



Intent

The diverse English Curriculum at KGA will equip learners with essential communication skills, through extended writing, challenging oracy opportunities and an exposure to a wide variety of seminal literature, which will enable them to be successful, literate citizens in society.

Implementation

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Knowledge	<p>Fiction Reading and Writing: Heroes and Villains (AO1 – AO6)</p> <p>Non- Fiction Reading and Writing: The World Around Us (AO1 – AO6)</p> <p>Literature: Shakespeare’s <i>The Tempest</i> (AO1 – AO4)</p>	<p>Fiction Reading and Writing: The Gothic and Mystery (AO1 – AO6)</p> <p>Non-Fiction Reading and Writing: Travel and Adventure (AO1 – AO6)</p> <p>Literature: Novel Study (AO1 – AO4)</p>	<p>Fiction Reading and Writing: Dystopia (AO1 – AO6)</p> <p>Non-Fiction Reading and Writing: Gender Through Time (AO1 – AO6)</p> <p>Literature: Shakespeare’s <i>Macbeth</i> (AO1 – AO4)</p>	<p>Literature: Power and Conflict Poetry <i>Blood Brothers/An Inspector Calls</i> <i>The Merchant of Venice</i></p> <p>Language: Fiction Reading and Writing Unseen Poetry <i>Jekyll and Hyde</i> Non Fiction Reading and Writing</p> <p>Spoken Language</p>	<p>Literature: Power and Conflict Poetry Unseen Poetry <i>Blood Brothers/An Inspector Calls</i> <i>The Merchant of Venice</i></p> <p>Language: Fiction Reading and Writing Non Fiction Reading and Writing</p> <p>Spoken Language</p>	<p>Literature: <i>The Great Gatsby</i> <i>Death of a Salesman</i> Keats’ Poetry <i>Othello</i></p> <p>Language: Child Language Language, Context and Identity</p>	<p>Literature: Aspects of Tragedy Political and Social Protest</p> <p>Language: Child Language Language, Context and Identity Investigating Language Language variation over time</p>
Recurring skills/themes	<p>Identification and inference Summarising information Accurate use of subject terminology Language analysis Evaluating effect of writers’ methods Writing for different purposes and audiences Crafting narrative and descriptive writing Technical accuracy</p>			<p>Identification and inference Summarising information Accurate use of subject terminology Language analysis Structural analysis Evaluating effect of writers’ methods Embed contextual information Comparison of texts Writing for different purposes and audiences Crafting narrative and descriptive writing Technical accuracy</p>		<p>Accurate use of subject terminology Language analysis Evaluating effect of writers’ methods Embed contextual information Comparison and of texts Writing for different purposes and audiences Crafting narrative and descriptive writing Technical accuracy Theoretical approaches Wider links across texts</p>	
Personal Development	<p>Writing Club Calne Wordfest – Shakespeare Production Performance Poetry</p>	<p>Debating Society Writing Club Book Club Shakespeare Live Stream (RSC) Reading Mentor</p>	<p>Debating Society Book Club Comedy Workshop Shakespeare Live Stream (RSC)</p>	<p>Poetry Live Author Visit – Edward Barham <i>Blood Brothers/An Inspector Calls</i> Production</p>	<p>Poetry Live <i>Blood Brothers/An Inspector Calls</i> Production</p>	<p><i>Death of a Salesman</i> Production British Library trip Reading Mentor</p>	<p><i>Death of a Salesman</i> Production Reading Mentor</p>
Assessment	<p>Initial and End assessment each term (term 1-4 reading and writing, term 5 and 6 literature) Initial assessment provides a baseline to measure progress from KS3 assessments mirror GCSE style questions Language AOs and Literature AOs addressed in each year group at KS3 Opportunities for Oracy Assessments in each year group at KS3 Demonstrate tasks as appropriate</p>			<p>Initial and End across two terms (Literature) Initial and End termly (Lang) End of Year 10 Exam PPE (Literature Paper 1, Language Paper 2)</p>	<p>Initial assessment per topic to measure progress from in PPEs 2 x PPEs (Term 2 and Term 4) Both Lit and Lang papers covered</p>	<p>Fortnightly essays (per teacher) Term 3 PPE End of Year 12 Exam AS Level</p>	<p>Fortnightly essays (per teacher) 2 x PPEs (Term 2 and Term 4)</p>

Impact

Students develop as proficient readers with a greater appreciation of writers’ craft and intent. They are able to write for a variety of purposes and for different audiences. They will have a greater appreciation of seminal world literature. Students will have greater confidence in expressing their own ideas both verbally and in writing.

Their development is visible between assessments, tracking of grades over time and improvements in work (DIRT). Students will be able to articulate how they have improved between assessments and the next steps.

Students will develop on the knowledge that has been embedded at KS3 and will develop higher order reading and writing skills.

Students will have a greater appreciation of the context that literature has been produced in and are able to explain the impact of this context.

They will develop a more critical, academic writing style which includes use of higher order vocabulary and subject terminology.

They also achieve the necessary GCSE grades to allow them to access further education and improve their life chances.

Students will work more independently to develop a wider appreciation of literature. Students in English Literature will be able to use a theoretical lens to analyse texts more broadly. In English Language, students will apply theory, concept and framework to data. A-Level students equipped to move onto Further study in related subjects.



Intent

Mathematics equips all students with essential numeracy, skills and knowledge to enable them to understand, describe and explain the world they live in. Our curriculum is broad and coherent across year groups, and deliberately sequenced to ensure all students can build their mathematical knowledge base. This enhances their cultural capital and enables them to access further opportunities whilst removing barriers to learning.

Implementation

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Knowledge	<p>The National Curriculum for Mathematics is delivered across KS3 and KS4 continually revisiting key skills whilst gradually increasing the level of application. Topics are mixed each term between number, algebra, geometry and measures, ratio and proportion, statistics and probability to maximise opportunities to make links between topics and revisit key skills. Students will advance each year through the topics whilst revisiting previous topics that have not been shown to be mastered in initial assessments.</p> <p><i>Term 1:</i> Place Value, Basic Number, Negative Numbers, Calculator skills, Time, Decimals, Area and Perimeter, Basic algebra, Inequalities, Rounding and estimation, Standard Form, Rounding errors and limits, Set up and solve equations, Proof, Surds, Completing the Square, Graphing inequalities</p> <p><i>Term 2:</i> Basic Percentages, Percentage change, Averages, Types of Data, Stem and Leaf, Interpreting and Presenting Data, Scatter Graphs, Sampling, Averages from a table, Box plots, Cumulative Frequency, Growth and Decay, Populations, Rates of change, Area under a curve, Iteration, Functions, Vectors.</p> <p><i>Term 3:</i> Types of number, Indices, Properties of shape, Venn diagrams, Area and Perimeter, Volume of prisms, Surface Area of prisms, Factorising, Volume and Surface area of all shapes, Pythagoras, Trigonometry, Cones and spheres, Sine and Cosine Rule.</p> <p><i>Term 4:</i> Converting between fractions/decimals/percentages, 4 rules with fractions, Pictograms, Measuring angles, Pie charts, Probability of events, Substitution, Formulae, Rearranging formulae, Tree diagrams, Construction, Loci. Converting recurring decimals to fractions.</p> <p><i>Term 5/6:</i> Co-ordinates, Symmetry, Transformations, Solving equations, Types of sequences, Angles in shapes, Ratio, Proportion, Similar shapes with lengths, Fractional enlargement, solving equations with unknowns on both sides, Nth term, Angles in parallel lines, Negative enlargement, Simultaneous equations, Quadratics, Similar shapes with area/volume, Direct and indirect proportion, Angles in polygons, Factorise quadratics, perpendicular lines, Quadratic simultaneous equations.</p> <p>Examples of progression and sequencing: In Term 1 Year 7 calculations are taught followed by area and perimeter to apply number skills. The important study of area and perimeter is then revisited in Term 3 before advancing to more challenging shapes and then surface area in Year 8 and pyramids/spheres in Year 10. Another example of application from Term 4 includes teaching fractions alongside the teaching of probability, advancing to tree diagrams in Year 9 and more conditional examples in Year 10.</p>					<p>Further algebra skills Introduction to calculus Further statistics and introduction to mechanics Real life applications (Core Maths) Examples of progression from GCSE: Core Maths - GCSE percentages progressing to discussions around Tax, student loans and mortgages</p> <p>A Level maths - Quadratics extended to higher order polynomials, discriminant introduced. Calculus introduced</p> <p>Further Maths - Use of matrices for transformations. Complex numbers to solve quadratics with no real solutions.</p>	<p>Further calculus Further trigonometry Further statistics and mechanics Real life applications (Core Maths) Examples of progression from Year 12: Core Maths - Introducing statistical techniques such as normal distributions</p> <p>A Level - Calculus developed e.g. quotient rule. Partial fractions taught at start of year to facilitate later integration</p> <p>Further maths - Links made with A-Level course, careful sequencing to ensure required Calculus/Trig is in place before hyperbolic functions, Maclaurin series.</p>
Recurring skills/themes	<p>Mastery of key numeracy skills. Development of mathematical knowledge, language and skills with fluency, reasoning and problem solving.</p> <p>Students start in Year 7 building foundations especially in number. Then in Year 8 our spiral curriculum reinforces these topics whilst developing fluency and reasoning with more algebra in particular being introduced. In Year 9 we deepen understanding of Year 7 and Year 8 whilst adding in more complex topics such as Standard Form, Pythagoras and an increase in the level of problem solving.</p>		<p>Development of mathematical knowledge, language and skills that can be applied to solve problems.</p> <p>Our curriculum builds on the KS3 model giving students the opportunity to develop, strengthen and master core concepts in Number, Ratio, Algebra, Geometry, Data and Probability. We then add in the Additional content from the NC where appropriate, such as completing the square, sine rule, surds for those entering higher tier maths.</p>		<p>Concept of mathematical proof. Applying mathematical tools in different contexts. Core Maths is applying Level 2 skills in a Level 3 real –life context with a strong focus on percentages and the use of data. A-Level Maths largely builds on the Additional content from KS4 and introduces topics such as Calculus. A-Level Further Maths supplements A-Level Maths whilst introducing topics such as Matrices and Complex numbers.</p>		
Personal Development	<p>UKMT Maths challenge T2 (All): % change – introduce loans/bank accounts T5/6 (All) – Ratio and proportion – look at recipes/cooking T4 (Y7): Pie charts – look at real data (e.g. voting) T2 (Y8) : Sampling (look at real examples) T4 (Y9) – Loci – look at mobile phone networks.</p>		<p>UKMT Maths challenge AMSP Y10 Maths Feast</p> <p>Opportunity to study GCSE Further Maths as enrichment.</p>	<p>UKMT Maths challenge</p> <p>Opportunity to study GCSE Further Maths as enrichment.</p>	<p>Resilience, logical thought, systematic working, problem solving.</p> <p>Core Maths covers real life applications of Mathematics (e.g. loans, mortgages, Tax, NI).</p>		
Assessment	<p>Each term begins with an initial assessment to assess prior knowledge and to inform teaching. At the end of the term students sit final assessments in order to measure progress, identify strengths and areas for development. All students sit same assessments in each year group.</p>		<p>Y10 Assessment model same as KS3 with initial and final assessments. KS4 has tiers of entry.</p>	<p>Term 1 Initial and Final assessment. Then two formal PPE windows using full GCSE papers.</p>	<p>Chapter assessments. Y12 PPE windows using AS papers.</p>	<p>Chapter assessments. Y13 PPE windows using A level papers.</p>	

