

# WESTCLIFF HIGH SCHOOL FOR BOYS



## MIDDLE SCHOOL CURRICULUM

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# ART

## INTENT

The aims for the KS4 study of Art at WHSB are as follows:

1. Pupils must develop and apply the knowledge, understanding and skills specified in the Subject content within the context of fine art practice and their selected area(s) of study.
2. The following aspects of the knowledge, understanding and skills are defined in further detail to ensure pupils' work is clearly focused and relevant to fine art.

The way sources inspire the development of ideas, relevant to fine art including:

- how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts
- how ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual.

The ways in which meanings, ideas and intentions relevant to fine art can be communicated including the use of:

- figurative representation, abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation
- visual and tactile elements, such as:
  - colour
  - line
  - form
  - tone
  - texture
  - shape
  - composition
  - rhythm
  - scale
  - structure
  - surface

## Skills

Within the context of fine art, pupils must demonstrate the ability to:

- use fine art techniques and processes, appropriate to pupils' personal intentions, for example:
  - mark-making
  - monoprint, collagraph and block printing
  - assemblage
  - construction
  - carving
  - film and video

- digital working methods
- use media and materials, as appropriate to pupils' personal intentions, for example:
  - charcoal, pastels, pen and ink, crayons and pencil
  - watercolour, gouache, acrylic and oil paint
  - found materials

## **IMPLEMENTATION**

### **Component 1:**

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the pupils' course of study.

The portfolio consists of sketchbooks, large pieces and a final piece/resolution. Pupils are advised to present work well and annotate reflectively.

Pupils regularly self-assess and peer assess using the GCSE Art specification matrix so they have a clear understanding of what is required.

### **Component 2:**

Pupils respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

## **IMPACT**

<b>Impact</b>	<b>Evidence</b>
Pupils create highly developed, impactful, personal responses to artists and the world around them.	Sketchbook and outcomes
Pupils create artwork responding to a theme, exploring media, techniques and processes with confidence.	Sketchbook and outcomes
Pupils analyse and evaluate their progress	Regular annotation, self and peer assessment/reflection
Pupils can create artwork and communicate ideas with confidence and can explain their concepts clearly.	One-to-one Q&A sessions and annotations throughout their work

# COMPUTER SCIENCE

## INTENT

The course aims to develop an understanding of the basic principles of programming and the hardware underlining computers along with their impact on modern society. All pupils should learn the essential principles of procedural programming in a written programming language. They should develop an understanding of how the binary nature of computers affects their usage through storage of different types of information and Boolean algebra. All pupils should develop knowledge of the basic components used in modern networks and how these are used to construct networks such as the internet.

## IMPLEMENTATION

The course is taught by specialist Computer Science teachers, five lessons per fortnight, and is structured around the following topics:

- Core programming concepts and structures using Python3 focussing on procedural programming techniques.
- Development of algorithms using analysis, design, implementation, testing and evaluation. With a strong focus on testing and trace tables.
- Know the main hardware components that make up a computer and how they impact the performance of the computer.
- Be able to convert between binary and other number systems along with basic addition, bit shifting and logical operators.
- Develop an understanding of the stored programming concept as in the Von Neumann Architecture with practical implementation using the Little Man Computer.
- Understand how computer programs are assembled, compiled, or interpreted into machine code and the role of the IDE.
- Networks – LANS, WANS, the Internet, topologies, hardware transmission media and protocols through theory and practical exploration.
- Security topics such as encryption and cyber security vulnerabilities and prevention methods.
- Legal, moral and ethical topics with a view to develop an understanding the wider context of Computer Science in society and how to apply this to long answer questions.

A mix of short and long class tests and a wide range of programming tasks form the basis of the End-of-Topic assessments. Modified past paper questions will form the main source of these tests with online programming tasks and multiple-choice quiz questions used for homework and regular checking of understanding.

## IMPACT

At the end of the course, pupils will be equipped to tackle Advanced Level Computer Science studies and will process the core knowledge along with problem solving skills, mathematical skills to access associated concepts. By the end of Year 11, we expect pupils to have sufficient skills to confidently attempt all questions including those of the highest level. The expectation is that all pupils should be aiming to achieve a grade between 7 and 9 inclusive with additional support having been put in place for any identified as potentially achieving below this.

## **DESIGN & TECHNOLOGY**

### **INTENT**

Our Lower School curriculum should prepare pupils to be ready to begin the GCSE course. It will give pupils a sense of what to expect in terms of structure of lessons and also the content at which is taught. GCSE Design and Technology is a busy course that provides pupils with opportunities to put theoretical principles into practical application. We want to give our pupils a broad range of skills, from traditional manufacturing to more modern techniques and everything in-between. Whilst giving pupils the platform for practical activities, we pride ourselves on a knowledge rich curriculum.

The Department follows the AQA examination board specification. It is separated into three core areas:

- Units 1 – 4: Core Technical Principles
- Unit 5: Specialist Technical Principles
- Unit 6 & 7: Designing and Making Principles

Pupils are assessed by a 2 hour written exam, worth 50% of the final grade and a piece of Non-Examination Assessment, also weighted at 50%. It is important that the right balance of time is spent on in each area if pupils are to be successful. Whilst preparing our pupils for examination should always be at the centre of our purpose, this is underpinned with our desire to draw a deep and profound enthusiasm for the subject. The curriculum should inspire our pupils to consider Design and Technology as a pathway to their career and create a positive impression of what it would be like to read beyond GCSE.

### **IMPLEMENTATION**

Pupils have five lessons over the course of two weeks. Typically, three of these are used for practical investigation in preparing for and completing Non-Examination Assessment. The other two are reserved wholly for theory study.

In Year 10, pupils undertake a number of mini-projects in order to cultivate crucial problem solving skills. Projects include:

- Metal Race Cars – a contextual engineering project, whereby pupils will learn how to fabricate and assembly parts from sheet aluminium and solder a simple electronic circuit to run a motorised worm gear.
- Marble drop – a project aimed at broadening soft modelling skills whilst providing a platform for pupils to apply their knowledge in mechanical devices to produce a Rube Goldberg inspired Marble Drop machine.
- Designing through the Work of Others – a project focussed on innovation, creativity and design. Pupils will explore the work of famous designers, using this information to invent a unique and disassociated product which is then modelled in CAD and as a scale model using woods as the main material focus.
- Crowdsourced Wall – a designing project, intended for pupils to explore user needs, want and requirements. Pupils will work closely with a ‘user’ in order to create a design that will improve their quality of life.

These projects are taught from September through to June, at which point the Contextual Challenges are released from the Examination Board, signifying the start of Non-Examination Assessment. Pupils will work through each objective of their NEA until Easter

in Year 11. All work is assessed at regular intervals, with a focus on feedback for improvement.

For theory lessons, pupils will complete seven separate units of study. At the end of every unit, pupils will produce a set of concise revision notes that can be used in systematic End-of-Unit tests. In Year 10, they will study five units, with the remaining two units completed at the beginning of Year 11. It means that pupils have effectively studied all examination content before their Trial Examinations in November of Year 11, leaving time to revisit and revise content.

### **IMPACT**

Theory content and homework will be recorded in bespoke booklets and can be used as a revision tool for End-of-Unit examinations, as well retrieval when preparing for the actual examination. Pupils should also have sketchbooks for drawing of ideas and notetaking of practical work. We expect pupils to work broadly independently; they should be able to freely select appropriate materials and tools for practical tasks, evaluating their own work, making and documenting justified modifications. Pupils should be scholars of the subject, not just 'good at making things'. They should have developed technical competence and be confident designers. They will develop resilience and work collaboratively as well as supporting each other. Pupils completing the course should begin to grow keen interests in careers opportunities such as engineering, architecture as well as other design professions.

# **ECONOMICS**

## **INTENT**

The GCSE Economics course enables pupils to develop their knowledge and skills by increasing their understanding of the world in which they live and enabling them to engage more effectively with economic issues on a local, national and global level.

The teaching of the course follows the specification starting with an introduction to Economics in Year 1 and building on this in Year 2 with macroeconomics on a local, national and global context. This progression from micro to macro is logical in the sense that it develops knowledge and understanding from basic concepts to more advanced concepts over the two years of study.

The sequencing of learning knowledge focuses primarily on the use of the Core Knowledge Booklet in the first term of Year 10 as pupils are accessing Economics probably for the first time. This knowledge is extended with the use of these key terms in context within the lesson. Evaluation, analysis and numeracy skills are introduced in the second term of Year 10 when there is enough “raw material” to allow such a progression.

By the end of Year 11, pupils should have developed a good understanding of the subject as well as an ability to analyse and evaluate economic issues on a micro and macro level. The ability to make simple judgements based on the evidence presented by the pupil is a skill that reflects understanding and higher-level ability to evaluate.

## **IMPLEMENTATION**

- Pupils will experience a combination of learning methods. There is an expectation of knowledge learnt independently (via homework) to be evidenced in formal Core Knowledge Tests as well as in the language used by the learner in response to teacher questions and in discussion with peers. The teacher will aid understanding of core knowledge terms using examples relevant to the pupil as well as introducing less familiar context.
- Skills gain will occur progressively over time. Once a pupil becomes familiar with the language and content of a topic, the teacher will introduce the meaning of analysis using a standard framework to build model answers (displayed in the classroom). Pupils will work in groups to plan answers to 6-mark answers followed by teacher led review. As pupils become more confident in their ability to respond to 6-mark Analyse questions, their learning is extended with timed unseen pieces completed under exam conditions. These are marked by the teacher and, on occasions, peer marked.
- Development of skills continues with pupils following a standard framework in response to evaluate 6-mark questions. The acquisition of evaluation skills tends to be more challenging for the pupil so more time is allocated to practice and development. Basic evaluation skills based on magnitude, time period etc. are introduced, however pupils are encouraged to extend their evaluation themes to achieve higher levels of evaluation through teacher led class discussion, note taking and practice.
- Teaching and Learning resources include the standard OCR GCSE textbook which is issued to each learner. The Department also provides booklets for the major topics that include a mixture of topic notes and exercises designed to develop understanding. Exercise books are also used where booklets are less appropriate e.g. in the drawing of demand and supply diagrams.

- Pupils are assessed on a regular basis, every two weeks. In Year 10, assessments focus only on Core Knowledge in the Autumn Term but are then extended to include skills of Analysis and Evaluation in the Spring and Summer Terms. Assessment marks are stored centrally on MS Teams.
- In Year 11, pupils progress to macroeconomics in a local, national and global context. Emphasis is placed on synoptic thinking using the “economist’s toolkit” which enables learners to provide well-informed responses in class discussion as well as further progress in assessments.

## **IMPACT**

Impact is measured in various ways:

- **External exam results**  
GCSE Economics results have improved significantly over the past three years. A better understanding and focus on the format required to maximise marks in Analyse and Evaluate questions has been the key to these improved outcomes.
- **A Level enrolment**  
The number of pupils opting to study A Level Economics have expanded each year for the past 5 years. In 2021/22, 160 pupils are studying A Level Economics reflecting the level of interest and enjoyment generated at GCSE level.
- **Extracurricular participation**  
Year 10/11 pupils have created an online Economics/Finance interest group that meets every Tuesday evening. Presentations are made by pupils and is followed by Q&A session. In 2020/21 the popular Economics Society hosted by Sixth Formers will be expanded to include Year 10 and 11.

## ENGLISH

### INTENT

Developing from the learned skills in KS3, our courses are both AQA and we seek to marry the study of Fiction with Non-Fiction and Literary Non-Fiction.

Active reading skills developed both orally and in writing:

- **Inference:** the understanding of implicit meanings of language and targeted evidence selection
- **Analysis:** Detailed examination of authorial intent and methodology
- **Evaluation:** Assess and critique established opinions and analyses of Literature
- **Identification of Contextual Factors:** Socio-historic and socio-politic influences on the creation of Literature and the creation of literary interpretation (where appropriate).

Creative writing skills that will be dovetailed and developed with reading skills:

- **Describe/Narrate**
- **Persuade/Inform/Explain**

### IMPLEMENTATION

Pupils are guided by a subject specialist, for a total of **eight lessons a fortnight**. Pupils will study a section of a Literature paper, or the skills of a full Language paper, over either one or two half terms.

Literature texts are used to develop pupils' **analytical** and **evaluative reading skills**. Speaking and listening skills such as **debate** and **present** are also embedded throughout the learning of each text, which will be taught for a total of **six weeks in mixed ability classes**. Activities will be varied and targeted to benefit the needs of each pupil.

