploring the Performing Arts</p> <p>Music Component 1</p> <p>Exploring Music Products and Styles</p> | <p>Performing Arts Component 2</p> <p>Developing skills and techniques in the Performing Arts</p> <p>Music Component 2</p> <p>Music skills development</p> |

| | | | | | |
|---|--|--|---|---|--|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Autumn Two</p> | <p style="text-align: center;">Pantomime</p> <p>Drama and Music collaborative practices in stage performance techniques and musical theatre</p> <p style="text-align: center;">Singing</p> <p>Students will begin working on their aural skills, learning to identify intervals and pitch. Students will learn to project their voices and learn scenes from Jack and the beanstalk the songs from Aladdin</p> | <p style="text-align: center;">The Identification Process</p> <p>The study of Brecht, poetry and documentary drama combined with the political music of performers and artists from different cultures.</p> <p style="text-align: center;">Guitar and protest song</p> <p>Students will continue their understanding of guitar to learn a Folk song. This will also look into the political nature of music and music structure.</p> | <p style="text-align: center;">Practitioner skills in the Performing Arts 2</p> <p>Using practitioner exercises and techniques. Stylised music will be used to communicate ideas and feelings clearly with a focus on socio-political issues.</p> <p style="text-align: center;">Pop Group learning a song</p> <p>Students will get into groups of three and be tasked with choosing a song and learning it. This will test their ability to work independently and creatively.</p> | <p style="text-align: center;">Performing Arts Component 1</p> <p>Exploring the Performing Arts</p> <p style="text-align: center;">Music Component 1</p> <p>Exploring music products and styles</p> | <p style="text-align: center;">Performing Arts Component 2</p> <p>Developing Skills and Techniques in the Performing Arts</p> <p style="text-align: center;">Music Component 2</p> <p>Music Skills Development</p> |
|---|--|--|---|---|--|

| | | | | | |
|------------|---|---|---|--|---|
| Spring One | <p>Percussion and World Theatre</p> <p>From Greek to African theatre students will explore the beginnings and influence of theatre performance from around the world.</p> <p>African Drumming</p> <p>Students will explore basic rhythm and theory, learning the importance of pulse and how to use a range of rhythmic values.</p> | <p>Performing Shakespeare</p> <p>Various lessons based on Shakespearean texts which will make Shakespeare fun and interactive for students to begin a love of Shakespeare.</p> <p>Minimalism</p> <p>Student will return to playing metallophones, this time focusing more on harmony with melody.</p> | <p>Devising theatre and Reggae Music Performance</p> <p>Stories, Key moments and News stories throughout history. E.g. Rosa Parks are used as a basis for drama and devised work alongside pop culture, reggae and modern music.</p> <p>Learning a reggae song</p> <p>Students will get into groups of three and be tasked with choosing a song to learn. Students will need to show their understanding to work out the chord sequence and structure. of their chosen song.</p> | <p>Performing Component 1</p> <p>Exploring the Performing Arts</p> <p>Music Component 1</p> <p>Exploring music products and styles</p> | <p>Arts</p> <p>Performing Arts Component 2</p> <p>Developing Skills and Techniques in the Performing Arts</p> <p>Music Component 2</p> <p>Music Skills Development</p> |
| | | | | | |