Impact

Students develop numeracy skills to allow them to succeed in adult life. Our curriculum, assessment and intent is to ensure students are given opportunities to access the full curriculum. This is measured through percentage increases between initial and final assessments as well as evidence of progress through demonstrates and DIRT tasks and engaged students in lessons.

Students develop skills to allow them to succeed in adult life by teaching them financial responsibility . They also achieve the necessary GCSE grades to allow them to access further education and improve their life chances.

A-Level students equipped to move onto Further study in related subjects.
 Core Maths supports other subjects and helps students be prepared for real world situations (e.g. loans, mortgages, budgeting).



Intent

Science develops students to have a deep and rich understanding of the natural world around them. This will include the ability to explain and effectively question a broad range of science topics from Biology, Chemistry and Physics. It will build the skills required for students to carry out the scientific process to enable the enrichment of students' cultural capital thus strengthening their engagement as responsible citizens in the world around them.

Implementation

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12		Year 13					
Knowledge	Cells and reproduction Food, digestion and microbes Environment and feeding relationships Particle model Periodic table Elements and compounds Chemical changes Forces and speed Energy changes and resources Space	Variation, inheritance and selection Respiration and Health Photosynthesis Reactivity series Extracting metals Atomic structure Periodic table Reactivity Electricity Magnetism Waves Forces, Pressure Moments	Conservation of energy Energy transfers Energy resources Electrical circuits Energy in the home Molecules and matter Cell structure and division Organisation in animals and plants Communicable diseases Treating diseases Non Communicable diseases Atomic structure Periodic table Structure and bonding Chemical calculations Electrolysis	Radioactivity Forces in balance Forces and motion Wave properties Electromagnetic waves Electromagnetism Photosynthesis Respiration Human nervous system Hormonal coordination Reproduction Energy changes Rates and equilibrium Crude oil Chemical analysis The Earths atmosphere The Earths resources	Forces Pressure Light Homeostasis Variation Evolution Genetics Ecosystems Advanced human genetics Organic reactions Polymers Using Earths resources	Applied Science: Cells and organelles Sliding filament theory Nervous system Trends in reactivity Bonding Electronegativity Electron structure Waves Refraction Diffraction Communications	Chemistry: Periodic trends Reactivity trends Haloalkanes Halogens Periodic table Alcohols Alkanes Alkenes Organohalogen Polymerisation Stereoisomerism Benzene Carboxylic acids Esters	Applied Science: Scientific method Energy from fuels Enzymes Electrical circuits Rates of reaction Physiology of the human body Lymphatic system Digestive system	Chemistry: Organic Chemistry Hydrocarbons Acids and bases Chromatography Spectrography Electron bonding and structure Redox and electron potential Equilibria	Biology: Microscopy Cell structure Biological molecules Transport in plants Transport in animals Classification Biodiversity Evolution	Physics: Foundations in physics Motion and force Work, Energy and power Materials Laws of motion Charge and current Electrical circuits Waves	Biology: Communication Energy Homeostasis Genetics Evolution Ecosystems Ecology	Physics: Quantum physics Thermal physics Ideal gases Circular motion Oscillations Gravitational fields Stars and cosmology Capacitance Electrical fields Magnetic fields Particle physics Radioactivity
Recurring skills/themes	Development of the knowledge of scientific process Description and explanation skills Correct use of scientific terminology, units and measurements Development of practical skills			Development of the knowledge of scientific process Description and explanation skills Correct use of scientific terminology, units and measurements Development of practical skills Develop evaluation and synthesis skills		Continued development of the knowledge of scientific process Description and explanation skills Correct use of scientific terminology, units and measurements Development of practical skills toward lab based levels Develop evaluation and synthesis skills							
Personal Development	Year 7 Trip Year 7 Science skills week Famous scientists displays KS3 Science clubs	Year 8 Trip Year 8 Science skills week Famous scientists KS3 Science clubs	Year 9 Trip Year 9 Science skills week Famous scientists displays Alumni Board Staff alumni board KS3 Science clubs	KS4 Science trip Speaker in department Alumni board Careers in science Staff Alumni board	KS4 Science trip Speaker in department Alumni board Careers in science Staff Alumni board	Alumni information Careers in science information Speakers KS5 trip		Alumni information Careers in science information Speakers KS5 trip					
Assessment	Biology, chemistry and Physics assessment completed Every 2 terms, including year entry and exit assessments. Mid-assessments completed for each unit. Low stakes multiple choice entry and exit assessments used in each unit			Combination unit assessments in line with the GCSE Specification units taught. Initial and End assessments for each sub unit. Demonstrate task in each sub unit.		Applied Science: Assessments at end of units and via coursework. External assessments on unit 1 Biology/Chemistry/Physics End of unit assessments to be completed on going Completion of AS Exams		External assessments in unit 3 and coursework for unit 8 End of unit assessments to be completed on going Completion of AS Exams					

Impact

Outstanding progress for all students in science, regardless of starting point evidenced by excellent outcomes and destination measures.
Students with developed knowledge and skills across all three sciences, evidenced through internal assessment data, student work and student voice.
Engaged students in lessons with positive attitudes and resilience, evidenced in learning walks and student voice.
Holistic personal development evidenced in student work, displays, student voice and an understanding of the importance of science outside of the classroom.



All students will gain the knowledge and skills to be able to communicate effectively in a wide range of contexts, whether that be travelling abroad or working within a global industry. Students will also develop cultural and social understanding of French-speaking countries, to promote respect and appreciation of the differences and break down barriers.

	Year 7	Year 8	Year 9	Year 10	Year 11
Knowledge	<p>MYSELF AND FAMILY- avoir and être conjugation/ possessive adjectives and adjectival agreement/ comparatives</p> <p>FOOD AND EATING OUT- regular “er” verbs/ definite and partitive articles/ opinion phrases</p> <p>MY SCHOOL- modal verb (on doit) / 2 verb constructions</p> <p>WHERE I LIVE- negatives/ prepositions/ reflexive verbs</p> <p>SPORTS AND HOBBIES- faire conjugation/ adverbs of frequency/ near future tense/ perfect tense with avoir only</p>	<p>HOLIDAYS- perfect tense (recap of avoir and introduction of irregulars and être)/ weather in imperfect tense</p> <p>MY TOWN AND REGION- prepositions/ de after negative / irregular verbs/ adjectival agreement and placement/ imperfect tense</p> <p>FREE-TIME ACTIVITIES- modal verbs/opinions/ comparisons/ prepositions</p> <p>FESTIVALS & EVENTS IN FRENCH</p> <p>SPEAKING COUNTRIES- Bastille day / World cup</p>	<p>RELATIONSHIPS WITH FAMILY- avoir and être/ reflexive verbs/ Direct object pronouns/ present tense verbs (regular and common irregular)</p> <p>CAREER CHOICES AND AMBITIONS- ce qui/ce que / far future / si clauses / modal verbs/ 2 verb constructions</p> <p>HEALTHY LIFESTYLES- consolidation of far future/ conditional tense/ negatives/ modal verbs</p> <p>NEW TECHNOLOGY AND MEDIA (GCSE students) OR PRACTICAL FRENCH (Non-GCSE students)</p>	<p>MY STUDIES AND LIFE AT SCHOOL- 2 verb constructions/ sequencing phrases (avant de / après avoir + pp / venir de)/ perfect tense/ subjunctive form</p> <p>MUSIC/CINEMA/MEDIA- recap of perfect/ imperfect/ future tenses/ intro of pluperfect tense and conditional perfect (H only)</p> <p>REGION AND ENVIRONMENT- recap of adjectival agreement/ prepositions/ si clauses/</p>	<p>TRAVEL/TOURISM- recap of all previously taught grammar</p> <p>SOCIAL ISSUES- consolidation of previous topics and strategies for dealing with unfamiliar language in reading/ listening tasks</p> <p>Exam skills- dealing with role plays and photo cards/ preparation for speaking exam and extended writing (H)</p>
Recurring skills/themes	<p>All key grammar concepts are revisited in different topics to demonstrate the transferability of the knowledge and consolidate understanding of these key areas. The key grammar is first seen in use (reading comprehension etc), then formally taught and practised before students are expected to demonstrate their knowledge by using the concept in a productive piece (spoken or written). The same grammar points are revisited topic after topic, year after year –the above is merely a snapshot. The Key stage 3 grammar audits allow us to tailor the grammar content to the strengths and weaknesses of individual students and classes.</p>				
Personal Development	<ul style="list-style-type: none"> Year 7 2 day/ 1 night trip to France and Christmas markets to put learning into practice. Ab-initio Italian club Focus on speaking tasks in class to build confidence and courage Termly WOW task to build creativity and curiosity in a topic. 	<ul style="list-style-type: none"> Opportunity to partake in summer trip to France Ab-initio Italian club Ability to begin Spanish (with a view to taking GCSE Spanish) Termly WOW task to build creativity and curiosity in a topic 	<ul style="list-style-type: none"> Opportunity to partake in summer trip to France. Bath University widening participation trip Ab-initio Italian club Focus on personal choice and consequences to build conscientiousness Exposure to French film and music 	<ul style="list-style-type: none"> Opportunity to partake in summer trip to France Ab-initio Italian club After school revision sessions Writing for real purpose- students write formal letters to tourist offices and councils in French speaking countries. 	<ul style="list-style-type: none"> After school revision sessions Students provided with a list of ways they can improve their language and performance in certain skills (from revision guides to online resources)
Assessment	<p>Year 7 and year 8: Grammar audit at 4 check points throughout the year.</p> <p>All years: Assessment at the end of each unit (5 per year), testing all GCSE AOs (3 elements of speaking exam, reading, listening, writing and translation) which focus on <u>all</u> previously-taught grammar and topics.</p> <p>Term 6: Project-based, reflects the year’s learning.</p> <p>Demonstrate tasks once per 3 lessons (typically)- self/ peer/ teacher marked on rotation.</p>			<p>Grammar audit at 4 check points throughout the year.</p> <p>Demonstrate tasks to reflect exam questions</p> <p>5 Formal assessments + end of year exam.</p>	

Students will show a confidence in communicating in a foreign language. It will be shown through improvement in work over time (measured in assessments and demonstrate tasks) and progress through effective DIRT tasks. Students will be able to pinpoint exact areas for improvement and tailor revision towards these, ensuring highest possible grades in GCSEs.



