



CROOKHORN COLLEGE

KS3 AND KS4 CURRICULUM SUBJECT INFORMATION 2018 – 2019

Art:

KS3: Year 7

Autumn	Students will be working on a project designed to challenge and enhance their knowledge of the formal elements of Art. They will be looking at mixing secondary colours and shading, focused around the artwork of Jamie Hewlett.
Spring	Students will be working on a project, based around the artwork of J. Vincent Scarpace and the use of observational drawing and Zentangles.
Summer	Students will be looking at how to effectively use background, mid ground and foreground in a spacescape, while understanding how light affects an object.

KS3: Year 8

Autumn	Students will be looking at how to effectively use contrasting colours and one-point perspective. This project will be focused around the work of Sofles, in a Graffiti project called 'virtual vandalism'.
Spring	Students will be learning how to draw the human form in proportion, focusing on the drawing of hands, bodies and faces. Their skills will then be put to the test by drawing a front cover of a new comic book, introducing a new super hero or villain.
Summer	Students will be working on collagraphs, mono-prints and Styrofoam printing. Students will then combine these techniques with their own mythical beast creation.

KS4: Year 9

Autumn	Students will be starting GCSE work focusing on the work of Ben Slow. They will critique his work, copy one of his images in detail and experiment with different ways of producing work in his style. They will take compositional photographs and produce their own personal response in his style.
Spring	GCSE work will continue focusing on the work of Alex Garrett. Students will critique her work, copy one of her images in detail and experiment with different ways of producing work in her

	style. They will take compositional photographs and produce their own personal response in her style.
Summer	GCSE work will focus on the work of Shepard Fairey. Students will critique his work, copy one of his images in detail and experiment with different ways of producing work in his style. They will take compositional photographs and produce their own personal response in his style.

KS4: Year 10

Autumn	GCSE work will focus on the work of Russ Mills. Students will critique his work, copy one of his images in detail and experiment with different ways of producing work in his style. They will take compositional photographs and produce their own personal response in his style.
Spring	GCSE work will focus on the work of Samantha French. Students will critique her work, copy one of her images in detail and experiment with different ways of producing work in her style. They will take compositional photographs and produce their own personal response in her style.
Summer	Students will focus on preparing for their exam, producing the final portrait that will be completed in the terminal five-hour exam. This image must show clear links to the prep work completed.

KS4: Year 11

Autumn	Students will embark on a project called 'Fur, Fangs and Feathers'. This open ended mini project will give the students more freedom to discover artists for themselves and to invent their own artistic techniques.
Spring	Students will be provided with an exam paper in January and will have this term to research the artists in the paper and experiment working in their styles. Students will also take photographs and annotate their ideas ready for the final exam.
Summer	Having been provided with the date for the terminal ten-hour practical exam, students will be practising and refining their exam pieces. Art studios will be open after College, by arrangement, to provide students with greater access to their work and equipment.

Business Studies:

KS4: Year 9

Autumn	Students will start to learn about enterprise and entrepreneurship (the dynamic nature of business and risk and reward) and spotting a business opportunity (customer needs and market research).
Spring	Students will look at putting a business idea into practice (business aims and objectives, business revenues, costs and profits).
Summer	Students will look at how to make the business effective (the options for start-up and small businesses, business location, the marketing mix and business plans).

KS4: Year 10

Autumn	Students will re-visit enterprise and entrepreneurship (looking at the role of business enterprise), moving on to market segmentation and the competitive environment.
Spring	Students will re-visit business aims, cash and cash flow and sources of business finance. They will then move on to study options for start-up and small businesses, the importance of business location, the marketing mix and business plans.
Summer	Students will gain an understanding of external influences on business (including business stakeholders, technology, legislation, the economy and external influences). They will then move on to growing the business (changes in aims and objectives, globalisation, ethics and the environment).

KS4: Year 11

Autumn	Students will learn how marketing decisions are made (product, price, promotion, place etc.) and how operational decisions are reached (working with suppliers, managing quality and the sales process). Finally, the focus will be the making of financial decisions (business calculations and understanding business performance).
Spring	Students will learn how human resource decisions are reached (including organisational structures, effective recruitment, effective training and development and motivation). Students will then move on to revision and practice assessment.
Summer	Students will focus on revision for the final exams.

Child Development:

KS4: Year 9

Autumn	Understanding reproduction and the roles and responsibilities of parenthood, contraception, antenatal care and preparation for birth, the roles of the different health professionals supporting the pregnant mother, the importance of antenatal and parenting classes, i.e. preparing for a safe pregnancy and delivery, and the preparation of both parents for labour and parenthood.
Spring/Summer	Understanding how to recognise, manage and prevent childhood illnesses, how immunity to disease and infection can be acquired, how to recognise and treat common childhood ailments and diseases, when to seek treatment from a doctor and when emergency medical help should be sought, and diet-related illnesses.

KS4: Year 10

Autumn	Understanding the importance of child safety, including how to create a safe, child-friendly environment within the home and garden, play areas, road safety, safety labelling, social safety and internet safety. Coursework: R019 Understanding the equipment and nutritional needs of children from birth to five years. Students will complete four tasks this year: Task 1 is looking at key factors when choosing equipment in a nursery setting.
Spring	Task 2: nutritional requirements for children from birth to twelve months. Task 3: know the nutritional guidelines and requirements for children from one to five years.
Summer	Task 4: be able to investigate and develop feeding solutions for children from birth to five years. Exam preparation for the R018 exam in June.