**Twelve homework tasks** are set every half term: six are given to the class teacher's discretion and six will be varied revision tasks which encourage pupils to develop the aforementioned skills in readiness for assessment. Assessments are past paper questions only and are marked against the mark scheme established by AQA.

<p><b>Literature Texts Studied:</b></p> <p><b>AQA Literature Paper 1:</b></p> <ul style="list-style-type: none"> <li>• <i>Jekyll and Hyde</i></li> <li>• <i>Romeo and Juliet</i></li> <li>•</li> </ul> <p><b>AQA Literature Paper 2:</b></p> <ul style="list-style-type: none"> <li>• <i>The History Boys</i></li> <li>• <i>Power and Conflict</i> Poetry Anthology</li> <li>• A variety of poems for Unseen Poetry</li> </ul>	<p><b>Language Skills Studied:</b></p> <p><b>AQA Language Paper 1 (Unseen Fictions):</b></p> <p>Extracts around the theme of Diffability:</p> <ul style="list-style-type: none"> <li>• <i>The Gargoyle</i></li> <li>• <i>The Day of the Beast</i></li> <li>• <i>The Rosie Project</i></li> <li>• <i>The Secret Garden</i></li> <li>• <i>To Kill a Mockingbird</i></li> <li>• <i>Freckles</i></li> <li>• <i>The Children on the Top Floor</i></li> <li>• <i>Flower of the Dusk</i></li> </ul> <p><b>AQA Language Paper 2 (Writers' Viewpoints):</b></p> <p>Extracts around the theme of Identity:</p> <ul style="list-style-type: none"> <li>• Domestic Egalitarianism</li> <li>• Gender Roles and Careers</li> <li>• Homosexuality</li> <li>• Race and Justice</li> <li>• Religion</li> <li>• Slavery</li> <li>• Social Roles of Men</li> </ul>
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**IMPACT**

Pupils will be **assessed** on several of these key skills, **half termly**, and given an assessment objectives **skills based target** to work on moving forward into the next half term. By the end of Year 11, pupils will also have had practice at two full mock exams in both Literature and Language.

Assessments are held the following half term after study; Year 10 will therefore have a five-week gap between the end of the unit and their assessment and Year 11 will have a six week gap.

By the **end of Year 10**, we expect pupils to be attaining at least **one complete grade** up from their baseline grade. By the **end of Year 11**, we would expect pupils to be attaining at least **two complete grades** up from their baseline grade. This stands in both Literature and Language. Any pupil identified as needing further support will be provided with additional support (such as mentoring and support clubs).

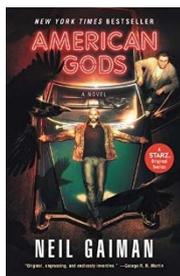
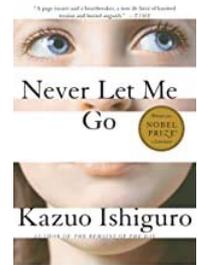


# KS4 English Wider Reading

## Fiction:

### **Never Let Me Go** By Kazuo Ishiguro

Told as a series of flashbacks, Kathy tries to make sense of her childhood at the seemingly perfect Hailsham School. The story slowly reveals a shocking dystopia which forces the reader to confront the horrors of modern society.

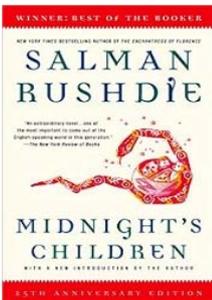
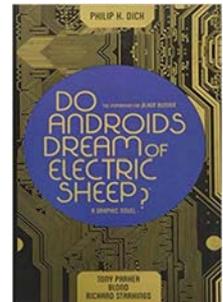


### **American Gods** By Neil Gaiman

A gripping yet peculiar story about a man who is released from prison and meets a man who claims to be a Godlike King of America. Together, they start to solve murders, sort problems, and make the country great by telling everyone what they want to hear. The climax builds with storm of Biblical proportions.

### **Do Androids Dream of Electric Sheep?** By Philip K. Dick

A must read sci-fi which inspired the *Blade Runner* films. After a devastating world war, Richard Deckard, a bounty hunter, takes an assignment to beat all others. Promised a huge reward, he soon finds himself in a bad dream of lies, plots and treachery.



### **Midnight's Children** By Salman Rushdie

The story of Saleem, one of a thousand children born at exactly midnight and, like the other 999 children, finds himself blessed (or cursed!) with a superpower. A moving story charting India's journey after independence.

## Non-Fiction:

The Newspaper! – try reading an article from the BBC on a world issue. The read about the same issue on the Al-Jazeera website, *The Times*, *The New York Times* etc.

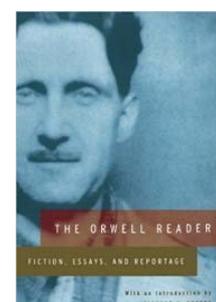
### **The Social Contract** By Jean-Jacques Rousseau



### **In Cold Blood** By Truman Capote



### **The Collected Non-Fiction** By George Orwell



# GEOGRAPHY

## INTENT

A high-quality geography education should inspire curiosity and fascination about the world and the challenges it faces and provide frameworks that explain how the world's features are shaped, interconnected and change. This philosophy permeates WHSB's curriculum in the Middle School and enables young people to become globally and environmentally informed and thoughtful, enquiring citizens. The key aim is to ensure pupils are sufficiently knowledgeable and skilled to take - and achieve highly in - public examinations in the AQA GCSE Geography course by the end of Year 11, aware that for many it will be their last opportunity to study the subject. There is an equal balance of physical and human geography topics.

At Key Stage 4, the development of knowledge, understanding and skills is not always progressive or linear and the scale of study varies between the local/regional and global issues depending upon the topics under study. However, pupils will develop the ability to research, collect, interrogate and use appropriate geographical evidence (including statistics) throughout the course to evaluate a range of opinions on important issues.

The AQA specification enables a variety of teaching and learning approaches with content relevant to pupils' own lives. Pupils will travel the world from their classroom, exploring case studies in the UK, higher income countries, newly emerging economies and lower income countries. Topics of study include climate change, poverty, deprivation, global economic power shifts and the challenge of sustainable resource use. Pupils are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

## IMPLEMENTATION

At GCSE, pupils are taught in option groups by subject specialists in designated geography rooms for five fifty-minute periods per fortnight. In Year 10, teaching is structured into four discrete units: **the living world; the challenge of resource management; physical landscapes in the UK (coasts and rivers and flooding); and urban issues and challenges**. In Year 11, pupils study two, more detailed topic areas: **the challenge of natural hazards; and the changing economic world**. In addition, pupils are prepared for the **Geographical Applications** Paper 3 examination, including an issue evaluation exercise using materials released by the examination board twelve weeks before the exam. Fieldwork activities are organised for the summer term of Year 10 and autumn term of Year 11 to enhance pupils' enquiry and data collection skills.

Topic content is designed to extend beyond the core requirements of the course and to take account of the WHSB Learner Profile. Tasks are recorded in two exercise books (dedicated to Paper 1 Physical Geography and Paper 2 Human Geography) and used as a revision tool for End-of-Unit tests and the final examination. The primary textbook resource is 'AQA GCSE 9-1 Geography'.

The course and individual lessons are designed to be both challenging and differentiated and use varied activities to maximise engagement in the learning process. A recurring feature is extended geographical writing (largely tailored to the demands of the 9 mark exam questions) and developing the requisite knowledge, skills and understanding to evaluate geographical issues. Graphical and data analysis skills are integral to pupils developing their understanding. A mix of independent learning, paired work and group tasks means pupils develop resilience, work collaboratively and support each other.

**Application of knowledge, understanding, evaluation and skills are prioritised over the acquisition of factual knowledge only (which comprises only 15% of the marks in the examinations).** This is reflected in the assessment programme, as learning is assessed using the four AOs (Assessment Objectives) outlined in the AQA examination specification. In this way, progress in key aspects of learning can be tracked and appropriate targets set. Common End-of-Topic tests take place across the five terms of study, in addition to Formative Tests and Trial Examinations. There is further assessment of a variety of activities. For example, pupils write an extended newspaper report on the Indus Basin Irrigation Scheme, produce a leaflet on sustainable farming in Kenya, and create posters on water conservation and international aid in Nigeria.

### **IMPACT**

At GCSE, pupils develop as geographers across the full range of skills, understanding and knowledge of places, patterns and processes, and develop mastery of high-level geographical and enquiry skills as sophisticated geographers. **By the end of Year 11, nearly all pupils will achieve Grades 9-7 in the GCSE examinations,** the majority at the top two grades. Upon completion of this two year course, pupils will have the skills and experience to progress onto A Level and beyond.

# GEOLOGY

## INTENT

A high-quality geology education builds on the initial interests that pupils bring to the subject and provides the foundations for understanding the science of 'how the Earth works': its structure, evolution and dynamics, and its mineral and energy resources. It is a unique opportunity to study a subject that is rarely offered in the curriculum and this specification builds on subject content which is typically taught at Key Stage 3 national curriculum requirements for science, mathematics and physical geography. Geology at KS4 enables young people to develop a challenging and enquiring approach to learning, becoming "geological detectives" in order to solve problems. The key aim is to ensure pupils are sufficiently knowledgeable and skilled to take - and achieve highly in - public examinations in the WJEC Eduqas GCSE Geology course by the end of Year 11; also to inspire them to consider study at A Level and further studies at university in the field of geology. The WJEC Eduqas specification enables a variety of teaching and learning approaches with content relevant to pupils' own lives. Learners following the course will appreciate that the understanding and application of Earth science is vital to the future quality of life and prosperity of the world's population.

## IMPLEMENTATION

At GCSE, pupils are taught in option groups by subject specialists in designated geology rooms for five fifty-minute periods per fortnight. In Year 10, teaching is structured into five discrete topics: **Minerals, the rock cycle and sedimentary rocks, deformational structures, igneous rocks and structures and metamorphic rocks and processes.** In addition, several practical tasks are completed in Year 10 to support the theory topics. In Year 11, pupils study the application of geology in eight discrete topics: **plate tectonics, geochronological principles, sedimentary rocks and their fossil content, the origin and development of life on Earth, planetary geology, global climate and sea level change, Earth hazards and their mitigation, Earth resources and engineering.** Fieldwork activities are organised for the summer term of Year 10 to enhance pupils' skills and understanding and apply their knowledge of minerals, sedimentary rocks, and geological structures in the world famous Jurassic coast. This trip is at the heart of the GCSE. The primary textbook resource is "Understanding Geology" supplemented by "OCR Geology for A Level and AS" to provide challenge for the higher level pupils.

The course and individual lessons are designed to be both challenging and differentiated and use varied activities to maximise engagement in the learning process. It enables learners to develop a broad range of skills and techniques in the areas of analysis and interpretation of data, problem-solving and drawing conclusions. In addition, learners are able to acquire data collection and interpretation skills in the field. Examination assessment consists of data and stimulus response questions, requiring multiple-choice, short, structured and extended writing. A mix of independent learning, paired work (particularly for practical work) and group tasks means pupils develop resilience, work collaboratively and support each other. The latter points are particularly important in a new subject such as geology as sharing new ideas and explaining concepts in a different way can be more easily understood.

**Demonstration and application of knowledge comprises some 80% of the marks in the examinations with 20%** based on evaluation of geological ideas, information and evidence to make judgements and draw conclusions. This is reflected in the assessment programme, as learning is assessed using the three AOs (Assessment Objectives) outlined

in the WJEC Eduqas examination specification. In this way, progress in key aspects of learning can be tracked and appropriate targets set. Examination questions are regularly set to test knowledge and understanding and End-of-Topic tests take place across the five terms of study, in addition to Formative Tests and Trial Examinations.

### **IMPACT**

At GCSE, pupils develop as geologists across the full range of skills, with understanding of the nature, processes and methods of geology, through the different types of scientific enquiry about how the Earth works. **By the end of Year 11, nearly all pupils will achieve Grades 9-7 in the GCSE examinations**, the majority at the top two grades. Upon completion of this two year course, pupils will have the skills and experience to progress onto A Level and beyond.