Intent

History will develop all students knowledge and skills through the coverage of a wide range of historical units. These will build each year to give a confidence in the impact of world history upon contemporary society, and the ability to develop individual ideas in regard to this. Study at KS4 and 5 will continue this within the broader themes of the role of government and individual liberty within the boundaries of exam specification.

Implementation

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Knowledge	<p>Introduction to History 1066 Normans Medieval monarchs Tudors English Civil War This begins with a short skill unit and then begins in 1066, developing student knowledge skills as we consider British history, each unit not only builds chronologically on the previous, but also in scope and skills.</p>	<p>Industrial Revolution (incl. local study – Swindon Railway) British Empire Slavery Medicine through Time Contemporary history These units develop from yr7 skills but consider the period of 1700-1900 in more depth – looking at Britain but also empire and impact of slavery. The medicine unit is thematic to mirror GCSE skills and reaffirm chronology. Final unit is attempt to anchor current events within historical setting.</p>	<p>WWI WWII Holocaust These 3 units give a comprehensive review of 20th century, developing new knowledge whilst continuing to condense skills such as knowledge retrieval, explanation, analysis and judgement making. In 2nd ½ of year students begin GCSE course with ‘American West’ unit giving all students opportunity to consider world history.</p>	<p>Students study EDEXCEL History GCSE. continue American West (Paper 2 unit 1, all questions are explain / descriptive narrative) as seen as easiest of 4 units. Then move onto Crime and Punishment as largest unit. Historical context (Whitechapel) comes on from this as still part of paper 1 but begins to refer back to source skills. Then begin Anglo-Saxon Normans as other ½ of Paper 2.</p>	<p>Student complete Anglo-Saxon Norman unit in term 1. They then complete final unit ‘Germany 1918-39’ as source work paper before revising all 4 units. As a whole these units develop the students understanding of English and world history, within wider themes of democracy and individual liberty.</p>	<p>Students study EDEXCEL AS / GCE History. Their time is divided 5:4 lessons with the greater number of lessons focused upon the study of Crusades (weighted 60% of assessment in Yr12) : Henry II.</p>	<p>Student continue into Yr13 with coursework (independent choice although guided towards Germany in 20th C) 4:5 American history ‘civil rights 1865-2009’. Then revision of all 3 units.</p>
Recurring skills/themes	<p>Unit themes: Power of monarchy, government and religion within country, Development of democracy, role of the people. Source skills: Confidence in use of sources and interpretations, Ability to explain cause and consequence, Knowledge development and retention, making substantiated judgements Transferable skills: PEE paragraphs, higher order skills such as explanation & analysis.</p>			<p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. 35% AO2 Explain and analyse historical events and periods studied using second order historical concepts. 35% AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. 15% AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. 15%</p>		<p>AO1 Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance 55% AO2 Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context 20% AO3 Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted 25%</p>	
Personal Development	<p>Group/ paired/ individual work promotes character-building skills such as resilience, responsibility and independence through activities. Individual work (mainly ‘demonstrate’ and assessments promotes resilience and a focus upon high expectations and progress for all. Opportunities outside the classroom to be developed to include WWI Battlefields trip and targeted trips to increase cultural capital.</p>			<p>Course content develops empathetic and historical thinking and writing throughout the 4 units. Trip to London and Berlin have fostered both shared-experiences and a more rounded approach to the course.</p>		<p>Course content develops empathetic and historical thinking and writing throughout the 4 units, tackling tricky subjects such as race relations and the holocaust. The course focuses upon the development of knowledge through a range of mediums AND the development of historical skills..</p>	
Assessment	<p>Assessment in History is within each section of 8 lessons , and can be formative/cumulative/summative. This will use the structure of GCSE questions as stem but reflect teaching and skills appropriate to students. Marked internally and tracked centrally – student trackers focus upon progress in comparison to base-grade using report-friendly language. Assessments will be marked with a WWW/EBI sticker alongside a DIRT task. Between assessments student’s work will be interim marked as appropriate. This could take the form of self/peer/staff/verbal/group/written feedback. All staff feedback will be in pink/purple, all student feedback/DIRT will be in green. Within lessons students will also have regular low-stakes testing, typically within the ‘connect’ section of a lesson.</p>			<p>Regular exam questions, and end-of-unit assessments. Recorded centrally across all classes. Work completed in books and students complete tracker document. Summer exam covers Unit 1a and 2a.</p>	<p>Regular exam questions. Recorded centrally across all classes. Work completed in books and students complete tracker document. PPE1 is Paper 1 & 2. PPE2 is Paper 3 and 1or2 if needed.</p>	<p>Regular exam questions and end-of-unit assessments. Recorded centrally across all teachers and stored in folder (tracked centrally). Summer exam covers all content taught in Yr12.</p>	<p>Regular exam questions taken and end-of-unit assessments. Recorded centrally across all teachers and stored in folder (tracked centrally). PPE1 covers material taught in Yr12&13, PPE2 covers remaining course. Coursework marked internally and submitted for moderation.</p>

Impact

Students will have a breadth of historical knowledge within 4 key periods of study: Medieval, Early Modern, Industrial and Modern Britain. They will also have an understanding of the skills needed to succeed in GCSE history.

Students will complete GCSE with a breadth of knowledge of UK, European and world history within the broader context of government and personal liberty. They will be able to express their knowledge, understanding and interpretation of materials in a written format.

Students will complete GCE History with a detailed understanding of British, European and World history of specific units.



Intent

The teaching of Geography will foster love of the subject and develop both students' knowledge and skills through the coverage of a wide range of Geographical units. These will build each year to give a confidence in both Geographical skills but also the importance of the Geography of the world and current world Geographical issues. Study at KS4 and 5 will continue this within the broader themes of both the Physical and Human World, constrained within the boundaries of the exam specifications.

Implementation

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Knowledge	Unit 1: Geography Expedition – Geographical skills and knowledge of local place and space. Unit 2: Rivers and Coasts – developing understanding of human and physical interactions, processes and landforms. Unit 3: Italy – developing economic and country knowledge.	Unit 1: Cold Environments – developing understanding of glacial processes, the importance of cold place biomes and the impacts of Global warming. Unit 2: Economic Geography – understanding of the importance of industry and the interconnectedness of countries. Unit 3: Bristol – mini unit to support fieldwork opportunities and knowledge of local place.	Unit 1: Natural Hazards – understanding of the earth's processes and the impacts of hazards. Developing understanding of management and responses. Unit 2: Africa – looking at the impact of aid and development in Africa. Consideration of the impact of global warming through desertification and the study of biomes through Tropical Rainforests.	Unit 1: Rivers – understanding of processes, landforms, management Unit 2: Coasts – understanding of processes, landforms, management Unit 3: Natural Hazards – hazard management, global warming, tectonics Unit 4: Urban - place study of Rio and Bristol and the opportunities and challenges they face. Fieldwork: Dorset Coast	Unit 5: Ecosystems – world biomes and their management Unit 6: Economic – development in an LIC and a HIC (Nigeria and UK) Unit 7: Resource Management – overview of food, water, energy and focus on energy. Unit 8: Pre Release Fieldwork: Bristol	Unit 1: Cold Environments – processes, management and impacts Unit 2: Fieldwork – Snowdonia Unit 3: Changing Spaces Making Places – place making properties Unit 4: Disease Dilemmas – management and geographical impacts	Unit 1: Hazardous Earth – impacts, processes, management Unit 2; World Cycles – carbon and the water cycle. Unit 3: Global Migration – movement of people and its impacts Unit 4: Powers and Borders
Recurring skills/themes	An appreciation of Geographical world themes and their developing importance. Analysis and evaluation Correctly use of Geographical terminology. Understanding of processes and the impact on landscape Use of Geographical skills			Analysis and evaluation Correctly use of Geographical terminology. Understanding of processes and the impact on landscape and people. Use of Geographical skills		Analysis and evaluation Synopticity within Geography and the importance of these links. Correctly use of Geographical terminology. Understanding of processes and the impact on landscape and people. Use of Geographical skills	
Personal Development	Lulworth Cove Geography fieldwork. Presentation skills and IT Different methods of learning e.g. ski models.	Our Environment Fieldwork Cold Environment presentations. Greenland Tundra Survival Game	<i>Montserrat Management game.</i> <i>Trading Game</i> <i>Shanty Town Survival</i> <i>Wider Reading for Iceland</i> <i>Eruption (GCSE sources)</i> <i>Cheddar Gorge Fieldwork</i>	Fieldwork: Management of the Dorset Coast	Fieldwork: Regeneration Bristol	Snowdonia Fieldwork Presentations Wider Reading	Independent Investigation. Wider Reading
Assessment	Assessments : 5 over the course of the year with a range of multiple choice to assess recall and extended writing questions. These are based on GCSE Geography questions.			End of Unit Exam for each unit. 1 PPE to be completed in March.	End of Unit for each unit and 2 PPE.	End of Unit Exam. Essay questions and 2 PPE	End of Unit Exam. Essay questions and 2 PPE

Impact

Students have an understanding of the world around them, the processes that operate on the landscape and the interaction and impacts of humans. Fieldwork skills are developed, along with Geographical skills and a knowledge of how to apply them.
 Their development is visible by the percentage progress between assessments, tracking of grades over time and improvements in work (DIRT).