KS4: Year 11

Autumn	Coursework: R020 Understanding the development from birth to five years. Task 1: looking at the physical, intellectual and social development norms from birth to five years. Task 2: understanding the benefits of learning through play.
Spring	Task 3: planning different play activities for a chosen developmental area with a child from birth to five years. Task 4: co-ordinating and evaluating different play activities for a chosen developmental area with a child from birth to five years.
Summer	Completion of coursework.

Computer Science:

KS3: Year 7

Autumn	Students will be introduced to the idea of E-Safety and cyber security. This will be followed by their first experience of programming, using the language MSWLogo.
Spring	Students will be working mainly with the Microsoft Office suite to produce and analyse reports.
Summer	Students will return to programming. They will be using HTML to create dummy web pages. Students are encouraged to push themselves further by using the codeclubprojects.org website.

KS3: Year 8

Autumn	Students will study input and output devices, parts of a computer, binary, networks and different types of software. They will also look at Python programming.
Spring	Students will study the history of computers, emerging and future technology and ethics.
Summer	Students will undertake the Code Club Python projects: Project 1: About me Project 2: Rock, paper, scissors Project 3: Turtle race

KS4: Year 9

Autumn	Students will have the opportunity to develop their programming skills in Python. They will also be introduced to the fundamentals of data representation e.g. binary, digital imaging etc.
Spring	Students will be introduced to the ideas of pseudocode and flowcharts in project design. They will then link this to the more formal skills of programming in Python.
Summer	Students will develop the ideas of data representation and will look at compressing data techniques. This will run alongside further programming development.

KS4: Year 10

Autumn	Students will look at the fundamentals of computer systems. This will involve hardware and software as well as an insight into Boolean logic.
Spring	Students will develop hardware considerations to the fundamentals of networking. This will cover all the relevant topologies and protocols.

Summer	Programming activities will continue, but there will also be a greater emphasis on preparation for the None Examined Assessment portion of the course.
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KS4: Year 11

Autumn	Students will examine issues around cybersecurity as well as completing the None Examined Assessment.
Spring	Students study the ethical aspects around the use of ICT and the changes this may bring (and already has) to society. Students will also examine how software is developed.
Summer	This term will see revision of all the topics covered in the course.

Dance:

KS3: Year 7

Autumn	Introduction to Dance: Secret Agents Students will explore choreographic and performance techniques, all in the style of a top secret agent.
Spring	Environment: Students will explore creating and performing movement while developing their dance technique.
Summer	BalletBoyz – Young Men: Using the professional work ‘Young Men’, students will explore and create their own performance about going to war for the first time.

KS3: Year 8

Autumn	Use of Stimulus: Martial Arts Students will apply their dance knowledge from Year 7 as they learn how to create a perform movement in response to a stimulus.
Spring	Physical Theatre: Frantic Assembly Using the choreographic processes of Frantic Assembly, students will explore how to create storytelling using physical means.
Summer	Performance Project: With a key focus on independence, time management and communication, students will use the skills developed across Year 7 and 8 to create a final performance.

KS4: Year 9

Autumn	RSL – Contemporary Technique As students begin their Dance examination course, they will spend time developing fitness and taking part in dance technique classes and choreographic workshops. They will also prepare their performances for entry into the National Schools Dance Competition.
Spring	As the year progresses, students will learn how to create and perform in a variety of large and small group performances in preparation for their end of year performance.
Summer	Students will finish preparations and will perform their final pieces before completing the final part of their assessment, evaluating their performance and their progress across the year.

KS4: Year 10

Autumn	RSL – Performance Planning At the start of the second year of their examination course, students will be preparing performances for inclusion in their externally examined showcase performance.
Spring	The final examination brief will be released in January and students will take part in a timed controlled assessment: planning, organising, performing and evaluating a showcase performance of the skills that they have developed over the course.
Summer	Students will review their progress, highlighting successes and areas for improvement, while having an opportunity to revisit and improve past performances.

KS4: Year 11

Autumn	RSL – Performance Planning At the start of the third year of their examination course, students will be preparing performances for inclusion in their externally examined showcase performance.
Spring	The final examination brief will be released in January and students will take part in a timed controlled assessment, planning, organising, performing and evaluating a showcase performance of the skills that they have developed over the course.
Summer	Students will review their progress, highlighting successes and areas for improvement, while having an opportunity to revisit and improve past performances.

Drama:

KS3: Year 7

Autumn	Students will study four topics this year: Topic 1: students will uncover the basic skills of Drama during the introduction topic.
Spring	Topic 2: the development of Physical theatre. Topic 3: the development of characterisation in the spooky 'Darkwood Manor' story.
Summer	Topic 4: the history of theatre and where it all started.

KS3: Year 8

Autumn	Students will study four topics this year: Topic 1: an exploration of scripted work and different staging styles. Topic 2: a study of the energetic and highly specialised skills of clowning.
Spring	Topic 3: the study of Docudrama, using real life stories to create a piece of theatre in a documentary style.
Summer	Topic 4: an extended devising project where students tell the life story of a character based on a Shakespearean stimulus.

KS4: Year 9

Autumn	This year represents a foundation for the GCSE. Rather than studying lengthy topics, the students take part in workshop style activities that focus on the three main components of the Drama GCSE: a) Devising b) Presenting and performing texts c) Performance and response. The activities will include script work, improvisation, watching live theatre and evaluating it, and studying different practitioners and theatre styles. This term, students will work primarily on scripted work and devising.
Spring	This term, the students will focus on Drama theory.
Summer	Students will put their new skills into practice by creating their own devised piece.