| | | | | | |
|------------|---|--|--|---|---|
| Spring Two | <p style="text-align: center;">Bollywood/Hollywood</p> <p>Bollywood is already bigger than Hollywood. Students will study the film genres and music of both – maybe even amalgamate the two!</p> <p style="text-align: center;">Guitar</p> <p>Student will be looking into understanding the guitar and how to use the information given to learn independently. They will learn about chords, chord charts and how to use them when learning a song.</p> | <p style="text-align: center;">Harry Potter and Piano Skills / musical composition.</p> <p>The study of Harry Potter and the cursed Child improvisation and script.</p> <p style="text-align: center;">Piano Skills</p> <p>Students will carry on their understanding of harmony and melody onto piano using good technique to develop a strong foundation when playing piano.</p> | <p style="text-align: center;">Study of a play Refugee Boy by Benjamin Zephaniah</p> <p>Studying a section of performance based on a play text and musical stimulus for performance to camera or a live audience</p> <p style="text-align: center;">Responding to a Music Brief</p> <p>Student will be given a real world 'Job', this being to create a horror soundtrack. They will need to record their horror soundtrack.</p> | <p style="text-align: center;">Performing Component 1 Arts</p> <p>Exploring the Performing Arts</p> <p style="text-align: center;">Music Component 1</p> <p>Exploring Music Products and Styles</p> | <p style="text-align: center;">Performing Arts Component 3</p> <p>Responding to a brief</p> <p style="text-align: center;">Music Component 3</p> <p>Responding to a Music Brief</p> |
|------------|---|--|--|---|---|

| | | | | | |
|-------------------|--|--|---|---|--|
| Summer One | Musical Theatre 1 (Study of a musical) Aspects of musical theatre E.g. Charlie and the Chocolate Factory | Modern Theatre and Spoken Word Drama Skills using the text ' Blood Brothers ' as a vehicle to explore Historical political periods in the UK. | Introduction to Film, Television and theme music Students study a series of scripts from film and television | Performing Arts Component 2 Developing Skills and Techniques in The Performing Arts Music Component 2 | Performing Arts Component 3 Responding to a brief Music Component 3 Responding to a music brief |
| | Diatonic Skills Students will use metallophones to gain better understanding of the diatonic sequence. This will embed harmonic and melodic understanding. | Recording and Dance music Students will need to use their understanding of harmony and chords to create and record a dance track on GarageBand | Responding to a Music Brief Student will be given a real world 'Job', this being to create a horror soundtrack. They will need to record their horror soundtrack. | Music skills development | |

| Golden Threads | | | |
|----------------|-----------|------------|--------------|
| 1 | 2 | 3 | 4 |
| 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 mixed 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 pupil's own work
- Confidence in analysing and evaluating pupil's own work, and that of others, in order to strengthen the visual impact of work
- Proficiency in drawing, capturing images, understanding materials and design processes
- Creative and conceptual thinking

Course Information

| | | Exam Board: Edexcel | Course Code: 1PY0 |
|--------------------------|--|---------------------|-------------------|
| Examined By: | <ul style="list-style-type: none">• Two A2 portfolios are created throughout the course, a coursework portfolio and an examination portfolio• The coursework portfolio is developed throughout Year 10 and one term of Year 11 and constitutes 60% of the overall grade• The examination portfolio is started in the Spring term of year 11 and follows a theme given by the examination board, this portfolio constitutes 40% of the final grade and culminates in an examination which is completed over a period of ten hours• Both portfolios are graded on four assessment objectives and must contain an investigation of the artwork by established artists and artwork produced by the student• Students must also produce written work exploring the theme, analysing artwork and explaining their personal response to their project | | |
| Key Topics Taught | <ul style="list-style-type: none">• The use of DSLR cameras with studio lighting and natural lighting• Experimentation with a range of photographic techniques• Creation and enhancement of images using Photoshop• Development of photographic skills with an emphasis upon the use of materials with the aim of producing large final outcomes of a high standard• The study of key themes in Art, for example, portraiture and still life exploring these themes within the contexts of culture, history and contemporary practice | | |

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.</p> <p>Exploration of techniques, materials and processes.</p> <p>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.</p> <p>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 One | <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 |
|--------------------------|--|---------------------|
| Examined By: | 2 PSA's (Pearson Set Assignments) internally assessed as a controlled assignment and one written exam, which is externally marked. | |
| Key Topics Taught | <ul style="list-style-type: none"> • Component 1 – Preparing participants to take part in sport and physical activity. • Component 2 – Taking part and improving other participants sporting performance. • Component 3 – Developing fitness to improve other participant's performance in sport and physical activity. | |