Students have a detailed understanding of the physical landscape, processes, and management. They understand the interaction and impacts of humans. Fieldwork knowledge is developed and applied and independent understanding of Geographical issues is shown.
 Their development is visible by the percentage progress between assessments, tracking of grades over time and improvements in work (DIRT).

Students have a thorough understanding of the physical and Human world. They are able to apply understanding to their own questions and apply Geographical skills effectively. Their development is visible by the percentage progress between assessments, tracking of grades over time and improvements in work (DIRT).



Intent

Religious Studies is taught under the Wiltshire Agreed Syllabus and the aim of the subject is to give our students the opportunity to understand the world around them using religion as a stimulus. Its aim is to foster understanding of different beliefs and cultures and also to understand how different beliefs have shaped the United Kingdom. The subject also aims to build empathy and understanding for different points of view and what beliefs are commonly held.

Implementation

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Knowledge	<p>What are the ultimate questions and how do we know what is reality?</p> <p>What do Hindus believe about God? (Expressions of Spirituality, Beliefs and Concepts, Authority)</p> <p>Religion and the Environment (Rights and Responsibilities, Religion and Science, Global issues)</p> <p>Was Jesus a Good Citizen? (Linking to British Values and contemporary modern Britain)</p>	<p>What do Jews believe and practice? (Expressions of Spirituality, Beliefs and Concepts, Authority)</p> <p>What is Prejudice and Discrimination a problem for society? (Expressions of Spirituality –what it means to be human, Rights and Responsibilities)</p> <p>Why should we remember the Holocaust? (Beliefs and concepts – what does the Holocaust teach us about a Jewish way of life and Human Nature?)</p> <p>What do Sikhs believe about equality? (Rights and Responsibilities)</p>	<p>What ethical issues are we facing in modern society? (Ethics and Relationships, What does it mean to be human?)</p> <p>What happens when we die? (Beliefs and Concepts: Is death the end)</p> <p>Are religions a source of peace or conflict? (Living together)</p> <p>Does God Exist (Religion and Science, Expressions of Spirituality)</p> <p>Active Citizenship (Empowering Young People)</p>	<p>GCSE Religious Studies</p> <p>Christian Beliefs and Practice Islamic Beliefs and Practice Relationships and Families Religion, peace and conflict</p> <p>GCSE Citizenship</p> <p>Theme 1: Life in Modern Britain: The Principles and Values that make up modern Britain. Theme 3: Politics and Participation: How the UK is governed</p>	<p>GCSE Religious Studies</p> <p>Dialogue within and between religious and non-religious beliefs and attitudes The existence of God</p> <p>GCSE Citizenship</p> <p>Theme 2 Rights and Responsibilities: The role of law in contemporary society Theme 4 Active Citizenship:: Taking Citizenship Action</p>	<p>Philosophy & Ethics</p> <p>Philosophy of Religion:</p> <ul style="list-style-type: none"> • Early Greek influences • Arguments for the existence of God • Religious Experience • Miracles • Soul, mind and body • The Problem of evil <p>Religious Ethics:</p> <ul style="list-style-type: none"> • Kantian Ethics • Utilitarianism • Applied Ethics: Business ethics and Euthanasia <p>Developments in Christian Thought:</p> <ul style="list-style-type: none"> • Augustine and Human Nature • Death and the Afterlife • Jesus Christ • Christian Moral Principles 	<p>Philosophy & Ethics</p> <p>Philosophy of Religion:</p> <ul style="list-style-type: none"> • Attributes of God • Religious Language <p>Religious Ethics:</p> <ul style="list-style-type: none"> • Meta Ethics • Conscience • Sexual Ethics <p>Developments in Christian Thought:</p> <ul style="list-style-type: none"> • Religious Pluralism and Theology • Religious Pluralism and Society • Gender and Society • Gender and Theology • The challenge of secularism • Liberation Theology and Marx
Recurring skills/themes	<p>The Schemes of Learning follow the Wiltshire Agreed Syllabus for Religious Studies developed by the Wiltshire SACRE.</p> <p>AO1 Demonstrate knowledge and understanding of religion and belief including Beliefs, practices and sources of authority Influence on individuals, communities and societies Similarities and differences within and/or between religions and their beliefs AO2 Analyse and evaluate aspects of religion, including their significance and influence.</p>			<p>RS: AO1 Demonstrate knowledge and understanding of religion, similarities and differences, and belief including: beliefs, practices and sources of authority, influence on individuals, communities and societies AO2 Analyse and evaluate aspects of religion, including their significance and influence.</p> <p>Citizenship: AO1 Demonstrate knowledge and understanding of citizenship concepts, terms and issues. AO2 Apply knowledge and understanding of citizenship concepts, terms and issues. AO3 Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements.</p>		<p>AO1 (40%) Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> • Religious, philosophical and/or ethical thought and teaching • Approaches to the study of religion and belief <p>AO2 (60%) Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</p>	
Personal Development	<p>Group/Pair/Individual work which promotes the character skills of empathy and understanding (e.g. Council of Living Beings). The Schemes of Learning are also aimed at encouraging creativity and critical thinking (e.g. the juxtaposition of using creativity to learn about Judaism in contrast with learning about the Holocaust. Learners will also be encouraged to debate and analyse the world around them (e.g. issues around Ethics.)</p>			<p>The GCSE in RS and Citizenship are designed to challenge students understanding of world views and how religious and secular views have shaped the UK and it's place in the world and they laws we follow.</p>		<p>Students study at a high level to understand and evaluate different scholars and their ideas about God ethics and Christianity.</p>	
Assessment	<p>There will be a formal assessment every 8 lessons and interim marking when appropriate.</p>			<p>Formal assessment every 8 lessons and interim marking when appropriate .</p>		<p>There will be a formal assessment at the end of every unit taught.</p>	

Impact

Students will have an understanding of different cultures and also philosophical and ethical thinking. They will be able to critically analyse the world around them and be prepared to ask questions about what they experience even though there may be no easy answer, or an answer at all. They will learn to critically evaluate people's opinions and have the knowledge to constructively form their own. This will be visible in lessons, through student voice and in student's assessments.



Intent

A level Sociology focuses upon the function and relationships of society within contemporary society through the study of four distinct units (education, families households, beliefs in society, and crime & deviance). The common themes of identify, socialisation, culture, and the stratification of society will be developed throughout. Other common threads that run through the course are the theoretical views of differing groups such as Marxist, functionalist new right and feminist. Together, this forms a cohesive and comprehensive study of the role and function both of society as a whole – and the individuals within it.

Implementation

	Year 12	Year 13
Knowledge	<p>Common themes and theoretical perspectives Education and Families & Household:</p> <p>Education considers the likelihood of achievement based upon different issues ~(gender, age, ethnicity, social class), the history of education policy and the differing roles within education of both the explicit and hidden curriculum.</p> <p>Families and Households considers the changing shape, status and importance of family within current society, and differing views of this by both the public and the government/politicians. Within both are regular references and tasks linking to the research methods used within this subject and their explicit application within the context.</p>	<p>Beliefs in society focuses upon the role and influence of religion within society, both established, new and alternatives.</p> <p>Crime and deviance considers the likelihood of offenders/victims dependent upon their class/gender/age/ethnicity. It also explores the role of the CJS and differing views of crime prevention.</p> <p>Both units also focus upon the examination skills needed with a range of exam question stems and regular practice.</p> <p>Revision of year one is also inter-leaved into teaching to ensure students can also make wider connections between topics and answer synoptic questions considering a range of topics.</p>
Recurring skills/themes	<p>Core themes that run throughout the course: culture, socialisation, identity, social differentiation/status, stratification Specific sociological perspectives - Marxism, Functionalism, New Right, Feminism and Postmodernism Influence of government and impact of social policy upon society in past 75 years Specific research methods – Interviews, questionnaires, social experiments, laboratory experiments, observations and focus groups. Key topics under consideration when conducting research – PRACTICAL, ETHICAL and THEORETICAL.</p>	
Personal Development	<p>A key speaker from University of Gloucestershire talking about criminology. Visit to court to observe process and develop knowledge. Wider reading available through both books and subscription to 'sociology review'. Regular catch-up/revision workshops offered.</p>	
Assessment	<p>PPE in autumn and spring/summer. Regular exam style questions in each discreet unit to develop knowledge, skills and feedback for all question stems.</p>	

Impact

Students having studied Sociology at A level will have a good understanding of current issues in UK society and around the world. They will have developed essay skills and research skills. They will approach current events with a critical mind and be well grounded in social science skills to take on HE courses including sociology, psychology, criminology and anthropology.



Intent

A level Psychology will foster an interest in human behaviour, with a strong focus on the use of scientific methodologies. There will be an emphasis on critical thinking and application to real world issues and ethics throughout. Topics covered will give students a good range of knowledge that reflect the interests of students shown during previous years and gained from discussions in pre A level events.