## **HISTORY**

### **INTENT**

By the end of Year 10, each pupil will be confident about the start that they have made on their GCSE course. They will have a strong level of knowledge, at a standard relevant to a GCSE level of study, on the material covered in Paper 2 (*Migration 790- the present day, and Norman England 1066-1100*) as per the content set out in the AQA GCSE Level specifications for this paper. Pupils will continue to hone their writing skills acquired through their KS3 programme of study and will continue to develop their understanding of second order concepts, their handling historical sources and their ability to analyse historical interpretations. Each pupil will have an understanding of how to answer each of the prescribed examination questions: their requirements, and how best to structure their paragraphs using the DANNE paragraph structure. Particular focus will be given to equipping pupils with the knowledge necessary to be able to accurately approach each of the aforementioned questions. Both topics will be approached chronologically in order to build a clear narrative of the content. The Migration 790-present day study will then begin to address the thematic aspect to this topic, reviewing the chronology of events and seeking to find where each of the seven themes of study occur in driving migration, forming empires or driving people.

Each pupil will also have had the opportunity to visit a site of international historical interest on an organised History trip (likely to be a lengthy overseas trip) and to extend their knowledge of the subject by leading a History Society and reading wider historical material, as well as participating in other extracurricular opportunities such as lectures and writing articles.

### **IMPLEMENTATION**

Our approach to learning holds the teacher to be knowledge holder, the model of high quality academic skills and a facilitator for learning and skill development. We normally adopt an inquiry-based approach to planning programmes of learning, setting big investigative questions and encouraging collaborative working both by pupils and teachers in departmental team planning and delivery. We are reflective in our practice and encourage our pupils to be the same, for example through assessment review.

Our curriculum is planned tightly for the academic year through a carefully organised Year 10 Scheme of Work (SoW), with built in differentiation and resources developed to supplement and augment the SoW. The SoW connects lessons together so that both knowledge and skills are progressed and developed throughout the course. Pupils will, for example, practise a skill, peer assess this exercise, receive teacher feedback, review their own performance against feedback and then be given further opportunities to improve on this skill. In Year 10, these tasks will be strongly focused on approaching each of the examination style questions in the prescribed manner and with historical accuracy which will aid in the reinforcement of pupil knowledge as the year progresses. Written tasks also provide teachers with further opportunity to promote good literacy through feedback, for example the appropriate use of key historical terms. Our teachers are fully qualified subject specialists, usually with significant academic experience, as well as appropriate teaching experience for GCSE pupils, working across five fifty-minute sessions per fortnight, which provides plenty of opportunity to develop knowledge and skills to a meaningful degree. Teaching will include explanation of key topics and skills, the modelling of those skills in our practice, scaffolding to help pupils master key skills and regular practice.

Pupils are assessed throughout the year in cohort-wide examination practise questions to examine each phase of both knowledge and skill development. There is also a formative element to our assessment, with pupils reviewing both their own and other pupils' answers to identify areas for improvement and the final summer exam leading to the production of an Examiner's Report, detailing general and pupil specific areas for improvement. This enables pupils to prepare for the next stage of the curriculum by auditing their command of the knowledge aspects of the course and their ability to apply each skill in extended writing, which will be built on further in the final year of GCSE study. This process of assessment and testing also enables our teachers to review the effectiveness of lessons and adapt these for future use.

Where there is a need for remote provision, we make active use of Microsoft Teams. The Year 10 teaching cohort is allocated a specific Team and resources are added on to this Teams page, which also provides the opportunity for further discussion and online lectures and presentations. Where pupils are absent from school through self-isolation, we use the meeting function on Teams to provide remote training and access to learning.

We seek to overcome barriers to learning by identifying those pupils with a background of disadvantage, a record of high/low attainment and potential language barriers on our departmental spreadsheets and monitoring their results as standalone groups, in addition to our monitoring of the wider cohort.

## **IMPACT**

The Impact of our teaching is evaluated through careful assessment of pupils' work, both individually, as a class and across the entire year group cohort. Assessment of individual work enables us to understand the effectiveness of our delivery with individual pupils and assess the extent of further need. Assessment of whole class work enables us to understand the effectiveness of our delivery with each class and evaluate future patterns of teaching and strategies for that class. All assessment results are entered onto a spreadsheet and this allows for comparison between teachers, as well as analysis of the whole cohort against previous cohorts, assessing the extent of success achieved with each cohort and across disadvantaged groups within the cohort. At the end of each School year, an Examination paper is framed that enables us to determine the extent to which our objectives have been successfully implemented, assessing key parts of the course and all pupils in the cohort. These Examination results form the basis of an annual review of progress and performance by the cohort, in preparation for the delivery of this course to the successive cohort, as well as planning any required remedial work for the departing cohort in their final year of the middle school.

Lesson observations and, where possible, pupil voice exercises enable line managers to evaluate the effectiveness of individual teachers as holders of knowledge and facilitators of learning and skill development. Feedback from these sessions is used constructively to assess and further improve the quality of learning in classrooms.

Departmental meetings offer a further opportunity for all colleagues to be part of the Departmental review of how far our strategies for teaching and learning are succeeding in their objectives. These key conversations form an integral part of reviewing the implementation of our strategies against our original intent and discussing how each lesson or Assessment, resourced at Departmental level, can be improved upon and better incorporated into planning.

# **MATHEMATICS**

## **INTENT**

At WHSB, our GCSE curriculum is designed to enable our pupils to explore different aspects of Mathematics and develop their ability to reason mathematically and problem solve whilst simultaneously fostering a sense of enjoyment and intellectual curiosity for the subject.

The curriculum is structured in order to thoroughly prepare our pupils for their GCSE Examination, whilst also building a solid foundation for further and higher-level study of the subject. Consequently, it has an explicit focus on problem solving and the application of Mathematics in the real world. We also value the methods pupils use to approach problems and the correct presentation of mathematical solutions. Through Year 10 and 11, we aim to develop pupils' understanding in the different key aspects of Mathematics, namely algebra; number; shape and space; probability; data handling and ratio and proportion.

## **IMPLEMENTATION**

The GCSE Mathematics course at WHSB builds on the work completed in Years 7, 8 and 9 and goes beyond the requirements of the National Curriculum. The broad topic areas are number, algebra, shape and space, statistics and ratio and proportion.

The examination board our pupils follow is Edexcel and the specification title is 'Edexcel GCSE Mathematics (9-1)' from 2015. There is no Non-Examined Assessment in GCSE Mathematics. The examination consists of three written papers of one hour thirty minutes each, with only the first paper being non-calculator. Our expectation is that all pupils will be entered for the Higher Tier (Grades 3-9) examination.

Pupils studying Mathematics will follow the Edexcel GCSE Maths Higher textbook (ISBN 9780198351511), supplemented with the use of Dr Frost Maths ([www.drfrostmaths.com](http://www.drfrostmaths.com)), a free-to-use interactive online teaching platform which contains teaching resources, videos and an extensive exam question bank.

Through the course of Year 10 and 11, pupils will cover the GCSE Mathematics specification in units, each of which cover a set of related topics in Mathematics. In Year 10 there are ten units covering circle theorems, congruence, similarity, probability, data handling, vectors, quadratics, algebraic fractions, graphs, area, volume and trigonometry. In Year 11 there are five units covering, constructions, loci, transformations, real-life graphs, irrational numbers, sequences, proportion, iteration, quadratic inequalities and functions. Please note that pupils studying for the Further Mathematics course will also study these topics, but at a higher pace.

At the end of each unit, pupils will be set an assessed homework and then a unit test to assess their understanding of the topics covered in that unit. At the end of Year 10, pupils will sit an examination which assess understanding of all topics covered since the start of Year 10. At the start of Year 11, pupils will sit a formative assessment which will assess pupils' current knowledge and help to direct future intervention and revision strategies. At the end of the autumn term, Year 11 pupils will sit their trial examination, in preparation for their final examinations in the summer term.

## **IMPACT**

By the end of the GCSE Mathematics course in Year 11, pupils will be provided with the necessary knowledge, techniques and skills to tackle all aspects of the Edexcel GCSE Mathematics specification, up to and including Grade 9 material. We expect by the end of Year 11, approximately 75% of the cohort will be working towards a Grade 9, 8 or 7.

## **FURTHER MATHEMATICS**

### **INTENT**

Approximately 60% of pupils entering Year 10 will have the opportunity to further develop their studies in Mathematics through taking an additional qualification in GCSE Further Mathematics. This course explores ideas and techniques not covered in GCSE Mathematics, placing particular emphasis on algebraic techniques and the use of algebra for problem solving. There is considerable overlap with topics covered in the standard GCSE Mathematics course, as well topics usually first encountered at Advanced Level. Topics covered, unique to the GCSE Further Mathematics course, include binomial expansions, limiting values of sequences, simultaneous equations in three unknowns, polynomial division, factor theorem, domain and range, trigonometric identities and equations, differentiation and matrices.

### **IMPLEMENTATION**

The course is taught within the usual timetabled Mathematics lessons, alongside the GCSE Mathematics course and access to the course is by invitation only. To be eligible for the Further Mathematics course, pupils will need to be ranked in the top 60% of the cohort for Mathematics at the end of Year 9, judged by attainment in lessons, on tests, homework tasks, end-of-year examinations and teacher recommendations.

The examination board pupils will be following is AQA and the specification title is 'Level 2 Further Mathematics (8365)'. There is no Non-Examined Assessment in GCSE Further Mathematics. The examination consists of two written papers of one hour forty-five minutes each, with only the first paper being non-calculator. Please note that, pupils studying GCSE Further Mathematics will also sit their GCSE Mathematics examination.

Pupils studying GCSE Further Mathematics will follow the AQA Level 2 Certificate in Further Mathematics textbook (ISBN 9781510446939), supplemented with the use of Dr Frost Maths ([www.drfrostmaths.com](http://www.drfrostmaths.com)), a free-to-use interactive online teaching platform which contains teaching resources, videos and an extensive exam question bank.

Through the course of Year 10 and 11, pupils will cover the both the GCSE Mathematics and GCSE Further Mathematics specification in units, each covering a range of topics. In Year 10 there are ten units, with the first four covering exclusively GCSE Mathematics topics. The remaining six units will cover GCSE Further Mathematics topics involving number, algebra and coordinate geometry. In Year 11, pupils will cover a further five units in GCSE Further Mathematics, covering topics involving circle geometry, trigonometry, calculus and matrices. Please note that, there several topics covered in GCSE Further Mathematics, also appear in the GCSE Mathematics course.

At the end of each unit, pupils will be set an assessed homework and then a unit test to assess their understanding of the topics covered in that unit. At the end of Year 10, pupils will sit an examination which assess understanding of all topics covered since the start of Year 10. At the start of Year 11, pupils will sit a formative assessment which will assess pupils' current knowledge and help to direct future intervention and revision strategies for. At the end of the autumn term, Year 11 pupils will sit their trial examination, in preparation for their final examinations in the summer term.

### **IMPACT**

By the end of the GCSE Further Mathematics course in Year 11, pupils will be provided with the necessary knowledge, techniques and skills to tackle all aspects of the AQA Level 2 Further Mathematics specification, up to and including Grade 9 material. We expect by the end of Year 11, approximately 80% of the cohort will be working towards a Grade 9, 8 or 7.

## MODERN FOREIGN LANGUAGES:

### FRENCH YEAR 10

#### INTENT

**Global awareness** and being an **effective communicator** are key aspects of the learner profile at WHSB. Learning a Modern Foreign Language allows pupils to develop these skills as well learning to be empathetic, understanding of other cultures, whilst gaining a greater understanding of their own language through the study of grammar and translation. Consequently, the School places great importance in the learning of Modern Foreign Languages, with pupils studying at least one language at GCSE and a considerable number choosing to study two languages.

At WHSB, we have designed a Middle School French curriculum which encompasses these aims. Our Year 10 curriculum aims to build on pupil's knowledge from Lower School and to prepare pupils for the GCSE at the end of the following academic year. They will continue to expand their knowledge of tenses and language structures while at the same time consolidating their knowledge from the years before. They will continue to practise GCSE style Speaking and Writing tasks. During the year, they will consolidate their knowledge of the future, imperfect and present tenses, but will also be introduced to the perfect, present continuous and conditional tenses. Topics to be covered: **Holidays, Festivals and Traditions, Home Town, Free Time, Technology and Family Life.**

Over the course of the year, pupils will become increasingly able to understand, speak and write in French on the various topic areas outlined above. Pupils will be able to confidently answer questions in five tenses, describe a photo and to apply and explain grammatical structures. They will be familiar with the examination specification and will have some past paper practice before their End of Year examination.

#### IMPLEMENTATION

In Year 10, pupils are taught Modern Foreign Languages in nine banded groups by specialist teachers. In each language, there are three groups which are set by ability, based on pupils' assessed work in Year 9. Pupils have five lessons per language in a fortnightly cycle, including a regular lesson in the Language Lab. They also have conversation classes with a Foreign Language Assistant from October to May.