KS4: Years 10 and 11

Autumn	<p>Across Years 10 and 11, students will take part in structured activities that cover the Assessment Objectives of the GCSE course:</p> <p>In Year 10, students will cover the three components of the GCSE in a 'mock' format, receiving feedback and advice on all of their performance and written work.</p> <p>In Year 11 the component of 'Devising Drama' will be assessed internally, the component of 'Presenting and Performing Texts' will be externally examined and then the students will be prepared for their written exam which covers the final component of 'Performance and Response'.</p> <p>This term, students will:</p> <ol style="list-style-type: none">Create and develop ideas to communicate meaning for live performance.Analyse and evaluate their own work and the work of others
Spring	<p>This term, students will:</p> <ol style="list-style-type: none">Apply theatrical skills to realise artistic intentions in live performance.
Summer	<p>This term, students will:</p> <ol style="list-style-type: none">Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

English:

KS3: Year 7

Autumn	<p>Students will undertake a transition unit focusing upon the 'Queen of the Falls'.</p> <p>Students will also study the theme of 'Animals in Literature'.</p>
Spring	<p>Students will be reading a fictional text chosen by their respective teachers. They will be applying their own knowledge of the world to help them to understand the text and will be performing, reading aloud, discussing and asking questions.</p>
Summer	<p>In parallel to work undertaken in History, students will explore elements of Tudor life and times, involving the study of non-fiction texts (including Shakespearian theatre). They will also compare and contrast the presentation of scenes of a play by Shakespeare. Thereafter, students will explore a theme of the teacher's choice in poetry as an introduction to the Y8 curriculum.</p>

KS3: Year 8

Autumn	Students will read and explore elements of Gothic fiction. They will produce their own pieces of Gothic writing in order to engage, entertain, thrill and amuse a reader. Students will then study Shakespeare, exploring the theme of gender bias in 'Twelfth Night.'
Spring	Students will study a fiction text chosen by their respective teacher. They will select and summarise information and abstract themes, participate in discussions and will give their opinion based on evidence in the text, while listening to and respecting the views of others. They will be performing and reading aloud from the texts controlling expressions and fluency. The students will use a range of analytical vocabulary and appropriate terminology to discuss the writer's methods.
Summer	Students will explore non-fiction writing through the theme of Civil Rights. This will involve the reading and evaluation of a tapestry of texts, which will facilitate their own non-fiction writing. Thereafter, students will explore 'The Secret Lives of Colours' as an introduction to the Y9 curriculum.

KS4: Year 9

Autumn	Students will study non-fiction texts in order to lay the foundations for GCSE English Language, focusing on developing their reading and interpretative skills, studying how writers select, sequence, structure and express content and ideas to influence the reader Students will then study poems on the theme of conflict. This will then lead to a piece of creative prose writing on the same theme.
Spring	Students will study a twentieth century fiction text in order to lay the foundations for GCSE English Literature. This will be either a novel or a play. There will be two assessments: a) Students will undertake a piece of creative writing, either in the style of the author studied or in the voice of a character from the text studied. b) Students will undertake a Literature based assessment on the text as a whole, exploring the author's presentation of a specified character.
Summer	This term, students will study a variety of fiction and non-fiction texts in order to lay the foundations for GCSE English Literature.

KS4: Year 10

Autumn	Students will focus on two GCSE English Literature texts for the Eduqas English Literature specification: a) A twentieth century drama text or novel b) A Shakespeare play. For both we will focus developing the students' reading, understanding and interpretative skills by exploring the themes and characters of the texts.
Spring	Students will develop their Creative Prose Writing skills for English Language Component and will undertake a class based assessment. Students will study nineteenth and twentieth century non-fiction texts. Students will develop their Transactional Prose (Formal) Writing skills.
Summer	Students will study the English Literature Poetry Anthology, followed by preparation for the internal exams in English Language and English Literature. Thereafter, students will undertake their Spoken Language Assessment for GCSE English Language.

KS4: Year 11

Autumn	Students will focus on a nineteenth century English Literature text. Students will then revise the knowledge and skills required for the November Mock Exams, which will be a full set of exams for Language and a reduced set for Literature.
Spring	Students will revise their English Literature texts, focusing on their Shakespeare play followed by the twentieth century text. Students will then revise the knowledge and skills required for the March Mock Exams, which will be a full set of exams for both Language and Literature.
Summer	Students will finalise their study of all elements of the English Language and English Literature courses, revising all the knowledge and skills required for the May/June External GCSE Exams.

Geography:

KS3: Year 7

Autumn	Introducing geographical thinking and skills through the study of adventurers and explorers who challenge themselves to travel and learn about our planet. Investigations into where in the world people live and why, and the conditions they face in the contrasting countries of the UK, China and the USA.
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Spring	Investigations into the conflicts on the planet – tourism, mobile phones and piracy, as well as global climates, together with the Identification of weather patterns, extreme weather causes and the impacts and understanding of tropical storms.
Summer	The study of urban issues facing people around the world including megacities and finding a sustainable solution to increasing pressures on urban spaces, including local fieldwork in Waterlooville. The year finishes at the seaside, investigating the devastating impacts of plastic on the planet.