Implementation

	Year 12	Year 13
Knowledge	<p>Approaches – Exploring the assumptions, research and applications of the Biological, Learning and Cognitive approaches to psychology.</p> <p>Research Methods – A practice and theoretical exploration of qualitative and quantitative research methods as well as a looking at data analysis in psychology. (Approaches and research methods are taught first as they are fundamental throughout all subsequent areas of study)</p> <p>Social Influence – Exploring theories and research into conformity, obedience and minority influence. Leading to examination of social change.</p> <p>Memory – Exploring models of memory, theories of forgetting and problems with eyewitness testimony.</p> <p>Attachment – Exploring the importance of parent child attachments, focussing on formation and attachment types leading to discussion of implication of loss of / absence of attachments with a case study examination of the Romanian orphan crisis.</p> <p>Psychopathology – Exploration of the characteristics, causes and treatments of phobias, OCD and depression.</p>	<p>Issues and Debates – A synoptic examination of the issues of bias in research as well as theoretical debate on nature/nurture, ideographic/nomothetic, freewill/determinism and holism/reductionism debates in psychology.</p> <p>Research Methods – a continuation of Y12 research methods with a focus on inferential statistics and features of science.</p> <p>Forensic Psychology – An exploration of psychology applied to crime and deviance, focussing on theories of crime and treatment of offenders and offender profiling.</p> <p>Relationships – An exploration of theories of attraction, relationship formation and dissolution, finishing with an examination of parasocial relationships and virtual relationships.</p> <p>Schizophrenia – Application of the approaches to the explanation and treatment of schizophrenia along with an exploration of the diagnosis and characteristics of schizophrenia with a focus on issues of reliability and validity.</p> <p>Biopsychology – exploration of the more biological elements of psychology, focus on localisation of function, role of hormones and neurochemicals and biorhythms</p> <p>Approaches – exploration of psychodynamic approach and humanistic approach.</p>
Recurring skills/themes	<p>Psychology and the economy: How does theory apply to the world outside of academia? How can it help us work, rest and play?</p> <p>Research Methods / scientific nature of psychology: Can psychology be treated like the core sciences? How do we maintain scientific standards? What limitations does this create?</p> <p>Ethics will be referred to when evaluating research throughout the course, also a focus on ethical implications of research beyond the participants and research of specific studies.</p> <p>Issues and debates in psychology are a unit in their own right but will be referred to as evaluation and comparison points throughout the course.</p>	
Personal Development	<p>Dr Dean (Primatologist) specifically talking about animal morality and ethics</p> <p>Student will have the opportunity to dissect brains to help with biopsychology</p> <p>Talk from Family Therapist.</p> <p>Reading / watch next list on PADLET</p> <p>Students encouraged to sign up to BPS digest.</p>	<p>A key speaker from University of Gloucestershire will talk criminology and forensic psychology</p> <p>Student will have the opportunity to dissect brains to help with biopsychology</p> <p>2nd year students run a Pinterest board for psychology revision and interest.</p> <p>Students encouraged to sign up to BPS digest.</p> <p>Reading / watch next list on PADLET</p>
Assessment	<p>Year 2 baseline assessment (to assess for need of intervention)</p> <p>Per unit Students will have key terms tests set as homework x2</p> <p>AO2 scenario test x 1 (collated into a working at grade)</p> <p>End of Unit test X1 (recorded as grade)</p> <p>PPE X 2 (recorded as grade)</p>	<p>Year 2 baseline assessment (to assess for need of intervention)</p> <p>Per unit Students will have key terms tests set as homework x2</p> <p>AO2 scenario test x 1 (collated into a working at grade)</p> <p>End of Unit test X1 (recorded as grade)</p> <p>PPE X 2 (recorded as grade)</p>

Impact

Students completing the course will have developed critical thinking skills and a thorough knowledge of the fundamentals of psychology. They will understand the scientific methods and requirements for sound psychological research. They will be interested in human behaviour and question the biases in existing work. They will also have a good understanding of the potential careers in psychology and its wider importance in society and the economy which will be visible in student voice and destination data.



Intent

PSHE aims to support the school curriculum in developing students in their well-being, resilience and character which are the basis of happiness as they move towards adulthood. The PSHE programme educates students about risk so that they can make informed choices as they take more responsibility for their own lives. It is planned to meet the new statutory guidance for Relationship and Sex Education.

Implementation

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Knowledge	First Aid Positive Mental Thinking Careers Changing relationships Changing emotions Resilience Smoking PSHE Days: Build a Theme Park Puberty Voting Day Trashion	Body Image and Self Esteem Careers Grooming and Exploitation Contraception and STIs Stress Management and mental health PSHE Days: The Real Game World of Work Fairtrade Day	Careers Finance Risk Delay Contraception and STIs Drug Awareness Relationships Families Equality and consent PSHE Days: Outdoor Education Careers	Mental Health Internet harms and safety Self examination and screening Marriage, relationships and parenting Consent Discrimination and the Equality Act 2010 Sex and the Media PSHE Days: Careers – work experience Careers – The Big Interview Finance	Mental Health Careers Study Skills One to one or small group teaching in response to needs of students. All students get a one to one Careers meeting and follow-up where necessary. PSHE Days are planned around the needs of year 11 as they work towards post 16.	This is a bespoke programme that is designed to meet the needs of the post 16 students. These are planned with particular emphasis of the students and their requirements as they move towards life Post 18. The programme includes: How to fill in a UCAS application How to apply for Apprenticeships How to write a personal statement University Visit Healthy relationships and Consent Cooking on a Budget Risk of Gambling	
Recurring skills/themes	Evaluation of risk and making informed choices as they grow into adulthood. Be able to be more resilient to the changes that modern life brings. Develop the skills to understand what makes them happy and what to do to develop that happiness. Skills to make them more resilient to change.			Evaluation of risk and making informed choices as they work towards post 16. Be able to be more resilient to the changes that modern life brings. Develop the skills to understand the challenges of life as young adults.		Evaluation of risk and making informed choices as they work towards post 18. Be able to be more resilient to the changes that modern life brings as leaving school approaches. Develop the skills to understand the challenges of life as young adults.	
Personal Development	Identifying their personal qualities, skills and attributes and their right to personal boundaries. Understanding of different types of relationships including online. The power of the individual and how that can be used to achieve 'win-win' outcomes and how to challenge inappropriate behaviours in others e.g. bullying. Understand their rights and responsibilities, especially around consent. Development of knowledge of careers and future education opportunities. Identify how a healthy diet and lifestyle can lead to a healthier adulthood with less risk of getting serious illness.						
Assessment	An audit will be kept of what students have been learning and reflections sheets to be used. Student voice will also be an important assessment tool.						

Impact

Students will have an understanding of the world around them. PSHE allows students to explore attitudes, values and beliefs and the strategies needed to manage issues caused in their lives by the rapidly changing modern world. The impact will be students leaving school with tools to make them resilient and successful and ultimately happy in life.



Intent

Outstanding outcomes for all, through an engaging, purposeful and enjoyable Physical Education curriculum, facilitated by staff who feel confident, secure and valued. We shall develop a culture at KGA where every student can make their own individual progress and gain skill mastery across a broad and balanced range of different activities regardless of their starting ability.

Implementation

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Knowledge	Students will develop their mastery of skills over a number of different activities across the three years of Key Stage 3. These will include: <u>Invasion games</u> ; Football, Rugby, Netball, Basketball, Hockey, Bench ball and dodgeball <u>Net games</u> ; Table tennis, Badminton, and Tennis <u>Striking and fielding games</u> ; Softball, rounder's and cricket <u>Health and related fitness</u> ; Cross country, Athletics, Cross Fit, Yoga and Relaxation, Strength and conditioning and Fitness testing <u>Individual performance</u> ; Gymnastics, Swimming and Parkour			OCR Level 2 Cambridge National Certificate in Sports Science RO41 - Reducing the risk of sports injuries RO42 - Applying principles of training RO44 - Sport Psychology RO46 - Technology in Sport		OCR Level 3 Cambridge Technical Extended Certificate in Sport and Physical Activity Unit 1 – Body Systems and the effects of exercise Unit 2 – Sports coaching and Leadership Unit 18 – Practical skills in sport Unit 19 – Sport and exercise psychology	
				Core PE Students in KS4 start by participating in four different activities across Y10 and then moving into an options programme from term 5 onwards.			
	Students are placed into a flexible setting system where possible in this key stage when learning new skills. Students will experience a broad range of activities and focus on the following building blocks for each activity; <u>Physical</u> - The core components of fitness such as power, strength, speed and cardio vascular fitness amongst others <u>Cognitive</u> - Making decisions and performing under pressure. Developing the ability to focus and maintain strategic thinking and problem solving <u>Emotional</u> - Develop self confidence and self image, learn to deal with frustration in defeat and humbleness when being successful. Learn to persevere and be resilient and independent <u>Social</u> - Positive interaction with others, Working as part of a group, becoming a team leader and making friends and having fun			OCR Level 2 Cambridge National Certificate in Sports Science Students will complete four units over two years, with a mixture of examination tasks and written assignments. Assignments will be completed in three units, and internally assessed by KGA staff with feedback where students can then improve		Students complete unit 1 and unit 2 in Y12. Unit 1 is an examined unit, and it sat in the May of Y12. Unit 2 continues throughout Y12 and focusses on leadership in sport. In Y13 students complete Unit 3, which again is an examined unit, and is sat in the January of Y13. Unit 18 and Unit 19, which smaller units, are completed from January onwards, but started in term 6 of Y12 so students can work behind on the scenes	
				Core PE Students in Year 10 will be placed into ability sets. In Year 11, students will opt into their chosen activity each term. The aim in Year 11 is to push performance to its highest level, whilst ensuring their knowledge and understanding of each area is very good. It is also focused on ensuring pupils leave with a love of physical activity, with some classes looking at the benefits of recreational sport as a balance to competitive sport.			
Personal Development	Physical Education (PE) is an opportunity for pupils to not only express themselves through physical activity, but to also develop other qualities such as team work, communication and leadership. Our aim at KGA is to help pupils become technically competent and be able to learn, and then apply, a range of skills and techniques in sport. By becoming more competent they become more successful, and thus enjoy the activity more in the future. We also aim to develop a wider tactical understanding so students can be successful decision makers and problem solvers in the various activities we cover. Finally, we look to develop areas such as team work, responsibility, leadership and more so our pupils become more confident well rounded individuals. We support pupils to better themselves and make marginal gains in their performances. We hope they become more knowledgeable and aware of the benefits of physical activity as part of a health lifestyle. They have numerous opportunities to represent the school in local and national competitions, take part in active lifestyle research and gain recognised officiating/coaching qualifications through Power 10.			The themes of Keys stage 3 continue into Key stage 4, where we hope to maintain our ethos of team work, communication and leadership in both Core PE and Sports Science lessons. In Sports Science, students will develop the ability to take responsibility for their own assignments, meeting deadlines and acting upon feedback to improve their coursework to achieve the best grade available. Students coach and officiate younger students and have numerous opportunities to represent the school at a local and national level.		Students continue to develop their own work ethic, working independently on assignments to meet pre determined deadlines. Unit 2 in particular, which focussed on students leading small groups, helps with this. As students move into Y13, they film a number of their own practical performances, as well as writing a sport psychology case study which is individually researched.	
Assessment	In years 7 to students are assessed at the end of each activity module. For smaller modules, this happens in the last lesson, while in longer modules, assessment occurs over three lessons. Every assessment lesson is conducted in a competitive situation, such as a 7v7 game of netball or an 11v11 game of football. At the end of each module, staff will assess their classes against a number of statements and record these scores on the main tracking sheet. Our changing room posters will display these statements so that students can read and ensure they make progress to the next band. Each reporting window, our internal assessments will contribute towards our whole school reporting			Students in Core PE are not assessed Students in Sports Science are judged against Pass, Merit and Distinction grades. Students will be awarded grades at the end of each learning objective and given an opportunity to improve, with the exception of RO41 which is an examined unit. In this unit, students will have two opportunities to sit the exam		Students in Core PE are not assessed Students in Sports Science are judged against Pass, Merit and Distinction grades. Students will be awarded grades at the end of each learning objective and given an opportunity to improve, with the exception of unit 1 and unit 3 which are examined units.	