In French, teaching is structured into five discrete units: these are listed above. These units correspond to the first four chapters of the **Studio for AQA GCSE** textbook which covers grammar and vocabulary for the GCSE course.

Lessons should now be taught almost exclusively in French in order to create maximum exposure for pupils. Within the lessons, there will be a balance of the four skills of Listening, Speaking, Reading and Writing. Pupils are guided through a variety of exercises from the Studio for AQA GCSE textbook and from tailor made resources to help them achieve greater proficiency.

For the **Reading** and **Listening** skills, pupils will be exposed to a variety of texts and dialogues and pupils will be asked to identify chunks of language as well as answer comprehension questions in English and in French in the style of the GCSE exam. Teachers

may alternate these two skills in lessons. **Speaking** practice will take place in every lesson. Pupils will be given **dialogues** of relevance to the topic area which they are studying. They practise in small groups. Afterwards, pairs will be chosen to relate their dialogue back to the whole class in order to improve understanding for all pupils. They will also learn the vocabulary and structures required to describe a photo, a key GCSE skill. For **Writing**, pupils are asked to **translate short paragraphs** and to **write passages of either 90 or 150 words** (the length of the written pieces at GCSE) on the topic areas which they are learning. Writing will mostly be carried out in class in order for teachers to assess pupils' ability. In class, pupils will not be able to use electronic help to write their texts. Homework tasks will be set regularly and will include reading tasks, listening tasks, learning of vocabulary, learning of verb endings, grammar revision and textbook exercises.

Throughout the year, there will be four significant summative assessments (two Speaking, two Writing). Marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit GCSE papers (one Listening, one Reading and one Writing) based on all topics covered during the year. They will also have a speaking examination where they will be required to prepare a role-play, a photo card and undertake a conversation on one of the four topics studied in Year 10. The results of all these assessments will be used to identify skills that need to be strengthened for individual pupil and to determine changes in sets for Year 11.

In addition to standard lessons, pupils continue to be encouraged to take part in competitions and extra-curricular activities in Languages. Year 10 and 11 pupils who show great aptitude for languages are encouraged to take on responsibility within the Department as Language Leaders.

### **IMPACT**

By the end of Year 10, we expect our pupils to be attaining somewhere in the range of **6c to 7a**.

Those who do not achieve this grade will be provided with additional support (in the form of targeted work outside of lessons) in order to build their knowledge, understanding and confidence for Year 11 GCSE.

### JCQ descriptor for Grade 6 at GCSE

6	LISTENING	READING	WRITING
	<p>To achieve Grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• respond to/understand spoken language including some more extended passages.</li> <li>• identify overall messages, key points, details and opinions with reasons.</li> <li>• respond to a range of passages in familiar contexts and some less familiar contexts.</li> <li>• respond to passages which include some complex language and some less familiar vocabulary from the Higher level grammar and vocabulary lists.</li> </ul>	<p>To achieve Grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• respond to/understand written language including some more extended texts.</li> <li>• identify overall messages, key points, details, and opinions with reasons.</li> <li>• respond to a range of texts in familiar contexts and some less-familiar contexts.</li> <li>• respond to texts which include some complex language and some less familiar vocabulary as indicated in the specification.</li> <li>• translate into English a passage containing a range of more complex language structures with some omissions or inaccuracies.</li> </ul>	<p>To achieve Grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• write longer coherent texts on a range of topics.</li> <li>• manipulate language to narrate, inform, interest or convince a reader of their own ideas and points of view with some ambiguity.</li> <li>• occasionally use a range of less common vocabulary and complex linguistic structures as indicated in the specification.</li> <li>• translate a passage containing a range of more complex linguistic structures with some omissions and some lapses in clarity.</li> <li>• produce writing which is mostly accurate with lapses when using more complex linguistic structures.</li> </ul>
<b>6</b>	<p><b>SPEAKING</b>  <i>(NB there were no TAG descriptors for 2021 for the speaking, but the endorsement descriptors work well for Year 10 expectations)</i></p>		
	<p>To be awarded a merit, the Learner:</p> <ul style="list-style-type: none"> <li>• conveys mainly relevant information with occasional longer responses.</li> <li>• expresses opinions with some simple justification.</li> <li>• asks some varied questions to obtain information.</li> <li>• responds to questions and develops some answers.</li> <li>• demonstrates a good level of interaction.</li> </ul>	<p>To be awarded a merit, the Learner:</p> <ul style="list-style-type: none"> <li>• manipulates straightforward grammatical structures with some variation and occasional complex structures.</li> <li>• uses relevant and some varied vocabulary and expressions.</li> <li>• is generally successful in making reference to present, past and future events.</li> </ul>	<p>To be awarded a merit, the Learner:</p> <ul style="list-style-type: none"> <li>• uses a generally good level of accuracy when using straightforward vocabulary and grammatical structures.</li> <li>• is likely to make errors, particularly when more complex language is attempted. Such errors sometimes hinder clarity of communication.</li> <li>• uses generally good pronunciation and intonation but with some inconsistency.</li> <li>• makes some errors that occasionally impede communication.</li> <li>• there may be some native language interference.</li> </ul>

## FRENCH YEAR 11

### INTENT

**Global awareness** and being an **effective communicator** are key aspects of the learner profile at WHSB. Learning a Modern Foreign Language allows pupils to develop these skills as well learning to be empathetic, understanding of other cultures, whilst gaining a greater understanding of their own language through the study of grammar and translation. Consequently, the School places great importance in the learning of Modern Foreign Languages, with pupils studying at least one language at GCSE and a considerable number choosing to study two languages.

At WHSB, we have designed a Middle School French curriculum which encompasses these aims. Our Year 11 curriculum aims to build on pupil's knowledge from Lower School and the first year of GCSE study (Year 10) and to prepare pupils for the GCSE at the end of the academic year. They will continue to expand their knowledge of tenses and language structures while at the same time consolidating their knowledge from the years before. They will continue to practise GCSE style Speaking and Writing tasks. During the year, they will consolidate their knowledge of future, past and present tenses, but will also be introduced to the pluperfect tense and to the subjunctive mood. Topics to be covered: **School and Education, Work and Career Plans, Social and Environmental Issues, Healthy Living.**

Over the course of the year, pupils will become increasingly able to understand, speak and write in French on the various topic areas outlined above. Pupils will be able to confidently answer questions in five tenses, describe a photo and to apply and explain grammatical structures. They will be familiar with the examination specification and will have a Trial Examination (mock) before the public examinations.

### IMPLEMENTATION

As in Year 10, pupils are taught Modern Foreign Languages in nine banded groups by specialist teachers. In each language, there are three groups which are set by ability, based on pupils' assessed work in Year 9. The sets are modified at the end of Year 10, following the End of Year examinations. Pupils have five lessons per language in a fortnightly cycle, including a regular lesson in the Language Lab. They also have conversation classes with a Foreign Language Assistant from October to May.

In French, teaching is structured into discrete units: these are listed above. These units correspond to the last four chapters of the **Studio for AQA GCSE** textbook which covers grammar and vocabulary for the GCSE course.

Lessons should now be taught almost exclusively in French in order to create maximum exposure for pupils. Within the lessons, there will be a balance of the four skills of Listening, Speaking, Reading and Writing. Pupils are guided through a variety of exercises from the Studio for AQA GCSE textbook and from tailor made resources to help them achieve greater proficiency.

For the **Reading** and **Listening** skills, pupils will be exposed to a variety of texts and dialogues and pupils will be asked to identify chunks of language as well as answer comprehension questions in English and in French in the style of the GCSE exam. Teachers may alternate these two skills in lessons. **Speaking** practice will take place in every lesson. Pupils will be given **dialogues** of relevance to the topic area which they are studying. They practise in small groups. Afterwards, pairs will be chosen to relate their dialogue back to the

whole class in order to improve understanding for all pupils. They will also learn the vocabulary and structures required to describe a photo, a key GCSE skill. For **Writing**, pupils are asked to **translate short paragraphs** and to **write passages of either 90 or 150 words** (the length of the written pieces at GCSE) on the topic areas which they are learning. Writing will mostly be carried out in class in order for teachers to assess pupils' ability. In class, pupils will not be able to use electronic help to write their texts. Homework tasks will be set regularly and will include reading tasks, listening tasks, learning of vocabulary, learning of verb endings, grammar revision and textbook exercises.

Throughout the year, there will be three significant summative assessments (two Writing and past papers). Marks from these assessments contribute towards the grade awarded at each reporting phase. In the Trial Examination, pupils will be required to sit full GCSE papers (one Listening, one Reading and one Writing) based on the full specification (although the pupils will not have finished the course at this point). They will also have a speaking examination where they will be required to prepare a role-play, a photo card and undertake a conversation on two of the topics studied in Years 10 and 11 to that point. The results of all these assessments will be used to identify skills that need to be strengthened for individual pupils.

In addition to standard lessons, pupils continue to be encouraged to take part in competitions and extra-curricular activities in Languages. Year 10 and 11 pupils who show great aptitude for languages are encouraged to take on responsibility within the Department as Language Leaders.

### **IMPACT**

By the end of Year 11, we expect our pupils to be attaining a Grade 7, 8 or 9.

Those who do not achieve this grade will be provided with additional support (in the form of targeted work outside of lessons) in order to build their knowledge, understanding and confidence for Year 11 GCSE.

## JCQ descriptor for Grade 8 at GCSE

8	LISTENING	READING	WRITING
8	<p>To achieve Grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• respond to/understand spoken language including more complex and extended passages.</li> <li>• extract information, identify opinions, draw conclusions, infer meaning.</li> <li>• respond to a range of passages including authentic material.</li> <li>• respond to passages which include more complex language and less familiar vocabulary from the Higher level grammar and vocabulary lists.</li> </ul>	<p>To achieve Grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• respond to/understand written language including more complex and extended texts.</li> <li>• extract information, identify opinions, draw conclusions, and infer meaning.</li> <li>• respond to a range of texts including authentic material, suitably adapted and abridged.</li> <li>• respond to texts which include more complex language and less familiar vocabulary as indicated in the specification.</li> <li>• translate into English a passage containing a range of more complex language structures with very few omissions or inaccuracies.</li> </ul>	<p>To achieve Grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• write coherent, extended texts on a range of topics.</li> <li>• manipulate language to narrate, inform, interest or convince a reader of their own ideas and points of view with little ambiguity.</li> <li>• regularly use a range of less common vocabulary and complex linguistic structures as indicated in the specification.</li> <li>• translate a passage containing a range of more complex linguistic structures with very few lapses in clarity.</li> <li>• produce writing which is mostly accurate even when using more complex linguistic structures.</li> </ul>
8	<p><b>SPEAKING</b>  <i>(NB there were no TAG descriptors for 2021 for the speaking, but the endorsement descriptors work well for Year 11 expectations)</i></p>		
	<p>To be awarded a distinction, the Learner:</p> <ul style="list-style-type: none"> <li>• communicates detailed and relevant information, including extended responses.</li> <li>• expresses a variety of opinions with justification.</li> <li>• asks a variety of questions using a range of question forms.</li> <li>• responds to a variety of questions, often developing their answers.</li> <li>• demonstrates a very good level of interaction.</li> </ul>	<p>To be awarded a distinction, the Learner:</p> <ul style="list-style-type: none"> <li>• manipulates a variety of grammatical structures including some complex structures.</li> <li>• uses a range of relevant vocabulary and a variety of expressions.</li> <li>• is mostly successful in making references to present, past and future events.</li> </ul>	<p>To be awarded a distinction, the Learner:</p> <ul style="list-style-type: none"> <li>• uses predominantly accurate language using a range of relevant vocabulary and some complex grammatical structures.</li> <li>• is likely to make errors that are usually minor or occur when complex structures and/or less familiar vocabulary are attempted. Such errors rarely hinder clarity of communication.</li> </ul> <p>To be awarded a distinction, the Learner:</p> <ul style="list-style-type: none"> <li>• uses pronunciation and intonation that are overall accurate and intelligible.</li> <li>• makes errors which rarely impede communication.</li> <li>• there may be only isolated native language interference.</li> </ul>

## GERMAN YEAR 10

### INTENT

**Global awareness** and being an **effective communicator** are key aspects of the learner profile at WHSB. Learning a Modern Foreign Language allows pupils to develop these skills as well learning to be empathetic, understanding of other cultures, whilst gaining a greater understanding of their own language through the study of grammar and translation. Consequently, the School places great importance in the learning of Modern Foreign Languages, with pupils studying at least one language at GCSE and a considerable number choosing to study two languages.