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 | | <p style="text-align: center;">Activity Block 1</p> <p>Activity based on rotation of national curriculum</p> | <p style="text-align: center;">Activity Block 1</p> <p>Activity based on rotation of national curriculum</p> <p>Component 1: Preparing participants to take part in sport and physical activity.</p> | <p style="text-align: center;">Activity Block 1</p> <p>Activity based on rotation of national curriculum</p> <p>Component 2: Taking part and improving other participants sporting performance.</p> | <p style="text-align: center;">Activity Block 1</p> <p>Activity based on rotation of national curriculum</p> <p>Component 3: Developing fitness to improve other participant's performance in sport and physical activity.</p> |

| | | | | | |
|------------|---|---|---|--|--|
| Autumn One | <p style="text-align: center;">Activity Block 1</p> <p>Activity based on rotation of national curriculum and baseline testing.</p> | <p style="text-align: center;">Activity Block 2</p> <p>Activity based on rotation of national curriculum</p> | <p style="text-align: center;">Activity Block 2</p> <p>Activity based on rotation of national curriculum</p> <p>Component 1: Preparing participants to take part in sport and physical activity</p> | <p style="text-align: center;">Activity Block 2</p> <p>Activity based on rotation of national curriculum</p> <p>Component 1: Preparing participants to take part in sport and physical activity.</p> <p>Pearson Set Assignment</p> | <p style="text-align: center;">Activity Block 2</p> <p>Activity based on rotation of national curriculum</p> <p>Component 3: Developing fitness to improve other participant's performance in sport and physical activity.</p> |
| Autumn Two | <p style="text-align: center;">Activity Block 2</p> <p>Activity based on rotation of national curriculum and baseline testing.</p> | <p style="text-align: center;">Activity Block 3</p> <p>Activity based on rotation of national curriculum</p> | <p style="text-align: center;">Activity Block 3</p> <p>Activity based on rotation of national curriculum</p> <p>Component 1: Preparing participants to take part in sport and physical activity</p> | <p style="text-align: center;">Activity Block 3</p> <p>Activity based on rotation of national curriculum</p> <p>Component 1: Preparing participants to take part in sport and physical activity.</p> <p>Pearson Set Assignment</p> | <p style="text-align: center;">Activity Block 3</p> <p>Activity based on rotation of national curriculum</p> <p>Component 3: Developing fitness to improve other participant's performance in sport and physical activity.</p> |
| Spring One | <p style="text-align: center;">Activity Block 3</p> <p>Activity based on rotation of national curriculum and baseline testing.</p> | <p style="text-align: center;">Activity Block 4</p> <p>Activity based on rotation of national curriculum</p> | <p style="text-align: center;">Activity Block 4</p> <p>Activity based on rotation of national curriculum</p> <p>Component 1: Preparing participants to take part in sport and physical activity</p> | <p style="text-align: center;">Activity Block 4</p> <p>Activity based on rotation of national curriculum</p> <p>Component 2: Taking part and improving other participants sporting performance.</p> <p>Pearson Set Assignment</p> | <p style="text-align: center;">Activity Block 4</p> <p>Activity based on rotation of national curriculum</p> <p>Component 3: Developing fitness to improve other participant's performance in sport and physical activity.</p> |