KS3: Year 8

Autumn	Looking into UK coastal features and management, with a visit to Hengistbury Head and moving on to the causes and impacts of tectonic hazards and geological change.
Spring	Investigating the issues of ecosystem change and management with a rainforest focus, including a trip to the living rainforest. Consideration of how humans are parasites on the planet in other ways too and the actions which can be taken to mitigate and adapt to these.
Summer	Investigation of the development gap – causes and various solutions from international financial debt cancellation to composting toilets. The question ‘Is development always good at any cost?’ is considered in the UAE, while being a global citizen completes the year.

KS4: Years 9, 10 and 11

Autumn	<p>The AQA GCSE Geography course is delivered over a two or three-year course. The syllabus includes:</p> <ol style="list-style-type: none"> The challenge of natural hazards, tectonics, weather and climate change. Changing the economic world, economic development and measures, the development gap and Nigeria as a NEE case study. Physical landscapes in the UK with a focus on coastal and glaciated areas, their processes, use and management. Urban issues and challenges, urbanisation causes and impacts, via HIC and LIC case studies exploring the challenges and solutions faced in these locations. The living world, with a specific link to the study of tropical rainforests and hot deserts. Resource management in the UK: looking into food, water and energy, and then in depth at water as a resource within and beyond the UK.
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	<p>g) UK economic futures.</p> <p>There are three exams for this course, a physical, human and skills paper, pre-release materials being released for the latter twelve weeks before examination and delivered to students in a masterclass day in April.</p>
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History:

KS3: Year 7

Autumn	The Norman Conquest and Medieval society, with a specific focus on the gory realities of Medieval crime and punishment.
Spring	Elizabethan England, with a focus on the rollercoaster of religious changes and Tudor society as a whole.
Summer	Tudor Crime and punishments, considering how they have changed/stayed the same from the Medieval period. The scourge of the seas - Piracy and smuggling.

KS3: Year 8

Autumn	Victorian Britain with a focus on the case of Jack the Ripper. The punishment system available to the Victorians, including transportation and prisons. Slavery: its introduction through to its abolition.
Spring	Warfare and peace time, including the investigation of World War I & II. Study of the period between the wars known as the 'Rise of the Dictators'. In depth studies of the Holocaust and Pearl Harbour to demonstrate the brutality and breadth of 20 th Century warfare.
Summer	An investigation into some of the big moral issues of the 20 th Century, including: a) Should the Allied powers have dropped Atomic bombs on the Japanese? b) Why was the Civil rights movement needed in the USA in the mid-1900s? Investigating the social changes in America in the late 1900s, including Hollywood, rock and roll and the swinging sixties.

KS4: Year 9

Autumn	Focus on the USA 1929 – 2000, including the economic downturn and recovery, the impact of World War II and the Civil Rights movement.
Spring	Continued focus on the USA, including an examination of the political and social changes from 1950 - 2000.

	An investigation of Germany in transition 1919 – 1939, focusing on the impact of World War I and the struggles faced by Weimar Germany.
Summer	Continuation of the in-depth study of Germany moving into Nazi Germany, including the economic, social and racial policies of Nazi Germany and consideration of the methods used by the Nazis, including terror and persuasion, and their foreign policy.

KS4: Year 10

Autumn	An in- depth study of the Elizabethan age 1558 – 1603, including investigations into the government, society and entertainment.
Spring	Continued study of Elizabethan England with a specific focus on religious troubles, the threat of invasion and the Spanish Armada. A thematic study of crime and punishment, beginning with the causes of crime and the types of crime committed.
Summer	Consideration of the methods of combatting crime and enforcing law and order, and attitudes to crime and punishment. Comparison and contrast of changes from c.500 to the present day.

KS4: Year 11

Autumn, Spring and Summer	For those students who do not choose to do early entry History, they will spend Year 11 consolidating their learning from Years 9 and 10, focusing on historical skills and exam practise.
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Maths:

KS3: Year 7

Autumn	Students will develop their reasoning and problem-solving skills, improving their fluency in key mathematical skills.
Spring	Students will study geometry and start to apply their number skills to fractions, ordering, comparing, finding amounts and four operations .
Summer	Students will apply their number skills and develop their algebraic skills, moving on to percentages and pie charts.

KS3: Year 8

Autumn	Students will extend their knowledge of algebra, working on solving literacy-based problems.
Spring	Students will develop their knowledge of geometry, including constructions, area and perimeter problems and metric units.

Summer	Students will move on to 3D geometry and statistics, where they will develop reasoning skills.
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KS4: Year 9

Autumn	This will be the first year of the GCSE Scheme of Work. Students will look at exam style questions in number and algebra.
Spring	Students will interpret and draw graphs, focusing on averages fractions, decimals and percentages.
Summer	Students will develop their basic statistics skills, moving on to properties of shapes, parallel lines and angle facts, including the interior and exterior angles of polygons.

KS4: Year 10

Autumn	Students will continue to develop their skill with questions to challenge their reasoning in topics of perimeter and area, 3D forms and volume, real-life graphs and straight-line graphs.
Spring	Students will study transformations topic 1: translations, rotations and reflections and transformations topic 2: enlargements and combinations, ratio and proportion.
Summer	Students will be introduced to right-angled triangles, Pythagoras and trigonometry, while developing their basic skills in probability.