At WHSB, we have designed a Middle School German curriculum which encompasses these aims. Our Year 10 curriculum aims to build on pupil's knowledge from Lower School and to prepare pupils for the GCSE at the end of the following academic year. They will continue to expand their knowledge of tenses and language structures while at the same time consolidating their knowledge from the years before. They will continue to practise GCSE style Speaking and Writing tasks. During the year, they will consolidate their knowledge of the future, imperfect and present tenses, but will also be introduced to the perfect, present continuous and conditional tenses. Topics to be covered: **School, Free Time, Relationships with Family and Friends, Technology and Family Life, Travel.**

Over the course of the year, pupils will become increasingly able to understand, speak and write in German on the various topic areas outlined above. Pupils will be able to confidently answer questions in five tenses, describe a photo and to apply and explain grammatical structures. They will be familiar with the examination specification and will have some past paper practice before their End of Year examination.

### IMPLEMENTATION

In Year 10, pupils are taught Modern Foreign Languages in nine banded groups by specialist teachers. In each language, there are three groups which are set by ability, based on pupils' assessed work in Year 9. Pupils have five lessons per language in a fortnightly cycle, including a regular lesson in the Language Lab. They also have conversation classes with a Foreign Language Assistant from October to May.

In German, teaching is structured into five discrete units: these are listed above. These units correspond to the first four chapters of the **Stimmt for AQA GCSE** textbook which covers grammar and vocabulary for the GCSE course.

Lessons should now be taught almost exclusively in German in order to create maximum exposure for pupils. Within the lessons, there will be a balance of the four skills of Listening, Speaking, Reading and Writing. Pupils are guided through a variety of exercises from the **Stimmt for AQA GCSE** textbook and from tailor made resources to help them achieve greater proficiency.

For the **Reading** and **Listening** skills, pupils will be exposed to a variety of texts and dialogues and pupils will be asked to identify chunks of language as well as answer comprehension questions in English and in German in the style of the GCSE exam. Teachers may alternate these two skills in lessons. **Speaking** practice will take place in every lesson. Pupils will be given **dialogues** of relevance to the topic area which they are studying. They practise in small groups. Afterwards, pairs will be chosen to relate their dialogue back to the whole class in order to improve understanding for all pupils. They will

also learn the vocabulary and structures required to describe a photo, a key GCSE skill. For **Writing**, pupils are asked to **translate short paragraphs** and to **write passages of either 90 or 150 words** (the length of the written pieces at GCSE) on the topic areas which they are learning. Writing will mostly be carried out in class in order for teachers to assess pupils' ability. In class, pupils will not be able to use electronic help to write their texts. Homework tasks will be set regularly and will include reading tasks, listening tasks, learning of vocabulary, learning of verb endings, grammar revision and textbook exercises.

Throughout the year, there will be four significant summative assessments (two Speaking, two Writing). Marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit GCSE papers (one Listening, one Reading and one Writing) based on all topics covered during the year. They will also have a speaking examination where they will be required to prepare a role-play, a photo card and undertake a conversation on one of the four topics studied in Year 10. The results of all these assessments will be used to identify skills that need to be strengthened for individual pupil and to determine changes in sets for Year 11.

In addition to standard lessons, pupils continue to be encouraged to take part in competitions and extra-curricular activities in Languages. Year 10 and 11 pupils who show great aptitude for languages are encouraged to take on responsibility within the Department as Language Leaders.

### **IMPACT**

By the end of Year 10, we expect our pupils to be attaining somewhere in the range of **6c to 7a**.

Those who do not achieve this grade will be provided with additional support (in the form of targeted work outside of lessons) in order to build their knowledge, understanding and confidence for Year 11 GCSE.

## JCQ descriptor for Grade 6 at GCSE

6	LISTENING	READING	WRITING
6	<p>To achieve Grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• respond to/understand spoken language including some more extended passages.</li> <li>• identify overall messages, key points, details and opinions with reasons.</li> <li>• respond to a range of passages in familiar contexts and some less familiar contexts.</li> <li>• respond to passages which include some complex language and some less familiar vocabulary from the Higher level grammar and vocabulary lists.</li> </ul>	<p>To achieve Grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• respond to/understand written language including some more extended texts.</li> <li>• identify overall messages, key points, details, and opinions with reasons.</li> <li>• respond to a range of texts in familiar contexts and some less-familiar contexts.</li> <li>• respond to texts which include some complex language and some less familiar vocabulary as indicated in the specification.</li> <li>• translate into English a passage containing a range of more complex language structures with some omissions or inaccuracies.</li> </ul>	<p>To achieve Grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• write longer coherent texts on a range of topics.</li> <li>• manipulate language to narrate, inform, interest or convince a reader of their own ideas and points of view with some ambiguity.</li> <li>• occasionally use a range of less common vocabulary and complex linguistic structures as indicated in the specification.</li> <li>• translate a passage containing a range of more complex linguistic structures with some omissions and some lapses in clarity.</li> <li>• produce writing which is mostly accurate with lapses when using more complex linguistic structures.</li> </ul>
<b>6</b>	<p><b>SPEAKING</b>  <i>(NB there were no TAG descriptors for 2021 for the speaking, but the endorsement descriptors work well for Year 10 expectations)</i></p>		
	<p>To be awarded a merit, the Learner:</p> <ul style="list-style-type: none"> <li>• conveys mainly relevant information with occasional longer responses.</li> <li>• expresses opinions with some simple justification.</li> <li>• asks some varied questions to obtain information.</li> <li>• responds to questions and develops some answers.</li> <li>• demonstrates a good level of interaction.</li> </ul>	<p>To be awarded a merit, the Learner:</p> <ul style="list-style-type: none"> <li>• manipulates straightforward grammatical structures with some variation and occasional complex structures.</li> <li>• uses relevant and some varied vocabulary and expressions.</li> <li>• is generally successful in making reference to present, past and future events.</li> </ul>	<p>To be awarded a merit, the Learner:</p> <ul style="list-style-type: none"> <li>• uses a generally good level of accuracy when using straightforward vocabulary and grammatical structures.</li> <li>• is likely to make errors, particularly when more complex language is attempted. Such errors sometimes hinder clarity of communication.</li> <li>• uses generally good pronunciation and intonation but with some inconsistency.</li> <li>• makes some errors that occasionally impede communication.</li> <li>• there may be some native language interference.</li> </ul>

## GERMAN YEAR 11

### INTENT

**Global awareness** and being an **effective communicator** are key aspects of the learner profile at WHSB. Learning a Modern Foreign Language allows pupils to develop these skills as well as learning to be empathetic, understanding of other cultures, whilst gaining a greater understanding of their own language through the study of grammar and translation. Consequently, the School places great importance in the learning of Modern Foreign Languages, with pupils studying at least one language at GCSE and a considerable number choosing to study two languages.

At WHSB, we have designed a Middle School Spanish curriculum which encompasses these aims. Our Year 11 curriculum aims to build on pupil's knowledge from Lower School and the first year of GCSE study (Year 10) and to prepare pupils for the GCSE at the end of the academic year. They will continue to expand their knowledge of tenses and language structures while at the same time consolidating their knowledge from the years before. They will continue to practise GCSE style Speaking and Writing tasks. During the year, they will consolidate their knowledge of future, past and present tenses, but will also be introduced to the pluperfect tense and to the subjunctive mood. Topics to be covered: **Holidays, Work and Career Plans, Festivals and Traditions, Social and Environmental Issues.**

Over the course of the year, pupils will become increasingly able to understand, speak and write in German on the various topic areas outlined above. Pupils will be able to confidently answer questions in five tenses, describe a photo and to apply and explain grammatical structures. They will be familiar with the examination specification and will have a Trial Examination (mock) before the public examinations.

### IMPLEMENTATION

As in Year 10, pupils are taught Modern Foreign Languages in nine banded groups by specialist teachers. In each language, there are three groups which are set by ability, based on pupils' assessed work in Year 9. The sets are modified at the end of Year 10, following the End of Year examinations. Pupils have five lessons per language in a fortnightly cycle, including a regular lesson in the Language Lab. They also have conversation classes with a Foreign Language Assistant from October to May.

In German, teaching is structured into discrete units: these are listed above. These units correspond to the last three chapters of the **Stimmt for AQA GCSE** textbook which covers grammar and vocabulary for the GCSE course.

Lessons should now be taught almost exclusively in German in order to create maximum exposure for pupils. Within the lessons, there will be a balance of the four skills of Listening, Speaking, Reading and Writing. Pupils are guided through a variety of exercises from the Stimmt for AQA GCSE textbook and from tailor made resources to help them achieve greater proficiency.

For the **Reading** and **Listening** skills, pupils will be exposed to a variety of texts and dialogues and pupils will be asked to identify chunks of language as well as answer comprehension questions in English and in German in the style of the GCSE exam. Teachers may alternate these two skills in lessons. **Speaking** practice will take place in every lesson. Pupils will be given **dialogues** of relevance to the topic area which they are studying. They practise in small groups. Afterwards, pairs will be chosen to relate their

dialogue back to the whole class in order to improve understanding for all pupils. They will also learn the vocabulary and structures required to describe a photo, a key GCSE skill. For **Writing**, pupils are asked to **translate short paragraphs** and to **write passages of either 90 or 150 words** (the length of the written pieces at GCSE) on the topic areas which they are learning. Writing will mostly be carried out in class in order for teachers to assess pupils' ability. In class, pupils will not be able to use electronic help to write their texts. Homework tasks will be set regularly and will include reading tasks, listening tasks, learning of vocabulary, learning of verb endings, grammar revision and textbook exercises.

Throughout the year, there will be three significant summative assessments (two Writing and past papers). Marks from these assessments contribute towards the grade awarded at each reporting phase. In the Trial Examination, pupils will be required to sit full GCSE papers (one Listening, one Reading and one Writing) based on the full specification (although the pupils will not have finished the course at this point). They will also have a speaking examination where they will be required to prepare a role-play, a photo card and undertake a conversation on two of the topics studied in Years 10 and 11 to that point. The results of all these assessments will be used to identify skills that need to be strengthened for individual pupils.

In addition to standard lessons, pupils continue to be encouraged to take part in competitions and extra-curricular activities in Languages. Year 10 and 11 pupils who show great aptitude for languages are encouraged to take on responsibility within the Department as Language Leaders.

### **IMPACT**

By the end of Year 11, we expect our pupils to be attaining a Grade 7, 8 or 9.

Those who do not achieve this grade will be provided with additional support (in the form of targeted work outside of lessons) in order to build their knowledge, understanding and confidence for Year 11 GCSE.

## JCQ descriptor for Grade 8 at GCSE

8	LISTENING	READING	WRITING
8	<p>To achieve Grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• respond to/understand spoken language including more complex and extended passages.</li> <li>• extract information, identify opinions, draw conclusions, infer meaning.</li> <li>• respond to a range of passages including authentic material.</li> <li>• respond to passages which include more complex language and less familiar vocabulary from the Higher level grammar and vocabulary lists.</li> </ul>	<p>To achieve Grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• respond to/understand written language including more complex and extended texts.</li> <li>• extract information, identify opinions, draw conclusions, and infer meaning.</li> <li>• respond to a range of texts including authentic material, suitably adapted and abridged.</li> <li>• respond to texts which include more complex language and less familiar vocabulary as indicated in the specification.</li> <li>• translate into English a passage containing a range of more complex language structures with very few omissions or inaccuracies.</li> </ul>	<p>To achieve Grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• write coherent, extended texts on a range of topics.</li> <li>• manipulate language to narrate, inform, interest or convince a reader of their own ideas and points of view with little ambiguity.</li> <li>• regularly use a range of less common vocabulary and complex linguistic structures as indicated in the specification.</li> <li>• translate a passage containing a range of more complex linguistic structures with very few lapses in clarity.</li> <li>• produce writing which is mostly accurate even when using more complex linguistic structures.</li> </ul>
8	<p><b>SPEAKING</b>  <i>(NB there were no TAG descriptors for 2021 for the speaking, but the endorsement descriptors work well for Year 11 expectations)</i></p>		
	<p>To be awarded a distinction, the Learner:</p> <ul style="list-style-type: none"> <li>• communicates detailed and relevant information, including extended responses.</li> <li>• expresses a variety of opinions with justification.</li> <li>• asks a variety of questions using a range of question forms.</li> <li>• responds to a variety of questions, often developing their answers.</li> <li>• demonstrates a very good level of interaction.</li> </ul>	<p>To be awarded a distinction, the Learner:</p> <ul style="list-style-type: none"> <li>• manipulates a variety of grammatical structures including some complex structures.</li> <li>• uses a range of relevant vocabulary and a variety of expressions.</li> <li>• is mostly successful in making references to present, past and future events.</li> </ul>	<p>To be awarded a distinction, the Learner:</p> <ul style="list-style-type: none"> <li>• uses predominantly accurate language using a range of relevant vocabulary and some complex grammatical structures.</li> <li>• is likely to make errors that are usually minor or occur when complex structures and/or less familiar vocabulary are attempted. Such errors rarely hinder clarity of communication.</li> </ul> <p>To be awarded a distinction, the Learner:</p> <ul style="list-style-type: none"> <li>• uses pronunciation and intonation that are overall accurate and intelligible.</li> <li>• makes errors which rarely impede communication.</li> <li>• there may be only isolated native language interference.</li> </ul>

## SPANISH YEAR 10

### INTENT

**Global awareness** and being an **effective communicator** are key aspects of the learner profile at WHSB. Learning a Modern Foreign Languages allows pupils to develop these skills as well learning to be empathetic, understanding of other cultures, whilst gaining a greater understanding of their own language through the study of grammar and translation. Consequently, the School places great importance in the learning of Modern Foreign Languages, with pupils studying at least one language at GCSE and a considerable number choosing to study two languages.