Impact

Outstanding progress for all students, regardless of starting point evidenced by excellent outcomes, inter school performance and participation in physical activity.
 Students with developed knowledge and skills across a broad range of sports, evidenced through internal assessment data, student work and student voice.
 Engaged students in lessons with positive attitudes and resilience, evidenced in learning walks and student voice.
 Holistic personal development evidenced in student achievements and students understanding of a healthy lifestyle.



Intent

The teaching of Business Studies at KGA aims to develop all students knowledge and skills through the coverage of a range of business units. These will build to give each pupil confidence in the way in which a business can grow from an initial idea or concept into a successful and thriving business operation. Study in both key stage 4 and 5 will focus on developing students awareness and use of key concepts and terminology and being able to apply their understanding to real world business examples and scenarios. The robust business curriculum provides students with the knowledge and skills the require to be able to go on to study at a higher level and be ready for the business and management working environment.

Implementation

	Year 10	Year 11	Year 12	Year 13
Knowledge	<p>Promotion and Finance for Enterprise Elements of the promotional mix Targeting and segmenting the market Factors that influence the choice of promotional methods Financial Documents Payment methods Sources of revenue Financial Statements Comprehensive income Financial positions Profitability and Liquidity Cash flow data Cash flow problems Financial forecasting Break –Even Sources of business finance</p> <p>Exploring Enterprises What is an enterprise? Types and characteristics of SMEs The purpose of enterprises Entrepreneurs Customer Needs Using market research Understanding competitors Internal/External Factors Situational Analysis Measuring the success of an SME</p>	<p>Planning for and Pitching an Enterprise Generating ideas for a micro-enterprise activity Plan for a micro-enterprise activity Pitching a micro-enterprise activity Presenting a business pitch Using feedback to review a bitch</p>	<p>What is Business? Managers, Leaders and Decision Making Decision Making to improve marketing performance Decision making to improve operational performance Decision making to improve financial performance Decision making to improve human resource performance</p>	<p>Analysing the strategic position of a business Choosing a strategic direction Strategic methods: how to pursue strategies Managing strategic change</p>
Recurring skills/themes	<p>Finance Promotion Enterprise Pitching</p>	<p>AO1: Demonstrate knowledge and understanding of business concepts and issues - 35% AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts - 35% AO3: Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions - 30%</p>	<p>AO1: Demonstrate knowledge of terms, concepts, theories, methods and models to show an understanding of how individuals and organisations are affected by and respond to business issues. AO2: Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues. AO3: Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences. AO4: Evaluate quantitative and qualitative information to make informed judgements and propose evidence-based solutions to business issues.</p>	
Personal Development	<p>Pupils research a variety of organisations and job roles throughout the course Marketing investigation on the impact of Branding – research skills Can be linked to the Careers Programme and the Big Interview Day Application of knowledge and reflection on Y10 Work Experience Presentation practice to an audience.</p>	<p>Pupils research a variety of organisations and job roles throughout the course Analysis of real business data and information to support the finance unit</p>	<p>Business in the News Journals Pupils research a variety real life business examples throughout the course Relevant and current example are used o support teaching and develop cultural awareness Y12 Work Experience is an opportunity to reflect on what has been learned Marketing research project in Y12 Bath Spa University business insight day</p>	
Assessment	<p>End of topic assessments for each topic An initial numeracy assessment to look at transferable maths skills Marketing investigation Y10 PPE</p>	<p>End of topic assessments for each topic 2 x PPE exams Practice exam questions for homework's</p>	<p>Initial numeracy assessment End of topic assessments for each unit Y12 PPE exams</p>	<p>End of topic assessments for each unit 2 x PPE exams Revision assessments Past paper / PEQ assessments</p>

Impact

Students will develop a detailed understanding of the key functional areas of a business. They will understand how businesses grow and the impact of business on the individual and wider society. Students will be able to apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts. GCSE business students will develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems. Students will develop as effective and independent students, and as critical and reflective thinkers with enquiring minds

A level business will provide students with an enthusiasm for studying business. They will gain a holistic understanding of business in a range of contexts and will develop a critical understanding of organisations and their ability to meet society's needs and wants. From studying this course students will generate enterprising and creative approaches to business opportunities, problems and issues and be aware of the ethical dilemmas and responsibilities faced by organisations and individuals.



Intent

Computer Studies aims to equip students with the skills to participate in a rapidly-changing world through challenging and engaging topics. Students will develop an understanding and application in the fundamental principles of computer science and digital technologies by having the opportunity to write programs and produce professional digital products. Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this.

Implementation

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Knowledge	Digital Safety Audacity Animation Spreadsheets Basic Programming	Digital Safety Desktop Publishing Computer Systems Databases Graphics	Computing Restaurant Project Python Multimedia	Creative iMedia Digital Graphics Pre-Production Skills Computer Science Computer Architecture Computer Components Networks Operating Systems User Interfaces	Creative iMedia Animation Interactive Multimedia Computer Science Algorithms Data Types Variables Program Structures Errors Defensive Design	Digital iMedia Practical Skills incl. Photoshop & video editing Industry knowledge; production processes, technology, marketing, synergy, audiences & data IT Fundamentals of IT Global Information Project Management	IT Cyber Security Internet of Everything
Recurring skills/themes	Correct use of computing terminology Computer Hardware Networks Units of data Reviewing and Designing Creating of a product for an intended purpose Evaluation			Creative iMedia Graphic Design Animation Computer Science Computer Hardware Networks Units of data Programming Structures Cyber Security		Computer Hardware Correct use of information Creating and developing a product Cyber Security	
Personal Development	How to interact correctly online Courage to attempt new skills Siemens Microbit Project (external company running a programming project) IT Award for students Computing Laws and Ethics Digital Divide			Computing Laws and Ethics Digital Divide		Computing Laws and Ethics Digital Divide	
Assessment	5 assessments at the end of each half term. Assessments are a combination of multiple choice to assess recall and one extended writing questions. Some assessments are practical to assess the skills the students have developed.			Coursework units are assessed using the given assessment sheets from the exam board and take place every three lessons. Theory units are assessed using a three lesson cycle to track progress and ensure constant revisions.		Coursework units are assessed using the given assessment sheets from the exam board and take place every three lessons. Theory units are assessed using the three lesson cycle to track progress and ensure constant revisions.	

Impact

Students have a breadth of knowledge across all areas of Computer Studies which prepares them for the topics covered in both GCSE courses. Students will develop a love of learning for the subject which encourages them to continue the subject at GCSE level. Their development is visible by the percentage progress between assessments, tracking of grades over time and improvements in work (DIRT).

Computer Science will allow students the opportunity to understand how computers work and how to write their own computer program. Creative iMedia allows student to explore the more creative side of digital technologies and student will gain an understanding of graphics and animation.

Studying this course will students an insight into how to effectively manage IT projects and ensure their implementation. Students will also understand the risks of cyber security, the different types of attacks and how to avoid these attacks. Students will also have the knowledge of how information is used and kept secure within an organisation.



Intent

Technology is an inspiring, rigorous and practical subject, it encourages students to learn and to think creatively to solve problems both as individuals and as members of a team. Students are encouraged to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