KS4: Year 11

Autumn	The development of students' skills at the grades 4 and 5. Topics will include: a) Multiplicative reasoning b) Plans and elevations c) Constructions, loci and bearings d) Quadratic equations: expanding and factorising e) Quadratic equations: graphs f) Circles, cylinders, cones and spheres g) Fractions and reciprocals h) Indices and standard form
Spring	Exam preparation.
Summer	Exam preparation.

MFL (French and Spanish)

KS3: Year 7

Autumn	The topic of personal information (covering self, family and pets). Revision and extension of the basics of the language, including numbers, alphabet, personal pronouns, the verbs 'to have' and 'to be'. Phonics.
Spring	Pupils will study the topic of school and local area. The introduction of verb patterns and the expression of preferences. The study of functional language such as ordering in a café and asking for directions.
Summer	The study of daily routine and future plans. An introduction to reflexive verbs and the future tense.

KS3: Year 8

Autumn	The topics of media, leisure activities and holidays will be covered. The perfect/preterite (past) tense will be introduced and practised extensively.
Spring	The topic of food and drink and clothing, as well as functional skills such as shopping for food or clothes, ordering in a restaurant and giving opinions on food.
Summer	Students will learn how to express hopes, wishes and future plans. A variety of verb patterns will be studied including modal verbs and the future tense.

KS4: Year 9

Autumn	This is the start of the GCSE course, where three modules and five themes will be studied thoroughly. Theme 1: Identity and culture: Personal information, identity and nationality, personality, role models. Present tense, negatives, key verbs, verbs and infinitives.
Spring	Theme 1 continued: Hobbies and leisure, media, technology and internet use, sport. Perfect tense, 'depuis' (since/for) modal verbs.
Summer	Theme 1 continued: Festivals and celebrations, cultural events, food and drink for special occasions, buying food and clothing. Use of 'some' with food. Future tense, negatives and question forms.

KS4: Year 10

Autumn	Theme 2 : Local area and travel: Descriptions of towns, regions and local areas. Discussing town vs countryside. Comparative and superlative. Adjectives: position and agreement. Use of imperfect for description.
Spring	Theme 2 continued: Holidays, booking and describing hotels, problems, booking transport, ideal holidays. Using 3 tenses together. Question forms.
Summer	Theme 3: School Opinions on subjects, uniform, future plans, describing school. Future tense/ conditional 'would' and 'if' clauses.

KS4: Year 11

Autumn	Theme 4: The world of work and Theme 5: Global dimension: Jobs, advantages and disadvantages, future plans, higher education, the ideal job and environmental issues.
Spring	Theme 5 continued: Charity work, global issues and problems. Review of all tenses and verb forms. Subjunctive. Revision and practice for the oral exam.
Summer	Revision.

Music:**KS3: Year 7**

Autumn	An introduction to fundamental concepts and skills, including the composition of melodies and rhythms, reading notes on treble clef and performing melodies on the keyboard from notation. Experience of Music technology, gaining an understanding of waltz and march music.
Spring	Learning about music from a range of cultures including Africa and Asia, through Capella singing, playing by ear and arranging group performances.
Summer	Programme Music, where students will learn how music can be descriptive. Students will analyse famous pieces by composer Camille Saint-Saëns and will use keyboards and music technology to compose their own piece that tells a story without words.

KS3: Year 8

Autumn	Students will perform and compose in three units: Unit 1: Club Dance music The playing of syncopated melodies on keyboard and creation of a remix of a popular song using music technology. Unit 2: Rhythms of the World. The playing of complex polyrhythms based on African and Brazilian percussion music. The composition of a group piece by fusing the musical features of these two traditions.
Spring	Unit 3: How music enhances the expressive intentions of a film: Using compositional devices and learning from analysis of John Williams film scores, students will create their own score for a scene from Harry Potter.
Summer	Reggae: students learn the key devices of the style through a Bob Marley song. They learn how the chords, riff and vocal melody interact with each other and create the unique syncopated Reggae sound.

KS4: Year 9

Autumn	Students work in groups to create their own cover versions, focusing on their chosen instrument(s). Students will arrange songs to meet the demands of their instrumentation, approaching the task with a greater deal of musical understanding and insight into the style and songs.
Spring	Song Writing: students will work in pairs or individually to compose their own pop song in a style of their choice. All will compose lyrics, chords, melodies and rhythms to achieve their final recording. The topic will provide students with a greater understanding of tonality, harmonic rhythm, melodic devices and structural conventions.
Summer	Students undertake a shortened version of the main Year 10 unit. Students will again work in groups to plan, rehearse and perform two songs which will be recorded in our studio, potentially to be released through Crookhorn Records.

KS4: Year 10

Autumn	Work begins on the RSL Music Practitioners course by planning and beginning the Music Rehearsal Skills unit.
Spring	Students will continue to build repertoire for the Music Rehearsal Skills unit, and will trial one or two of their songs at The Spring music showcase event during the spring term.

Summer	Students will perform their final 15-minute set. They will then evaluate the successes and weaknesses of it.
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KS4: Year 11

Autumn	Students will rehearse their set and undertake a mock version of the externally-assessed unit, allowing them to fully prepare for their final performance and to practice the stages of the unit, which they will have to complete independently in the Spring term.
Spring	Students will be undertaking the externally-assessed controlled assessment for the RSL Music Practitioners course. This will culminate in a final performance at our annual showcase night at The Spring in Havant.
Summer	Students will review and refine their final coursework entries from both the Music Rehearsal Skills and Listening to Music units.