| | | | | | |
|-------------------|---|---|---|---|--|
| Spring Two | <p style="text-align: center;">Activity Block 4</p> <p>Activity based on rotation of national curriculum and baseline testing.</p> | <p style="text-align: center;">Activity Block 5</p> <p>Activity based on rotation of national curriculum</p> | <p style="text-align: center;">Activity Block 5</p> <p>Activity based on rotation of national curriculum</p> <p>Component 2: Taking part and improving other participants sporting performance.</p> | <p style="text-align: center;">Activity Block 5</p> <p>Activity based on rotation of national curriculum</p> <p>Component 2: Taking part and improving other participants sporting performance.</p> <p>Pearson Set Assignment</p> | <p style="text-align: center;">Activity Block 5</p> <p>Activity based on rotation of national curriculum</p> <p>Component 3: Developing fitness to improve other participant's performance in sport and physical activity.</p> |
| Summer One | <p style="text-align: center;">Activity Block 5</p> <p>Activity based on rotation of national curriculum and baseline testing.</p> | <p style="text-align: center;">Activity Block 6</p> <p>Activity based on rotation of national curriculum</p> | <p style="text-align: center;">Activity Block 6</p> <p>Activity based on rotation of national curriculum</p> <p>Component 2: Taking part and improving other participants sporting performance.</p> | <p style="text-align: center;">Activity Block 6</p> <p>Activity based on rotation of national curriculum</p> <p>Component 3: Developing fitness to improve other participant's performance in sport and physical activity.</p> | <p style="text-align: center;">Activity Block 6</p> <p>Activity based on rotation of national curriculum</p> <p>Component 3: Developing fitness to improve other participant's performance in sport and physical activity.</p> <p style="text-align: center;">Exam – June</p> |

| Golden Threads | | | |
|----------------|----------|---------|--------|
| 1 | 2 | 3 | 4 |
| 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-nqf.html>

Religious Education

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

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

Our curriculum aims to develop:

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

Course Information

| | | Exam Board: Edexcel | Course Code: 1RB0 |
|--------------------------|--|---------------------|-------------------|
| Examined By: | <ul style="list-style-type: none"> • Two exams: 1 hour and 45 minutes each | | |
| Key Topics Taught | <p>Paper 1: Area of Study 1 - Religion and Ethics (Islam)</p> <ul style="list-style-type: none"> • Beliefs • Marriage and the Family • Living the Muslim Life • Matters of Life and Death <p>Paper 2: Area of Study 2 - Religion, Peace and Conflict (Christianity)</p> <ul style="list-style-type: none"> • Beliefs • Crime and Punishment • Living the Christian Life • Peace and Conflict | | |

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

Five Year Plan

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|------------|---|--|--|---|--|
| Summer Two | | Looking for Justice Religious attitudes to justice and the examples of Martin Luther King and Malcom X | How did we get here? Religious and non-religious attitudes to creation and the environment | Islam: Muslim beliefs | Christianity: Living the Christian life |
| Autumn One | Worldviews What is my worldview? What are examples of religious and non-religious worldviews? | Who wants to be a millionaire? Religious attitudes to wealth | Who am I? Religious influences on identity | Islam: Marriage and the family | Christianity: Crime and Punishment |
| Autumn Two | Jesus Christ Superstar? Whether the teachings and actions of Jesus make him a good role model for today | What it means to be a Jew Jewish beliefs and practices | Bloody RE Religious views on sacrifice, war and the death penalty | Islam: Living the Muslim Life | Christianity: Peace and conflict |
| Spring One | Jesus Christ Superstar? Whether the teachings and actions of Jesus make him a good role model for today | Is there anything else? Religious and non-religious views on life after death | How do I decide? Religious and non-religious views on moral/ethical issues | Islam: Living the Muslim Life | Revision |
| Spring Two | Footsteps of Muhammad How the teachings and actions of Muhammad influence people today. | What it means to be a Sikh Sikh beliefs and practices | How do I decide? Religious and non-religious views on moral/ethical issues | Islam: Matters of life and death | Revision |

| | | | | | |
|-------------------|---|---|--|------------------------------|--|
| Summer One | Footsteps of Muhammad How the teachings and actions of Muhammad influence people today. | What it means to be a Sikh Sikh beliefs and practices | Religion and the media How religions/religious issues/people are reflected in a variety of media | Christianity: Beliefs | |
|-------------------|---|---|--|------------------------------|--|

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

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

Biology

Exam Board: AQA **Course Code: 8461**

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

Chemistry

Exam Board: AQA **Course Code: 8462**

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

Physics

Exam Board: AQA

Course Code: 8463

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

Five Year Plan

Biology

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

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

Chemistry

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

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

Physics

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

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

| 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>