Implementation

	Year 7	Year 8	Year 9	Year 10	Year 11
Knowledge	<p>Food Technology An introduction to food, preparation and nutrition. Equipment Health & Safety Recipe Modification Pathogenic Bacteria Seasonality Heat Transfer <i>Fruit Salad / Scones / Muffins / Scone based pizza / Cheese Straws / Fruit Flapjack / Courgette, Onion and Cheese Muffins / Cinnamon Swirls</i></p> <p>Engineering Introduction to design and technology and engineering Woodwork equipment Health & safety Design process Environmental Impact Introduction to electronics Hand Tools Workshop Machinery <i>Wooden Whistle / Maze Game / LED Mini Lamp</i></p> <p>Textiles Task Analysis Target Markets Product Analysis Design Ideas Production Methods Sustainable Textiles <i>Apron project / Straight Stitch Sample / Applique / Quilting / Prototypes / Inserting Zips</i></p>	<p>Food Technology Multi-Cultural Sauces Dietary Needs Healthy Eating Macro & Micro Nutrients Heat Transfer Gelatinisation Traditional British Dishes Multi-Cultural Foods <i>Curry / Bolognaise / Chilli / Sweet and Sour / Fruit Crumble / Chow Mein / Cheesy Pasta / Apple Tart / Carbonara / Pineapple Upside Cake</i></p> <p>Engineering Modern Technologies CAD and CAM Health & Safety Cultural Design Smart Materials Basic Electronics Hand tools Modelling Sculpting Scaling drawings <i>LED Car Project / Japanese Zen Garden</i></p> <p>Textiles Task Analysis Target Markets Product Analysis Design Ideas Production Methods Sustainable Textiles <i>Cushion Cover / Straight Stitch Sample / Applique / Quilting / Prototypes / Inserting Zips</i></p>	<p>Food Technology School Meals Project Religious Diets Fusion Foods Seasonality Pathogenic Bacteria High-Risk Foods <i>Cheesecake / Bread based pizza / Macaroni Cheese / Quiche / Tray bake / Vegetable Curry / Cheese filled enchiladas / Meatballs in tomato sauce / Carrot Cake Muffins</i></p> <p>Engineering Working with different materials Health and safety CAD and CAM Metal work processes Improving skills with hand tools Packaging <i>Casting Project / Mini project (phone holder)</i></p> <p>Textiles Task Analysis Target Markets Product Analysis Design Ideas Production Methods Sustainable Textiles <i>Portable Product Casings / Straight Stitch Sample / Applique / Quilting / Prototypes / Inserting Zips</i></p>	<p>Food Technology Food Handler Food Poisoning Bacteria Growth Temperature Danger Zones Environmental Health Officer Dietary Needs and Allergies Hospitality Establishments Contract Caters Work Contracts Standards, Reviews, Ratings Kitchen Brigade Factors affecting hospitality and catering establishments ERS Accessibility Customer Service <i>Cupcakes / Flaky Pastry / Chou Pastry / Lasagne / Bakewell tart / Chelsea Buns / Cottage pie / Cornish Pasty</i></p> <p>Engineering Ferrous/Non Ferrous Material Properties Thermo & Thermosetting Plastics Composite Materials Disassembled product Forging Isometric Drawing Orthographic Drawing Mechanical Engineering <i>LED Light Display / Cyber Pets / Toolbox Project / Mini Steam Engine / 3D Printed Chess set</i></p>	<p>Food Technology Coursework Project 1 x Mock Coursework 1 x Coursework <i>De-boning a chicken / Filleting a fish</i></p> <p>Engineering Product Analysis Product Specification Design Ideas Design Development Isometric & Orthographic Drawings <i>Advanced CAD skills / Technical drawing</i></p>
Recurring skills/themes	<p>Food Technology Health & Safety in the Kitchen Hygiene General Practical Skills Knife Skills Preparing Fruit and Vegetables Use of the cooker Use of equipment Cooking Methods (hob only) Prepare, Combine, Shape Sauce Making</p> <p>Engineering Materials Technology Health & Safety Sustainability Workshop skills</p> <p>Textiles Health & Safety in Textiles Colouring Fabrics Surface Embellishment Fabric Manipulation Joining Fabrics Applying Fastenings and Components Decorative and Functional Edge Finishes Sleeve Setting Collars Combining Materials Using a Pattern or Template Pockets Teamwork Production</p>			<p>Food Technology General Practical Skills Knife Skills Preparing Fruit and Vegetables Use of the cooker Use of equipment Cooking Methods Prepare, Combine, Shape Sauce Making Tenderise and Marinate Dough Raising Agents Setting Mixtures</p> <p>Engineering Selecting and preparing materials/marketing out Using hand tools for cutting and shaping Forming, bending or laminating Casting or Moulding Non-permanent joining techniques Permanent joining techniques Machining and the use of power tools Quantity production Using Computer Aided Design and Manufacture (CAD and CAM) Using finishing techniques Quality Control and Maintaining accuracy Teamwork</p>	
Personal Development	<p>Food Technology: Dietary Requirements Multi-Cultural Foods Religious Foods Adapting recipes if they go wrong. Engineering: Recycling Bike Club Sustainability Different Cultures Textiles: Confidence of using the sewing machines Sustainability</p>			<p>Food Technology: Confidence to cook a two course meal Work Experience with the Mayor Food TV Programmes to look at real-life scenarios. Engineering: Cross Industries Sustainability</p>	
Assessment	4 assessments over the year that look at different areas of the curriculum. These are assessed through a range of activities including students' practical skills.			Coursework units are assessed using the given assessment sheets from the exam board and take place every three lessons. Theory units are assessed using the three lesson cycle to track progress and ensure constant revisions.	1 X Mock Coursework 1 X Coursework

Impact

Student will develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological and practical world.

Students will build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality products. Students will be able to evaluate others work and critique, evaluate and test their ideas and products.



Intent

The Creative Arts focus on developing the KGA values of confidence, creativity, courage, conscientiousness and consideration of others

Our curriculum, both in the classroom and out, enables students to reflect on the world around them and how they fit into it by expanding their cultural capital. Students will learn about different types of people, cultures and art forms to develop their understanding of the human condition as in turn they develop their own identity. KGArts provides students with the tools to express themselves in a variety of ways and be able to use these to communicate effectively.

Implementation

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Knowledge	<p>Introduction to basic recording skills and language used.</p> <p>Exploring line, shape, tone, colour, texture & mark making</p> <p>Developing observational skills.</p> <p>Artists & Art Movements</p> <p>Picasso, Van Gogh, Portraiture & Sonia Delaunay.</p>	<p>Developing recording skills and ability to work independently to create a personal and meaningful response.</p> <p>Further exploration through the introduction of different mediums & 3D work.</p> <p>Developing Creative & Imaginative thinking</p> <p>Metamorphosis, Surrealism, Perspective & Scale.</p>	<p>Mastering recording skills to articulate their personal & meaningful outcomes with greater depth & understanding.</p> <p>Further exploration through the introduction of different techniques.</p> <p>Developing Independent Ideas.</p> <p>Pop Art, Icons, Identity.</p>	<p>Art</p> <p>Introduce students to a range of appropriate materials, processes and techniques reflecting the breadth of art, craft and design.</p> <p>Introduce students to methods of critical analysis .</p> <p>Unit one starting project theme – Fragments.</p> <p>Second project introduced in Term 5/6.</p> <p>Photography</p> <p>Introduce students to a range of appropriate materials, processes and techniques reflecting the breadth of Photography.</p> <p>Introduce students to methods of critical analysis.</p>	<p>Art/Photography</p> <p>Introduce students to extension activities related to the project/theme. The activities need to offer further learning opportunities and the prospect of extending students' knowledge, understanding and skills.</p> <p>Focused on refining skills gained and preparing Unit 2 – Externally Set Component.</p>	<p>Art</p> <p>Explore a range of fine art media, processes and techniques. Made aware of both traditional and new media.</p> <p>Encouraged to explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales..</p> <p>Photography</p> <p>Introduced to a variety of experiences that explore a range of Photography based media, processes and techniques.</p> <p>Made aware of both traditional and new media.</p>	<p>Art/Photography</p> <p>Students take increasing responsibility for the development and direction of their Personal Project and make a meaningful and personal response to in preparation for the requirements of Component 2.</p>
Recurring skills/themes	<p>Reviewing & refining recording skills</p> <p>Analysis & Evaluation of their own work and that of others</p> <p>Correctly using materials and language relating to subject.</p>			<p>Give guidance as students explore and experiment and begin the process of developing knowledge, understanding and skills.</p> <p>Students are given the opportunity to fully engage with a theme and make a personal response. They learn to engage with the process of developing, refining and recording ideas.</p>		<p>Give guidance as students explore and experiment and begin the process of developing knowledge, understanding and skills.</p> <p>Students are given the opportunity to fully engage with a self directed personal theme and make a personal response. They learn to engage with the process of developing, refining and recording ideas to create personal responses.</p> <p>The choice of subject matter, themes and sources will be determined, in part, by the context in which the activity takes place, be this art, craft or design.</p>	
Personal Development	<p>Art & Photography Club</p> <p>Bronze Art Award</p> <p>Expanding appreciation of art and famous artists</p> <p>Trip to National Gallery.</p>			<p>A school organised museum or gallery visit. The choice of subject matter, themes and sources will be determined, in part, by the context in which the activity takes place, be this art -, craft- or design-based.</p> <p>Develop opinions of artists work and critique art.</p>	<p>Term time after school Coursework Completion Club provided.</p> <p>Dates in the holidays to complete personal responses and prepare for Unit 2 Externally Set Component.</p>	<p>2 school organised museum or gallery visit will take place.</p> <p>Support for projects in independent study slots (3 expected + an after school session).</p>	<p>A school organised museum/gallery visit will take place in term 2 and can inform their personal project and prepare them for their Unit 2.</p> <p>Support for projects in independent study slots (4 expected).</p>
Assessment	<p>3 Assessment per year</p> <p>Teacher & Self Assessment using rag rating and WWW. & EBI's</p> <p>Setting themselves a target in response to Teachers comments.</p>			<p>3 formal assessments per year using the 4 AQA assessment objectives. Homework marked fortnightly. Verbal reviewing and assessing of classwork within the lesson.</p>	<p>1 final formal assessment completed in the October.</p> <p>Coursework marked and graded in the January.</p>	<p>3 formal assessments per year using the 4 AQA assessment objectives. Homework marked fortnightly. Verbal reviewing and assessing of classwork within the lesson consistently.</p>	<p>1 final formal assessment completed in the October.</p> <p>Coursework marked and graded in the January. Verbal reviewing and assessing of classwork within the lesson consistently.</p>

Impact

Students will have an appreciation and broader knowledge of the arts

Students have an understanding of the Formal Elements

Students well being and mental health is supported through working with different mediums

Connections can be made to their environment.

Develops problem solving skills and empathy.

Their progress is visible through their practical outcomes & their ability to reflect on their progress.

Progress will be measured and tracked over time.

An understanding of how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts in the chosen area(s) of study within Fine art

historical and contemporary developments and different styles and genres how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created. A grounding in specialist terminology across the Arts and Crafts. An understanding of how the skills gained are highly transferable and used in many fields of employment and careers.

An understanding of how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts in the chosen area(s) of study within Fine art

historical and contemporary developments and different styles and genres how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created

continuity and change in different styles, genres and traditions relevant to Fine art

working vocabulary and specialist terminology that is relevant to their chosen area of Fine art. An understanding of how a Fine Art qualification provides transferable skills and knowledge that can be used in many University degrees and careers.