PE:

KS3: Year 7

Autumn	Students will be taught the fundamentals of four different sports or activities from the following list: football, basketball, rugby, gymnastics, badminton, hockey, netball, health related fitness or outdoor adventurous activities.
Spring	Students will be taught the fundamentals of four different sports or activities from the following list: football, basketball, rugby, gymnastics, badminton, hockey, netball, health related fitness or outdoor adventurous activities. The four sports will be different from those studied in the autumn term.
Summer	Students will be taught the fundamentals of tennis, rounders, softball and a range of athletics events.

KS3: Year 8

Autumn	Students will build on the fundamental skills taught to them in year 7, focusing on four different sports from the following list: football, basketball, rugby, gymnastics, badminton, hockey, netball, health related fitness or outdoor adventurous activities.
Spring	Students will build on the fundamental skills taught to them in year 7, focusing on four different sports from the following list: football, basketball, rugby, gymnastics, badminton, hockey, netball, health related fitness or outdoor adventurous activities. The four sports will be different from those studied in the Spring term.

Summer	Students will build on the fundamental skills taught to them in year 7, focusing on tennis, rounders, softball and a range of athletics events.
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KS4: PE (Year 1 of Course)

Autumn	<p>Students that have not opted for a qualification in PE will still receive three lessons of core PE over the course of two weeks, where they'll participate in a range of different sports or activities.</p> <p>Students that have opted for a qualification in PE will study a range of sports during their practical lessons and will study the physical factors affecting performance during their theory lessons.</p>
Spring	<p>Students that have not opted for a qualification in PE will still receive three lessons of core PE over the course of two weeks, where they'll participate in a range of different sports or activities.</p> <p>Students that have opted for a qualification in PE will study a range of sports during their practical lessons.</p>
Summer	<p>Students that have not opted for a qualification in PE will still receive three lessons of core PE over the course of two weeks, where they'll participate in tennis, rounders softball and athletics.</p> <p>Students that have opted for a qualification in PE will study a range of sports during their practical lessons and will study movement analysis.</p>

KS4: PE (Year 2 of Course)

Autumn	<p>Students that have not opted for a qualification in PE will still receive four lessons of core PE over the course of two weeks, where they'll participate in a choice of different sports or activities.</p> <p>Students that have opted for a qualification in PE will study a range of sports during their practical lessons and will study the socio-cultural issues involved in modern sport as well as sports psychology.</p>
Spring	<p>Students that have not opted for a qualification in PE will receive four lessons of core PE over the course of two weeks, where they'll participate in a choice of different sports or activities.</p> <p>Students that have opted for a qualification in PE will study a range of sports during their practical lessons and will study the socio-cultural issues involved in modern sport as well as sports psychology.</p>

Summer	<p>Students that have not opted for a qualification in PE will receive four lessons of core PE over the course of two weeks, where they'll participate in a choice of different summer sports or activities.</p> <p>Students that have opted for a qualification in PE will study a range of sports during their practical lessons and will revise for the Summer exam.</p>
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Photography

KS4: Year 9	
Autumn	Students will develop an understanding of what makes good composition in photography, using five compositional techniques. Working in Photoshop, they will learn about file types, cropping and resolution.
Spring	Working with the manual controls of the camera (aperture, shutter and ISO), students learn to create the desired effect within the camera. They will develop the Photoshop skills previously learnt, including layers, black and white conversions and colour popping.
Summer	Students take the skills learnt in the previous terms and apply them to one of a few given topic stimuli in order to present some final, high quality images.

KS4: Year 10	
Autumn	Students take a topic based approach to produce projects that can all form part of their final coursework portfolio. Topics change dependant on the interests of the students however the main three are based around 'Sweets', 'Nature verses Manmade' and Portraits.
Spring	Students continue to produce projects for their final coursework portfolio.
Summer	Students continue to produce projects for their final coursework portfolio.

KS4: Year 11	
Autumn	Students continue to produce projects for their final coursework portfolio.
Spring	Students start their exam project based on a stimulus provided by the exam board.
Summer	Students complete their exam project based on a stimulus provided by the exam board.

PSHE: In addition to the topics below, which are specific to Year groups, all students receive sessions every six weeks on aspects of Internet safety, including sexting and cyber-bullying.

KS3: Year 7

Autumn	Citizenship: what makes people different, British values and tolerance. SRE: puberty.
Spring	Life skills: learning skills, decision making and time management. Personal wellbeing: drugs.
Summer	Careers: types of jobs. First Aid/personal safety programme: CPR, water safety, road safety and emergency first aid.

KS3: Year 8

Autumn	SRE: relationships, love and marriage, why relationships fail. Careers: personal skills and qualities, qualifications and options.
Spring	Citizenship: House Charity project. Life skills: budgeting and banking.
Summer	Personal Wellbeing: benefits of physical activity and a balanced diet. First Aid / personal safety programme: CPR, water safety, road safety and emergency first aid.

KS4: Year 9

Autumn	Personal Wellbeing: emotional health in the transition to KS4. Unhealthy Coping Strategies: self-harm. Understanding depression and anxiety. Citizenship: antisocial behaviour and respect agenda.
Spring	SRE: recognising and managing risks, STIs and condoms. Careers: apprenticeships.
Summer	Life skills: financial management. First Aid / personal safety programme: CPR; water safety; road safety; emergency first aid.