At WHSB, we have designed a Middle School Spanish curriculum which encompasses these aims. Our Year 10 curriculum aims to build on pupil's knowledge from Lower School and to prepare pupils for the GCSE at the end of the following academic year. They will continue to expand their knowledge of tenses and language structures while at the same time consolidating their knowledge from the years before. They will continue to practise GCSE style Speaking and Writing tasks. During the year, they will consolidate their knowledge of the future, imperfect, preterite and present tenses, but will also be introduced to the perfect, present continuous and conditional tenses. Topics to be covered: **Holidays, School Life, Free Time, Technology and Family Life.**

Over the course of the year, pupils will become increasingly able to understand, speak and write in Spanish on the various topic areas outlined above. Pupils will be able to confidently answer questions in five tenses, describe a photo and to apply and explain grammatical structures. They will be familiar with the examination specification and will have some past paper practice before their End of Year examination.

### IMPLEMENTATION

In Year 10, pupils are taught Modern Foreign Languages in nine banded groups by specialist teachers. In each language, there are three groups which are set by ability, based on pupils' assessed work in Year 9. Pupils have five lessons per language in a fortnightly cycle, including a regular lesson in the Language Lab. They also have conversation classes with a Foreign Language Assistant from October to May.

In Spanish, teaching is structured into five discrete units: these are listed above. These units correspond to the first four chapters of the **Viva for AQA GCSE** textbook which covers grammar and vocabulary for the GCSE course.

Lessons should now be taught almost exclusively in Spanish in order to create maximum exposure for pupils. Within the lessons, there will be a balance of the four skills of Listening, Speaking, Reading and Writing. Pupils are guided through a variety of exercises from the Viva for AQA GCSE textbook and from tailor made resources to help them achieve greater proficiency.

For the **Reading** and **Listening** skills, pupils will be exposed to a variety of texts and dialogues and pupils will be asked to identify chunks of language as well as answer comprehension questions in English and in Spanish in the style of the GCSE exam. Teachers may alternate these two skills in lessons. **Speaking** practice will take place in every lesson. Pupils will be given **dialogues** of relevance to the topic area which they are studying. They practise in small groups. Afterwards, pairs will be chosen to relate their dialogue back to the whole class in order to improve understanding for all pupils. They will

also learn the vocabulary and structures required to describe a photo, a key GCSE skill. For **Writing**, pupils are asked to **translate short paragraphs** and to **write passages of either 90 or 150 words** (the length of the written pieces at GCSE) on the topic areas which they are learning. Writing will mostly be carried out in class in order for teachers to assess pupils' ability. In class, pupils will not be able to use electronic help to write their texts. Homework tasks will be set regularly and will include reading tasks, listening tasks, learning of vocabulary, learning of verb endings, grammar revision and textbook exercises.

Throughout the year, there will be four significant summative assessments (two Speaking, two Writing). Marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit GCSE papers (one Listening, one Reading and one Writing) based on all topics covered during the year. They will also have a speaking examination where they will be required to prepare a role-play, a photo card and undertake a conversation on one of the four topics studied in Year 10. The results of all these assessments will be used to identify skills that need to be strengthened for individual pupil and to determine changes in sets for Year 11.

In addition to standard lessons, pupils continue to be encouraged to take part in competitions and extra-curricular activities in Languages. Year 10 and 11 pupils who show great aptitude for languages are encouraged to take on responsibility within the Department as Language Leaders.

### **IMPACT**

By the end of Year 10, we expect our pupils to be attaining somewhere in the range of **6c to 7a**. Typically, 75% of pupils achieve at least a 6c.

Those who do not achieve this grade will be provided with additional support (in the form of targeted work outside of lessons) in order to build their knowledge, understanding and confidence for Year 11 GCSE.

## JCQ descriptor for Grade 6 at GCSE

6	LISTENING	READING	WRITING
6	<p>To achieve Grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• respond to/understand spoken language including some more extended passages.</li> <li>• identify overall messages, key points, details and opinions with reasons.</li> <li>• respond to a range of passages in familiar contexts and some less familiar contexts.</li> <li>• respond to passages which include some complex language and some less familiar vocabulary from the Higher level grammar and vocabulary lists.</li> </ul>	<p>To achieve Grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• respond to/understand written language including some more extended texts.</li> <li>• identify overall messages, key points, details, and opinions with reasons.</li> <li>• respond to a range of texts in familiar contexts and some less-familiar contexts.</li> <li>• respond to texts which include some complex language and some less familiar vocabulary as indicated in the specification.</li> <li>• translate into English a passage containing a range of more complex language structures with some omissions or inaccuracies.</li> </ul>	<p>To achieve Grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• write longer coherent texts on a range of topics.</li> <li>• manipulate language to narrate, inform, interest or convince a reader of their own ideas and points of view with some ambiguity.</li> <li>• occasionally use a range of less common vocabulary and complex linguistic structures as indicated in the specification.</li> <li>• translate a passage containing a range of more complex linguistic structures with some omissions and some lapses in clarity.</li> <li>• produce writing which is mostly accurate with lapses when using more complex linguistic structures.</li> </ul>
6	<p><b>SPEAKING</b>  <i>(NB there were no TAG descriptors for 2021 for the speaking, but the endorsement descriptors work well for Year 10 expectations)</i></p>		
	<p>To be awarded a merit, the Learner:</p> <ul style="list-style-type: none"> <li>• conveys mainly relevant information with occasional longer responses.</li> <li>• expresses opinions with some simple justification.</li> <li>• asks some varied questions to obtain information.</li> <li>• responds to questions and develops some answers.</li> <li>• demonstrates a good level of interaction.</li> </ul>	<p>To be awarded a merit, the Learner:</p> <ul style="list-style-type: none"> <li>• manipulates straightforward grammatical structures with some variation and occasional complex structures.</li> <li>• uses relevant and some varied vocabulary and expressions.</li> <li>• is generally successful in making reference to present, past and future events.</li> </ul>	<p>To be awarded a merit, the Learner:</p> <ul style="list-style-type: none"> <li>• uses a generally good level of accuracy when using straightforward vocabulary and grammatical structures.</li> <li>• is likely to make errors, particularly when more complex language is attempted. Such errors sometimes hinder clarity of communication.</li> <li>• uses generally good pronunciation and intonation but with some inconsistency.</li> <li>• makes some errors that occasionally impede communication.</li> <li>• there may be some native language interference.</li> </ul>

## SPANISH YEAR 11

### INTENT

**Global awareness** and being an **effective communicator** are key aspects of the learner profile at WHSB. Learning a Modern Foreign Languages allows pupils to develop these skills as well learning to be empathetic, understanding of other cultures, whilst gaining a greater understanding of their own language through the study of grammar and translation. Consequently, the School places great importance in the learning of Modern Foreign Languages, with pupils studying at least one language at GCSE and a considerable number choosing to study two languages.

At WHSB, we have designed a Middle School Spanish curriculum which encompasses these aims. Our Year 11 curriculum aims to build on pupil's knowledge from Lower School and the first year of GCSE study (Year 10) and to prepare pupils for the GCSE at the end of the academic year. They will continue to expand their knowledge of tenses and language structures while at the same time consolidating their knowledge from the years before. They will continue to practise GCSE style Speaking and Writing tasks. During the year, they will consolidate their knowledge of future, past and present tenses, but will also be introduced to the pluperfect tense and to the subjunctive mood. Topics to be covered: **Local Area, Festivals and Traditions, Work and Career Plans, Social and Environmental Issues, Healthy Living.**

Over the course of the year, pupils will become increasingly able to understand, speak and write in Spanish on the various topic areas outlined above. Pupils will be able to confidently answer questions in five tenses, describe a photo and to apply and explain grammatical structures. They will be familiar with the examination specification and will have a Trial Examination (mock) before the public examinations.

### IMPLEMENTATION

As in Year 10, pupils are taught Modern Foreign Languages in nine banded groups by specialist teachers. In each language, there are three groups which are set by ability, based on pupils' assessed work in Year 9. The sets are modified at the end of Year 10, following the End of Year examinations. Pupils have five lessons per language in a fortnightly cycle, including a regular lesson in the Language Lab. They also have conversation classes with a Foreign Language Assistant from October to May.

In Spanish, teaching is structured into discrete units: these are listed above. These units correspond to the last four chapters of the **Viva for AQA GCSE** textbook which covers grammar and vocabulary for the GCSE course.

Lessons should now be taught almost exclusively in Spanish in order to create maximum exposure for pupils. Within the lessons, there will be a balance of the four skills of Listening, Speaking, Reading and Writing. Pupils are guided through a variety of exercises from the Viva for AQA GCSE textbook and from tailor made resources to help them achieve greater proficiency.

For the **Reading** and **Listening** skills, pupils will be exposed to a variety of texts and dialogues and pupils will be asked to identify chunks of language as well as answer comprehension questions in English and in Spanish in the style of the GCSE exam. Teachers may alternate these two skills in lessons. **Speaking** practice will take place in every lesson. Pupils will be given **dialogues** of relevance to the topic area which they are

studying. They practise in small groups. Afterwards, pairs will be chosen to relate their dialogue back to the whole class in order to improve understanding for all pupils. They will also learn the vocabulary and structures required to describe a photo, a key GCSE skill. For **Writing**, pupils are asked to **translate short paragraphs** and to **write passages of either 90 or 150 words** (the length of the written pieces at GCSE) on the topic areas which they are learning. Writing will mostly be carried out in class in order for teachers to assess pupils' ability. In class, pupils will not be able to use electronic help to write their texts. Homework tasks will be set regularly and will include reading tasks, listening tasks, learning of vocabulary, learning of verb endings, grammar revision and textbook exercises.

Throughout the year, there will be three significant summative assessments (two Writing and past papers). Marks from these assessments contribute towards the grade awarded at each reporting phase. In the Trial Examination, pupils will be required to sit full GCSE papers (one Listening, one Reading and one Writing) based on the full specification (although the pupils will not have finished the course at this point). They will also have a speaking examination where they will be required to prepare a role-play, a photo card and undertake a conversation on two of the topics studied in Years 10 and 11 to that point. The results of all these assessments will be used to identify skills that need to be strengthened for individual pupils.

In addition to standard lessons, pupils continue to be encouraged to take part in competitions and extra-curricular activities in Languages. Year 10 and 11 pupils who show great aptitude for languages are encouraged to take on responsibility within the Department as Language Leaders.

### **IMPACT**

By the end of Year 11, we expect our pupils to be attaining a Grade 7, 8 or 9. Typically, 75% of pupils achieve at least a Grade 7.

Those who do not achieve this grade will be provided with additional support (in the form of targeted work outside of lessons) in order to build their knowledge, understanding and confidence for Year 11 GCSE.