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Intent

Implementation

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Knowledge	<p>Social development empathy, group work, confidence, consideration for others in performance.</p> <p>Dance techniques Canon, unison, formations, dance actions, gesture.</p> <p>Ebbed these skills in using the Arts Award Courage Confidence Creativity Conscientiousness Consideration for others.</p>	<p>Social development empathy, group work, confidence, consideration for others in performance.</p> <p>Dance techniques Use of props, dynamics, levels, motif, repetition.</p>	<p>Social development empathy, group work, confidence, consideration for others in performance.</p> <p>Use of stimulus, motif developed, dynamics, climax, highlighting, choreographic intention.</p>	<p>Performing arts is currently not run in Year 10/11 due to student demand.</p>		<p>Through performing arts students are able to study dance in their areas of interest and will complete a selection of units from:</p> <ul style="list-style-type: none"> Dance improvisation Choreographing dance The healthy performer Jazz dance Tap dance Urban dance Developing classical ballet technique Exploring contact improvisation Dance appreciation Developing teaching skills in dance International dance Developing contemporary dance technique Dance performance Exploring dance practitioners Dance in the community. 	
Recurring skills/themes	Group work, choreography, dance appreciation, performance						
Personal Development	<p>Social development empathy, group work, confidence, consideration for others in performance.</p> <p>Arts award.</p>	<p>Social development empathy, group work, confidence, consideration for others in performance.</p>	<p>Social development empathy, group work, confidence, consideration for others in performance.</p>	<p>Performances in school events/shows.</p>		<p>Social development empathy, group work, confidence, consideration for others in performance.</p> <p>An appreciation of the world of dance beyond school and its place within society.</p>	
Assessment	<p>Peer and teacher verbal formative feedback most lessons.</p> <p>Assessments 3 times a year in year 7 and 8 and once a year in year 9; self, peer and teacher feedback. 2x lessons on reflection.</p>			<p>N/A</p>		<p>Performance linked to industry audition external exam.</p> <p>Ongoing assignments based on units. Feedback in line with OCR recommendations.</p>	

Impact

Teaching dance in ensures that all students from all backgrounds have access to an art form that is usually reserved for paid classes. All students will develop the 5 KGA values intrinsically whilst studying dance.

Dance encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject.



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Implementation

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Knowledge	<p>Social development; empathy, group work, confidence, consideration for others in performance.</p> <p>Drama techniques; freeze-frame, thoughts aloud, cross-cutting, transition, body language, facial expression, projection, tone, physical theatre.</p> <p>Ebbed these skills in using the Arts Award Courage Confidence Creativity Conscientiousness Consideration for others.</p>	<p>Social development; empathy, group work, confidence, consideration for others in performance.</p> <p>Drama techniques; staging types, use of stage space, approaching script, semiotics, proxemics, affecting the audiences empathy. Abstract, breaking the 4th wall, mask.</p>	<p>Social development; empathy, group work, confidence, consideration for others in performance.</p> <p>Drama techniques; Abstract, physical theatre, symbolism, non-verbal communication, breaking the 4th wall, creating scenes for film. Affecting the audience, semiotics, documentary theatre.</p>	<p>Performance skills; Transitions, semiotics, devising from a stimulus, staging types, introduction to practitioners- how to devise a play with a clear artistic vision.</p> <p>Theory skills; how to develop evaluation from ks3 (PEEK). Analysis of choices and what they communicate to the audience.</p>	<p>Performance skills; Scripted, interpretation of text, voice, movement and creating a character.</p> <p>Theory skills; theatre evaluation. Director, designer and actor choices to create meaning. SCHP context.</p>	<p>Performance skills; Practitioners, theory into practice, communication of meaning, characterisation, subtext, playwrights intention</p> <p>Theory skills; Historical and social background of practitioner. Essay writing.</p>	<p>Performance skills; Scripted performance as a director and actor. Realising and interpreting the artistic vision of a playwright.</p> <p>Theory skills; Preparing a script as a director, actor and designer. Essay writing, theatre evaluation.</p>
Recurring skills/themes	Group work Consideration of others in performance Empathy Performance Evaluation (PEEK)			Group work Rehearsal Performance Communication of meaning Evaluation (PEEK)		Analysing the playwright/practitioner/directors intention. Creating meaning for an audience	
Personal Development	Bullying/identity Experience of external drama as an audience member. Primary link Art award Extra curricula.	Holocaust, Experience of external drama as an audience member. Extra curricula.	Oppression, LGBTQ rights, Drug Awareness. Experience of external drama as an audience member. Extra curricula.	<p>Plays and themes chosen; Drink driving Cyberbullying, divorce (depends on exam board choices. Extra curricular Visiting theatre company Watching 6th form.</p>	<p>Plays and themes chosen; Drink driving, drug awareness, self harm, social inequality. Trip to theatre Extra curricular.</p>	<p>Plays and themes chosen; <i>Pronoun</i>; a play about Trans and ‘tolerance’ Practitioner that have various political backgrounds.</p>	<p>Plays and themes chosen; <i>OWALW & Blackwatch</i>; plays questioning the futility of war. Playwrights with varying political stances.</p>
Assessment	Peer and teacher verbal formative feedback most lessons. Assessments 3 times a year; self, peer and teacher feedback. 2x lessons on reflection. Year 7 awards award assessment during extra curricular.			Verbal feedback Comments in booklet PPE performance Feedback on coursework and performance.		Verbal feedback Comments in booklet PPE performance Feedback on coursework and performance PPE exams.	

Impact

Students develop social skills (group work, public speaking, confidence, focus)
 The topics are chosen for students to reflect on the world around them and have access to as many stories of different types of people to develop their understanding of the human condition.

Students develop an understanding, both theoretically and practically, of a wide range of dramatic styles and semiotics. Along side this we have selected play texts and that will allow them to challenge their understanding of the world around them.
 Students will have the necessary skills to continue their study of drama or apply their performance and analysis skills to their future career.



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Intent

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	
Implementation	Knowledge	<p>Introduction to Music: The Musical Elements, instruments of the orchestra, and notation. Finding your Voice: vocal studies – Singing, beatboxing, ensemble work.</p> <p>Fanfare: the history and purpose of fanfares, composing own fanfares, introduction to music technology.</p> <p>African Drumming: social context, polyrhythms, ensemble skills.</p>	<p>Ukulele project: Exposure to a new instrument, chords, solo or ensemble opportunities, multiple genres of music.</p> <p>Songwriting: Writing own song using chords and melody. Using music technology to capture ideas.</p> <p>Indian Music: Social context, instrumentation, performance based on improvisation.</p> <p>Musical Theatre: Vocal or instrumental focus, linked to industry, linked to school production.</p>	<p>Film Music: composing ideas for a chosen film clip using music technology and/or live performance, understanding and using industry specific compositional techniques.</p> <p>Linked to Drama SOW.</p> <p>Folk Fusion: Creating fusion performances between different genres of music.</p> <p>12 Bar Blues: Linked to social context, performance and ensemble skills.</p> <p>Final Project: Linked to BTEC project work – focussing on development of pop music/DJ-ing.</p>	<p>BTEC Level 2 in Music Performance Practice</p> <p>Exploring Music Products and Styles: explore musical styles and techniques, and gain an understanding of roles in the industry</p> <p>Music Skills Development: develop musical knowledge, skills, and techniques and apply them to a music product</p> <p>Responding to a commercial Music Brief: put skills into practice by responding to a brief as a composer, performer or producer.</p>	<p>GCSE Music</p> <p>Composition: 1 free composition and 1 set to a brief</p> <p>Performance: 1 solo and 1 ensemble performance lasting a minimum of 4 minutes.</p> <p>Appraising: Studying and analysing 2 set works: Eine Kleine Nachtmusik and Since you've been gone, and developing wider listening skills for GCSE Appraising paper.</p>	<p>Cambridge Technicals Level 3 Performing Arts: Project based assignments based on Performance, composition, and industry related challenges.</p>	
	Recurring skills/themes	<p>Performing with accuracy, Fluency and Dynamic Contrast/Expression. Developing ideas through composition of own music products. An appreciation of the development of music over time through appraising. Analysis and evaluation.</p>			<p>Performing with accuracy, Fluency and Dynamic Contrast/Expression. Developing ideas through composition of own music products. An appreciation of the development of music over time through appraising. Analysis and evaluation. Music Theory.</p>		<p>Performing with accuracy, Fluency and Dynamic Contrast/Expression. Developing ideas through composition of own music products. An appreciation of the development of music over time through appraising. Analysis and evaluation. Opportunities to work with students across the different Creative Arts Disciplines.</p>	
	Personal Development	<p>Performance and creative composition opportunities. Link to European Union national Anthem (introduction unit). Fanfare unit links to British Values.</p> <p>World music topic to broaden musical and social awareness. Opportunities for group and independent work.</p> <p>Opportunities for watching and taking part in live performances. Extra-curricular clubs to develop performance skills.</p>	<p>Performance and creative composition opportunities. Music technology linked to industry. Performance linked to industry.</p> <p>World music topic to broaden musical and social awareness. Opportunities for group and independent work.</p> <p>Opportunities for watching and taking part in live performances. Extra-curricular clubs to develop performance skills.</p>	<p>Performance and creative composition opportunities. Music technology linked to industry. Performance linked to industry.</p> <p>World music topic to broaden musical and social awareness. Project work focussing on transferable skills.</p> <p>Film music topic linking with Media and current affairs. Opportunities for group and independent work.</p> <p>Opportunities for watching and taking part in live performances. Extra-curricular clubs to develop performance skills.</p>	<p>Performance and creative composition opportunities. Music technology linked to industry. Performance linked to industry.</p> <p>Project work focussing on transferable skills. Opportunities for group and independent work.</p> <p>Opportunities for watching and taking part in live performances. Ensemble work to develop team working skills. Extra-curricular clubs to develop performance skills.</p>		<p>Performance and creative composition opportunities. Music technology linked to industry. Performance linked to industry.</p> <p>Ensemble and project based work to develop teamworking skills. Opportunities for group and independent work. Opportunities for watching and taking part in live performances. Extra-curricular clubs to develop performance skills.</p>	
	Assessment	<p>3 assessments (Dec/Mar/June or as close to these as possible) 1 performance or composition based task (extended project). 1 listening test based on topic studying with an unfamiliar piece of music. 1 evaluation (DIRT) of the project and the students personal contribution.</p>			<p>2 internally assessed tasks 1 externally assessed assessment.</p>	<p>2 PPEs 4 pieces of internally assessed coursework (2 x performance, 2 x composition). 1 Appraising Examination.</p>	<p>Performance linked to industry audition external exam. Ongoing assignments based on units. Feedback in line with OCR recommendations.</p>	

Impact

Students have a broad understanding and an appreciation of familiar and unfamiliar genres/styles of music. They get the opportunity to perform and well as create their own music in differing styles, as well as watch live performances internally and externally in order to raise aspirations. Their development is visible by the percentage progress between assessments, tracking of grades over time and improvements in work (DIRT).

As Key Stage 3 and students have developed key transferable skills for life by working independently, and in groups on assessed projects.