KS4: Year 10

Autumn	Enterprise and life skills: being an entrepreneur, different types of business, business skills and attitudes; House Enterprise project. Personal wellbeing: staying safe, alcohol, drugs, cyber space, stress and mindfulness.
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Spring	Careers: employer expectations, health and safety. Citizenship: voting system, local government and the justice system.
Summer	SRE: sexual bullying; pregnancy and parenting. First Aid / personal safety programme: CPR; water safety; road safety; emergency first aid.

KS4: Year 11

Autumn	Careers: Mock Interview Day preparation: CV, application forms, portfolios. Life skills: study skills. Looking after yourself: exercise, diet, and sleep. What to do in an emergency: CPR.
Spring	Personal Wellbeing: mindfulness, dealing with stress and anxiety. SRE: LGBT, checking your health, consent.
Summer	Citizenship: stereotyping, equality and radicalisation.

Religious Studies

KS3: Year 7

Autumn	Students study a foundation course in Judaism: this includes the key Jewish concept of Covenant, through Abraham and Moses, Jewish festivals such as Passover, rites of passage focusing on circumcision, marriage and death rituals and a consideration of how World War two affected Jewish identity.
Spring	Students will study the essential elements of Islam, focusing on the five pillars of the religion: the nature of God, prayer, charity, fasting and pilgrimage.
Summer	The students will understand the importance of the community to Muslims, the role played by the Mosque and the importance of Muslim festivals.

KS3: Year 8

Autumn	Students complete a philosophical unit on, "Does God Exist?", including consideration of cosmological and teleological arguments and main objections. Students will also consider the main objections to a belief in God, including modern scientific understandings of the universe and the problem of evil.
Spring	Students study the key aspects of Christianity; looking at the nature of Jesus through the Nicene Creed and the key Christian themes of love, forgiveness, sharing wealth and non-violence (as demonstrated by the ministry of Martin Luther King).

Summer	Students will learn about the Christian rites of passage, baptism, marriage and attitudes to death.
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KS4: Year 9

Autumn	An introduction to the Philosophy course. This introduces students to key philosophical thinkers such as Plato and Socrates, with twentieth century ethicists such as Peter Singer. Students consider whether morality can ever change focusing on the ideas of John Stuart Mill, (Utilitarianism) and Immanuel Kant (universal laws).
Spring	The students will consider sociological issues such as whether nature or nurture is the dominant force in the development of humans.
Summer	A return to the religion of Judaism, as the Year 9 course will build on concepts and themes first introduced in Year 7

KS4: Year 10

Autumn	A return to the topic of Christianity will include a more in depth look at Christian interpretations of the person of Jesus e.g. Atonement theories, salvation, ascension and eschatological expectations These will be connected to an understanding of Christian festivals.
Spring	Students will study the sacraments looking at denominational differences and consider the importance of Pilgrimage in Christianity.
Summer	Students will begin the first two modules of the GCSE ethics paper: relationships and matters of life and death (abortion, euthanasia, belief in life after death.) These are studied from the perspective of Christianity and Judaism.

KS4: Year 11

Autumn	Students complete the ethics units: concepts of good and evil. This will include a consideration of the issues surrounding crime and punishment and the nature of suffering.
Spring	Students will focus on human rights. They will learn about issues surrounding prejudice and discrimination through the study of Oscar Romero, and problems caused by inequality in the distribution of wealth.
Summer	Students will re-visit the religions of Christianity and Judaism in preparation for the GCSE exam.

Science:

KS3: Year 7

Autumn	Students will learn basic Scientific skills, gaining an understanding of cell biology, the particle theory and forces in physics.
Spring	Students will learn about the human body in biology, atoms and elements of the periodic table and sound waves and energy transfer.
Summer	Students will learn about biological reproductive systems, chemical reactions (and how these are measured), as well as light and its properties.

KS3: Year 8

Autumn	Throughout the year, students will be studying a range of Chemistry, Biology and Physics topics, which will encompass all the skills the students require to become practical scientific learners. To begin, the students will learn about acids and alkalis, space and health and lifestyle.
Spring	Students will learn about the periodic table, electricity and magnetism and the eco-system.
Summer	Students will be learn about energy, adaptation and inheritance and separation techniques in Chemistry.

KS4: Year 9

Autumn	The start of the GCSE course: <u>Biology</u> : students will study cell structure and transport systems in plants and animals. They will learn how cells divide alongside ethical issues in cell biology. <u>Chemistry</u> : students will learn about atomic structure and the history of the atom. <u>Physics</u> : the topics covered will include the conservation and dissipation of energy.
Spring	<u>Biology</u> : the topics covered will include the organisation of living things and the human digestive system. <u>Chemistry</u> : topics will include the development of the periodic table, the different types of chemical bonding, atomic structure and the history of the atom. <u>Physics</u> : topics will include how energy is transferred through heating.
Summer	<u>Biology</u> : Students will investigate transport systems in plants and the structure and function of the circulatory system. <u>Chemistry</u> : students will study various chemical calculations.