## JCQ descriptor for Grade 8 at GCSE

8	LISTENING	READING	WRITING
8	<p>To achieve Grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• respond to/understand spoken language including more complex and extended passages.</li> <li>• extract information, identify opinions, draw conclusions, infer meaning.</li> <li>• respond to a range of passages including authentic material.</li> <li>• respond to passages which include more complex language and less familiar vocabulary from the Higher level grammar and vocabulary lists.</li> </ul>	<p>To achieve Grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• respond to/understand written language including more complex and extended texts.</li> <li>• extract information, identify opinions, draw conclusions, and infer meaning.</li> <li>• respond to a range of texts including authentic material, suitably adapted and abridged.</li> <li>• respond to texts which include more complex language and less familiar vocabulary as indicated in the specification.</li> <li>• translate into English a passage containing a range of more complex language structures with very few omissions or inaccuracies.</li> </ul>	<p>To achieve Grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• write coherent, extended texts on a range of topics.</li> <li>• manipulate language to narrate, inform, interest or convince a reader of their own ideas and points of view with little ambiguity.</li> <li>• regularly use a range of less common vocabulary and complex linguistic structures as indicated in the specification.</li> <li>• translate a passage containing a range of more complex linguistic structures with very few lapses in clarity.</li> <li>• produce writing which is mostly accurate even when using more complex linguistic structures.</li> </ul>
<b>8</b>	<p><b>SPEAKING</b>  <i>(NB there were no TAG descriptors for 2021 for the speaking, but the endorsement descriptors work well for Year 11 expectations)</i></p>		
	<p>To be awarded a distinction, the Learner:</p> <ul style="list-style-type: none"> <li>• communicates detailed and relevant information, including extended responses.</li> <li>• expresses a variety of opinions with justification.</li> <li>• asks a variety of questions using a range of question forms.</li> <li>• responds to a variety of questions, often developing their answers.</li> <li>• demonstrates a very good level of interaction.</li> </ul>	<p>To be awarded a distinction, the Learner:</p> <ul style="list-style-type: none"> <li>• manipulates a variety of grammatical structures including some complex structures.</li> <li>• uses a range of relevant vocabulary and a variety of expressions.</li> <li>• is mostly successful in making references to present, past and future events.</li> </ul>	<p>To be awarded a distinction, the Learner:</p> <ul style="list-style-type: none"> <li>• uses predominantly accurate language using a range of relevant vocabulary and some complex grammatical structures.</li> <li>• is likely to make errors that are usually minor or occur when complex structures and/or less familiar vocabulary are attempted. Such errors rarely hinder clarity of communication.</li> </ul> <p>To be awarded a distinction, the Learner:</p> <ul style="list-style-type: none"> <li>• uses pronunciation and intonation that are overall accurate and intelligible.</li> <li>• makes errors which rarely impede communication.</li> <li>• there may be only isolated native language interference.</li> </ul>

# MUSIC

## INTENT

The aims for the KS4 study of Music at WHSB are as follows:

- Pupils develop skills of analysis and evaluation, taking an holistic view of knowledge, performance, and compositional skills
- Pupils explore diverse styles and genres and understand how to place them in a wider context
- Pupils learn to appreciate different types of music, developing critical and creative thinking, cultural, aesthetic and emotional awareness
- Pupils compose and perform music in a range of styles, making music individually and as part of a group

## IMPLEMENTATION

### Component 1:

- Pupils are all offered free, individual music tuition on their chosen instrument
- Pupils are taught rehearsal exercises with the aim of making their individual practise more efficient and useful
- Pupils are guided through the assessment criteria using a mixture of formative and summative assessment

### Component 2:

- Pupils are taught how to apply the knowledge learned through analysis of the set works to their own compositions
- Pupils complete a range of composition exercises focussing on different styles and genres, and they are encouraged to draw on the unique features of these specific styles
- Pupils are taught to use the musical elements to compose for specific audiences, and to compose to specific briefs
- Pupils are guided through the assessment criteria and use it to self and peer assess

### Component 3:

- Pupils learn key vocabulary and divide that vocabulary between the elements of music
- Pupils analyse a range of styles both aurally and using a score, and are given the skills to do the same with unfamiliar music
- Pupils explore the personal and historical contexts behind different pieces and styles
- Pupils complete aural tasks in order to improve their melodic and rhythmic dictation skills

Impact	Evidence
Pupils perform confidently and expressively	Performance recordings
Pupils compose to a specific brief	Composition assessments
Pupils analyse and evaluate different styles, placing them in context	Regular listening and essay-writing assessments
Pupils can complete a melody and rhythm by ear	Aural tests

## **PHYSICAL EDUCATION**

### **INTENT**

The rationale behind our GCSE Physical Education curriculum follows the Eduqas specification, with the fundamental idea that throughout the course they will acquire the knowledge, understanding, skills and values that allow them to lead active, healthy lives. Pupils will be provided with the opportunity to develop their theoretical knowledge and understanding of how their body responds to physical exercise and how they can use this knowledge to improve performance. Pupils will also have the opportunity to develop their practical skills, tactical knowledge and game awareness. Throughout the course pupils will develop their ability to analyse and evaluate their own and others sporting performance and in turn plan an effective training programme for improvement. Overall, GCSE curriculum and specification is designed to allow those pupils with a keen interest in Physical Education, Sport and Physical Exercise more broadly to develop their knowledge, understanding and passion for the subject.

### **IMPLEMENTATION**

At WHSB our GCSE programme takes place within five fifty-minute theory dominated lessons across our two week timetabling sequence. Each class is taught by the same specialist teacher across their two year GCSE programme, this allows for consistency and effective teaching based off the teachers understanding of their class. The large majority of the specification is delivered in a theoretical classroom environment however certain topic areas are reinforced through the use of practical lessons in order to promote a deeper understanding. Throughout the course pupils are provided with opportunities to apply their knowledge to exam style questions both within lessons and as homework. This is then followed up with an End-of-Unit test in order to assess overall understanding and highlight any gaps in knowledge.

### **IMPACT**

Pupils are able to confidently complete their written exam within the allotted time, displaying a comprehensive understanding of the specification with the capability to apply this to sporting examples. Pupils are able to utilise a vast array of technical language both within their exam and coursework element of the course, they can also competently discuss subject topics using technical language. Pupils will possess the ability to dissect their own and other athlete's performance, identifying strengths and weakness, with the ability to create an improvement plan for those weaknesses highlighted. Throughout the course pupils will have developed upon their practical abilities within two sports in addition to their understanding of tactics and strategies within numerous other sports. Aside from their theoretical and practical knowledge and understanding contributing to their examination grade, pupils will exit the course with a strong understanding of how to stay healthy and physically active into the future.

## **YEAR 10 PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE), CITIZENSHIP and RELIGIOUS EDUCATION**

**INTENT** In PSHEE lessons, pupils study topics that are important for their personal development, safety, and economic wellbeing. The School aims to support parents and carers in encouraging pupils to live healthy, responsible and productive lives. The Middle School PSHEE curriculum is aligned with the Learner Profile, explicitly linking each topic with the distinct ethos and values of WHSB. Pupils are given opportunities to explore and clarify their own attitudes and values, enabling them to apply these to situations that may be encountered now and in the future.

**IMPLEMENTATION** The Year 10 curriculum is linked to a programme of study designed by the PSHE Association, which is quality assured by the Association and regularly signposted by the Department for Education for use in schools. This curriculum incorporates the statutory elements of Relationships, Sex and Health Education, compulsory in all schools from September 2020. In addition, this curriculum works towards the Gatsby Benchmarks for careers education, as part of the DfE Careers Strategy.

At WHSB, PSHEE follows a spiral curriculum which is based upon a cognitive theory first advanced by Jerome Butler in 1960. Knowledge and ideas are revisited in subsequent years with increased complexity and prior knowledge is linked to new learning. Sensitive topics are always delivered in an age-appropriate way as we progress through the Key Stages.

In Year 10, pupils are taught in mixed groups for one lesson per week. Topics are divided into six interrelated units, each delivered by a specialist teacher over the course of a half-term, further developing the themes covered in Year 7, Year 8, and Year 9. Topics include: Essential Life Lessons (RSE and Health Education and Careers), Staying Safe Online and Offline, Physical and Mental Health and Wellbeing (RSE and Health Education), Exploring Politics and World Issues (Citizenship Education and British Values), Relationships and Staying Safe Online and Offline (RSE). In addition, student study two Religious Studies Education units: Prejudice and Discrimination and Other World Religions.

The content of School assemblies, form periods, enrichment days, charity events and fundraising will also provide a stimulus for further discussion and understanding of Spiritual, Moral, Social and Cultural dimensions. Other opportunities include pupil mentoring and involvement in the School Council and student committees.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Any such requests should be made in writing to the Headmaster. Before granting approval to any such request, the Headmaster will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. There is no right to withdraw from Relationships Education or Health Education.

**IMPACT** Progress and attainment in PSHEE is not judged in terms of grades or passing or failing. Pupils themselves should be able to reflect on whether they feel more confident or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Assessing learning in PSHEE education will therefore focus on comparing where a student is at the end of a lesson or series of lessons against where they were before the lesson(s). Other feedback on the impact of PSHEE lessons may be gathered in the form of pupil voice exercises, quizzes, or questionnaires, as appropriate.

## **YEAR 11 PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE) CITIZENSHIP and RELIGIOUS EDUCATION**

**INTENT** In PSHEE lessons, pupils study topics that are important for their personal development, safety and economic wellbeing. The School aims to support parents and carers in encouraging pupils to live healthy, responsible and productive lives. The Middle School PSHEE curriculum is aligned with the Learner Profile, explicitly linking each topic with the distinct ethos and values of WHSB. Pupils are given opportunities to explore and clarify their own attitudes and values, enabling them to apply these to situations that may be encountered now and in the future.

**IMPLEMENTATION** The Year 11 curriculum is linked to a programme of study designed by the PSHE Association, which is quality assured by the Association and regularly signposted by the Department for Education for use in schools. This curriculum incorporates the statutory elements of Relationships, Sex and Health Education, compulsory in all schools from September 2020. In addition, this curriculum works towards the Gatsby Benchmarks for careers education, as part of the DfE Careers Strategy.

At WHSB, PSHEE follows a spiral curriculum which is based upon a cognitive theory first advanced by Jerome Butler in 1960. Knowledge and ideas are revisited in subsequent years with increased complexity and prior knowledge is linked to new learning. Sensitive topics are always delivered in an age-appropriate way as we progress through the Key Stages.

In Year 11, pupils are taught in mixed groups for one lesson per week. Topics are divided into six interrelated units, each delivered by a specialist teacher, further developing the themes covered in Years 7 to 10. Topics include: Essential Life Lessons: adulthood, relationships and self-care (RSE and Health Education), Relationships and Staying Safe (RSE and Health Education), British Society and the World Around Us (Citizenship Education and British Values), Staying Safe Online and Offline (RSE), and two Religious Studies Education Units covering Religion and Animals and a unit on Islam.

The content of School assemblies, form periods, enrichment days, charity events and fundraising will also provide a stimulus for further discussion and understanding of Spiritual, Moral, Social and Cultural dimensions. Other opportunities include pupil mentoring and involvement in the School Council and student committees.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Any such requests should be made in writing to the Headmaster. Before granting approval to any such request, the Headmaster will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. There is no right to withdraw from Relationships Education or Health Education.

**IMPACT** Progress and attainment in PSHEE is not judged in terms of grades or passing or failing. Pupils themselves should be able to reflect on whether they feel more confident or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Assessing learning in PSHEE education will therefore focus on comparing where a student is at the end of a lesson or series of lessons against where they were before the lesson(s). Other feedback on the impact of PSHEE lessons may be gathered in the form of pupil voice exercises, quizzes, or questionnaires, as appropriate.

## RELIGIOUS STUDIES

### INTENT

Pupils complete the OCR Religious Studies GCSE specification which aims to provide pupils with the following skills and opportunities:

- Develop knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- Develop knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying
- Develop pupils' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- Engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community
- Demonstrate knowledge and understanding of two religions
- Demonstrate knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith
- Understand the influence of religion on individuals, communities and societies
- Understand significant common and divergent views within religions and beliefs

### IMPLEMENTATION

At GCSE pupils are taught in classes in option blocks. Pupils have five Religious Studies lessons in a fortnightly cycle which are taught in well-resourced classrooms. The Department has decided to teach the following units from the GCSE specification: Buddhism (Beliefs and Teachings & Practises), Christianity (Beliefs and Teachings & Practises) and Philosophy, Religion, and Ethics based on the study of Christianity (Religion, Peace and Conflict; Relationships and Families) because our high ability pupils enjoy the contrast of looking at two different faith systems, one an Abrahamic and the other a non-theistic Dharmic belief system.

The broad schedule for teaching is:

- **Autumn Term Year 10:** Buddhism (Beliefs and Teachings & Practises)
- **Spring Term Year 10:** Christianity (Beliefs and Teachings & Practises)
- **Summer Term Year 10:** Philosophy, Religion, and Ethics (Some of Religion, Peace and Conflict; Relationships and Families).
- **Autumn Term Year 11:** Philosophy, Religion, and Ethics (Complete Religion, Peace and Conflict; Existence of God)
- **Spring Term Year 11:** Philosophy, Religion, and Ethics (Dialogue between religious and non-religious groups; Revision).

The course content is delivered through a mix of Socratic seminars, class discussions, independent research tasks, group work, group presentations, and individual written tasks.

With each module studied pupils will complete examination style questions (3 marks; 6 marks; 15 marks) throughout, as well as completing an End-of-Unit module assessment using past examination questions.

Pupils are encouraged to apply the thinking skills and learning habits developed in Religious Studies in other subjects such as English, History and Geography.

### **IMPACT**

By the end of Year 11, we expect the majority of pupils to be attaining Grades 7 to 9 at GCSE as per the School's targets. In order to achieve Grades 7 to 9 in Religious Studies GCSE pupils will be able to:

- Develop knowledge and understanding of the basis of the religions' beliefs, teachings and practices.
- Recognise and consider the existence and importance of common and divergent views within Buddhism and Christianity, in the way beliefs, teachings and practices are understood and expressed.
- Acquire knowledge and understanding of sources of authority and wisdom that underpin and connect teachings, beliefs and practices and be able to refer to them in responses.
- Explore how their chosen religions influence individuals, communities and societies.
- Develop their ability to explain, analyse and evaluate topics, in order to offer reasoned and supported arguments in discussions about key issues within Buddhism and Christianity.

Those who do not on track to achieve these grade will be provided with additional support (in the form of targeted work outside of lessons) in order to build their knowledge, understanding and confidence.

## **SCIENCE:**

### **YEAR 10 BIOLOGY**

#### **INTENT**

The Year 10 Biology course aims to develop pupils' understanding of the human body, the diseases that can affect it and the mechanisms by which it functions. The course also covers plant biology, focusing on hormonal control and bioenergetics at a higher level than previously taught.

This understanding and appreciation of the inner workings of human and plant life will be achieved through a blended learning approach, involving regular practical work accompanied by lessons covering both essential and wider theory related to the topics.

#### **IMPLEMENTATION**

Pupils are taught by subject specialists in classes set by ability. Pupils are allocated five lessons in a fortnightly cycle. The topics that are taught include:

- Cell biology which includes cell division, mitosis and the cell cycle, stem cells and therapeutic cloning.
- Organisation which includes the human digestive system and the enzymes involved in digestion, the heart and the circulatory system, coronary heart disease, health issues and non-communicable diseases and cancer.
- Discovery of drugs and production of monoclonal antibodies, including clinical trials.
- Bioenergetics, including the study of photosynthesis and respiration.
- The human nervous system, focusing on homeostasis, the brain, the eye, and control of body temperature
- Hormonal coordination in both humans and plants, including lessons on the human endocrine system, control of blood glucose, maintaining a water and nitrogen balance in the body, contraception and infertility treatments and negative feedback
- Inheritance, covering reproduction, meiosis, the human genome and the structure of DNA

Homework is set from topic-specific workbooks which consist of exam questions focused on the different aspects of each topic and also on the differing style of questions. Laboratory reports are also set as homework to develop the ability of pupils to apply their biological knowledge in explanation of their results gained during an experiment.

At the end of each topic, pupils complete an end-of-unit test under examination conditions; marks from these assessments contribute towards the grade awarded at each reporting phase.

#### **IMPACT**

By the end of Year 10, we expect most of our pupils to be close to, or obtaining a Grade 7, with some pupils achieving a Grade 8 or 9.

## YEAR 11 BIOLOGY

### INTENT

The Year 11 Biology course allows pupils to study biology in a broader context from the more narrow focus of previous years. The key concepts studied in Year 11 enable pupils to be able to engage with some of the major issues of our age and allow them to apply concepts learnt to a real-world context beyond the classroom.

In particular, the Year 11 course aims to develop pupils' understanding in key aspects of biology including **variation and evolution, the understanding of genetics, and ecology**. In addition, pupils will develop their experimental skills, the ability to analyse and evaluate data, and improve their ability to communicate scientific ideas effectively.

### IMPLEMENTATION

Pupils are taught by subject specialists in classes set by ability. Pupils have five lessons in a fortnightly cycle. The topics that are taught include:

- Variation and evolution which includes looking at the development of understanding of genetics and evolution through history and the evidence for these theories. This topic also includes looking at selective breeding, cloning, genetic engineering and antibiotic resistance.
- Ecology which involves the study of the role of adaptations, interdependence and competition within ecosystems. The topic also includes the study of biodiversity and factors such as global warming and waste management which may affect it.

Homework is set from topic-specific workbooks which consist of exam questions focused on the different aspects of each topic and also on the differing style of questions. Laboratory reports are also set as homework to develop the ability of pupils to apply their biological knowledge in explanation of their results gained during an experiment and to practice exam-style questions relating to content covered during practical activities.

At the end of each topic, pupils complete an end-of-unit test under examination conditions; marks from these assessments contribute towards the grade awarded at each reporting phase.

### IMPACT

By the end of Year 11, we expect our pupils to be well prepared to sit GCSE examinations, with the necessary exam technique being fully developed over the whole of the course. In the exam most pupils achieve at least a Grade 7 and above. In 2019, 94.7% of pupils achieved 9-7 in their GCSE results.

# CHEMISTRY

## INTENT

The GCSE course is linear and follows that of the AQA Chemistry Specification (8462) which was reformed in 2016; the first public examination took place in May/June 2018. AQA is also the same exam board that the Physics and Biology Departments follow. As outlined within the Specification, there are key ideas that are universal and are embedded throughout the Sciences and as such, Chemistry supports the learning of Physics and Biology. All pupils who study Science, sit the Higher Tier Specification and sit two Papers, Paper 1 and Paper 2.

The course aims to develop pupil understanding of key aspects in Chemistry that was studied in previous years (KS3) such as **Chemistry of the Atmosphere, Atomic Structure and The Periodic Table**. These aspects are covered again during the GCSE course and are taught in progressively greater depth. Throughout the course, pupils are continuously encouraged to understand and apply the use of Chemical formulae. All GCSE science pupils need to complete practical experiments as part of their learning. A minimum of 8 experiments are required for this chemistry specification. This equips pupils with essential practical knowledge and experiences, enables them to put theory into practice and helps them develop skills for higher education. The course also provides pupils with many opportunities to develop their use of Mathematics in Science in readiness for A Level, where this demand increases exponentially.

## IMPLEMENTATION

In Year 10, pupils are taught in sets based on their performance of the three sciences in Year 9 (Chemistry, Biology and Physics). In Year 11, pupils might change sets bands based on academic performance in Year 10. The Year 10 and 11 cohorts are split into two bands, each with a top set and are **taught by a subject specialist** for a total of **five lessons a fortnight**.

All pupils are issued with a copy of the **AQA GCSE textbook** and retain this until the end of their GCSE study. [Ryan, L. (2016). AQA GCSE Chemistry Pupil Book (3rd ed.). Oxford University Press, ISBN 978 0 19 835938 8].

The teaching order throughout KS4 follows the progressive sequence outlined in the textbook (Chapters 1–15). Primarily, the topics assessed in Paper 1 and 2 are taught in Years 10 and 11 respectively. Topics are taught in this order as topics encountered later in the course draw upon the understanding acquired in the earlier topics. Throughout the course, pupils complete **Required Practical** experiments. Following the reform of GCSE, pupils do not complete coursework but are instead assessed in the written examination.

The Required Practicals are:

1. Making Salts	5. Rates of Reaction
2. Titration	6. Chromatography
3. Electrolysis	7. Identifying Ions
4. Temperature Change	8. Water Purification

Pupils are regularly **assessed** throughout the course. Pupils receive a **closed-book** in-class **assessment** following the completion of each topic. At the back of each topic test, there is a **review sheet** for pupils to complete which has additional information for pupils and details where the assessed content can be found within the textbook. After each **required practical**, pupils complete an in-class **assessment** that targets specific exam questions relating to the practical completed. This particular assessment is “**open-book**” and encourages pupils to use their notes and consult the textbook for additional support. In addition, throughout the course, pupils are also assessed through an assignment utilising *Microsoft Teams*. A **multiple-choice Microsoft Form** is issued to pupils as an assessed homework and can be completed at home electronically. All assessments utilise examination questions that match the specification for AQA. Pupils can track their scores utilising their **assessment tracker** sheet that are stuck within their exercise book. Pupils also have **Formulae Literacy** sheets to support their understanding of Chemical Formulae which is a fundamental skill throughout and essential for A Level.

Pupils are set homework using the School’s timetable as a guide, homework could include a variety of tasks such as general revision, wider reading or chapter, practice and summary questions that are found within the textbook. All pupils have been added to a GCSE *Microsoft Teams* group where pupils have access to a range of additional resources such as worksheets, teacher PowerPoint presentations and answers to the textbook questions. The Chemistry Department also voluntarily offers a support session that runs weekly after School on Wednesday. This session could also be used to provide extension support and is not necessarily just for pupils who are struggling.

## **IMPACT**

Pupils will receive a variety of **assessments** throughout the course in the form of **closed-book** topic assessments, **open-book** practical assessments and **multiple choice** assignments. In addition to the topic assessments, by the end of Year 11, pupils will have received an End-of-Year 10 Examination, a Year 11 Formative Examination and Year 11 Trial Examination. After each reporting cycle, any pupils that are identified as needing support will be spoken to and where possible, provided with a subject mentor from the Sixth Form.

The School’s aspirational GCSE target is for **30%** of pupils to obtain a **Grade 9**, **60% 9-8** and **80%** a **9-7**.

In **2019**, the **average GCSE Grade** in Chemistry from a cohort of 136 candidates was **8.05**, **49%** obtained a **Grade 9**, **72% 9-8** and **88% 9-7**.

When compared nationally, in **2019**, **13%** of pupils obtained a **Grade 9**, **28% 9-8** and **44% 9-7**.

## **PHYSICS**

### **INTENT**

The course aims to develop an understanding the material world, how scientific understanding is changing our lives and is vital to the world's future prosperity. All pupils should learn essential aspects of the knowledge, methods, processes and uses of physics. They should gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key physics ideas. They should develop a curiosity about the natural world that gives them an insight into how physics works and that enables them to appreciate its relevance to their everyday lives.

### **IMPLEMENTATION**

The course is taught by specialist Physics teachers, five lessons per fortnight, and is structured around the following topics:

- Conservation and dissipation of energy, energy transfer by heating, and energy resources – Formally learn the fundamental physics principles of conservation and apply them to different situations
- Electric circuits, and electricity in the home – Apply Kirchhoff's laws to simple and advanced circuits, and understand domestic electricity supplies
- Molecules and matter – Understanding gas laws from everyday experience and from consideration of what the molecules in a gas are doing
- Radioactivity – Learning its uses and safety considerations, particularly when handling or disposing of radioactive substances
- Forces, motion, and pressure – Learning and experiencing the fundamental laws of motion
- Waves, electromagnetic waves, and light – Applying problem solving skills to abstract and intangible phenomena which still obey the laws of Physics learned so far
- Electromagnetism – Investigating how electric currents and magnetic fields are related
- Space – Developing the linguistic skills to be able to describe and explain the deeper mysteries of existence

Every pupil borrows a GCSE textbook, which they bring to lessons and use at home for homework. Pupils also make notes in their exercise books.

Short class tests and required practicals form the basis of our End-of-Topic assessments. Questions from the textbook are used to gauge pupil understanding as the course progresses. Isaac Physics is used for homework and regular checking of understanding. Practical take place as often as practicable, and required practicals include questions and tasks that are completed in the Practical Workbook.

Resources are shared with pupils via MS Teams, which include presentations and notes, additional question materials and past papers.

### **IMPACT**

At the end of the course, pupils will be equipped to tackle Advanced Level Physics study and will possess the problem solving skills, mathematical skills, investigative skills and evaluation skills to access associated concepts. By the end of Year 11, we expect our pupils to be obtaining at least a Grade 7. In 2019, 76% of pupils scored a Grade 8 or higher, 87% scored a Grade 7 or higher.