	<u>Physics</u> : topics include energy sources and their implications for the environment, and electric circuits.
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KS4: Year 10

Autumn	<p><u>Biology</u>: the study of infectious diseases and how they can be prevented and treated.</p> <p><u>Chemistry</u>: the study of typical chemical changes as well as electrolysis.</p> <p><u>Physics</u>: we focus on electricity in the home.</p>
Spring	<p><u>Biology</u>: further study of disease but the non-communicable type. The next topic will be photosynthesis.</p> <p><u>Chemistry</u>: students will explore the energy changes that occur in reactions.</p> <p><u>Physics</u>: students will study the fundamentals of particle physics with the topic of molecules and matter, and then move onto radioactivity.</p>
Summer	<p><u>Biology</u>: students will revisit the key concept of respiration.</p> <p><u>Chemistry</u>: students will revisit the key concepts of rates of reaction and crude oils and fuels.</p> <p><u>Physics</u>: students will revisit the key concept of motion.</p>

KS4: Year 11

Autumn	<p><u>Biology</u>: students focus on control systems, by studying the human nervous system and endocrine systems in plants and animals.</p> <p><u>Chemistry</u>: students look at analytical techniques, the Earth's atmosphere and resources we use from the Earth.</p> <p><u>Physics</u>: students will re-visit the links between force and motion.</p>
Spring	<p><u>Biology</u>: students focus on genetics by studying reproduction, variation and evolution. They will also start looking at the interdependence between ecosystems.</p> <p><u>Chemistry</u>: revision of topics for the final exams.</p> <p><u>Physics</u>: completion of the course with students studying the electromagnetic spectrum and the properties of waves.</p>
Summer	<p><u>Biology</u>: Students complete the syllabus by studying ecosystems and the importance of biodiversity. Students will then revise key concepts from the GCSE course to prepare them for the terminal exams.</p> <p><u>Chemistry</u>: Students will revise key concepts from the GCSE course to prepare them for the terminal exams.</p> <p><u>Physics</u>: Students will revise key concepts from the GCSE course to prepare them for the terminal exams.</p>

Technology: In Years 7 and 8, students will complete a rotation of four subjects: Materials Technology, Engineering, Visual Communication and Catering.

KS3: Year 7	
Materials Technology	Students will be working on a pull along toy project which will see them cover a range of practical skills necessary when working with timber, utilising standard components. In their folder work students will be required to select their own choice of materials justifying why they have chosen each material.
Engineering	Students will be working on a CAD/CAM LED torch project which will see them cover a range of designing, practical and assembly skills necessary when working with polymers including acrylic and proprietary components.
Visual Communication	Students will be working on a gift card / 3D modelling project which will see them cover a range of skills including typography. In their folder work students will have the opportunity to select their own choice of materials including paper and board justifying why they have chosen each material.
Catering	Students will be introduced to the Catering environment using a mix of theory and practical lessons. They will learn how to safely and effectively use a range of equipment including knives, ovens, hobs and the grill.

KS3: Year 8	
Materials Technology	Students develop their folder working on a maze cube project which will see them develop further practical skills necessary when working with workshop materials, including timber, polymers and standard components.
Engineering	The steady hand game engineered product builds on Y7 skills by designing from an engineering brief. Utilising polymers and electronic components, this project based work uses BTEC format to familiarise students to the qualification and best inform the options process.
Visual Communication	Students will be working on a pop up card using a range of mechanisms. In their folder work, students will have the opportunity to select their own choice of materials including paper and board, justifying why they have chosen each material. The end product will be enhanced with accessories.
Catering	Students will develop their practical skills by commencing some of the more challenging skills e.g. sauce making and working with yeast. They will also begin to consider the importance of how they present their completed dishes.

KS4: Year 9

Materials Technology	Students will undertake skills building projects in preparation for the assessed component of the course, including the development of CAD/CAM skills in designing a product using Autodesk Inventor. Students' theoretical knowledge in preparation for the exam is also developed.
Engineering	Students will complete skills building projects including CAD/CAM in preparation for the assessed component of the course. Their finishing and assembly skills will develop throughout the manufacturing process. Students' theoretical knowledge in preparation for the external component of the exam is developed.
Catering	Students will commence the production of a file of information on the basics of nutrition. They will also consider the consequences of a diet too low or high in the specific nutrients. During practical lessons students will produce a range of dishes that incorporate these nutrients whilst also demonstrating high level skills.

KS4: Year 10

Materials Technology	Students will undertake skills building projects in preparation for the assessed component of the course, including the development of CAD/CAM skills in designing a product using Autodesk Inventor. Students' theoretical knowledge in preparation for the exam is also developed.
Engineering	The final assessment of component 1B will see students complete a full design and prototyping project, involving responding to an engineering brief. Skills building in materials, processes and application of this knowledge will enable them to access component 2A & B.
Visual Communication	Students are completing skills building projects in preparation for the assessed component of the course, including developing CAD/CAM skills in designing a product using Autodesk Inventor. Students' theoretical knowledge in preparation for the exam is also developed.
Catering	Students will finalise the production of a file of information on the basics of nutrition. They will also consider the consequences of a diet too low or high in the specific nutrients. Students will embark on a mock coursework activity whilst also demonstrating high level skills.

KS4: Year 11

Materials Technology	Students will continue with their controlled assessment responding to a brief set by the exam board. A number of milestone assessments will be set to ensure this is completed to the given timescale and at the highest level. The focus for rest of the year will be preparation for the exam component of the course.
Engineering	The final assessment of component 2C will see students completing the production of engineered products. Preparation for the externally marked component 3 will then commence ready for the February assessment window. Finally, completion of component 1B (engineering sectors) concludes the qualification.
Visual Communication	Students will complete their work on the five artists to study. The brief for their controlled assessment will be followed in preparation for the exam.
Catering	Students will respond to a given brief and using the resources they have previously produced will choose, justify their choice and plan the production of two dishes. Finally, they will dovetail their two dishes producing both dishes simultaneously in a set time. Students will then prepare for the exam component of the course.