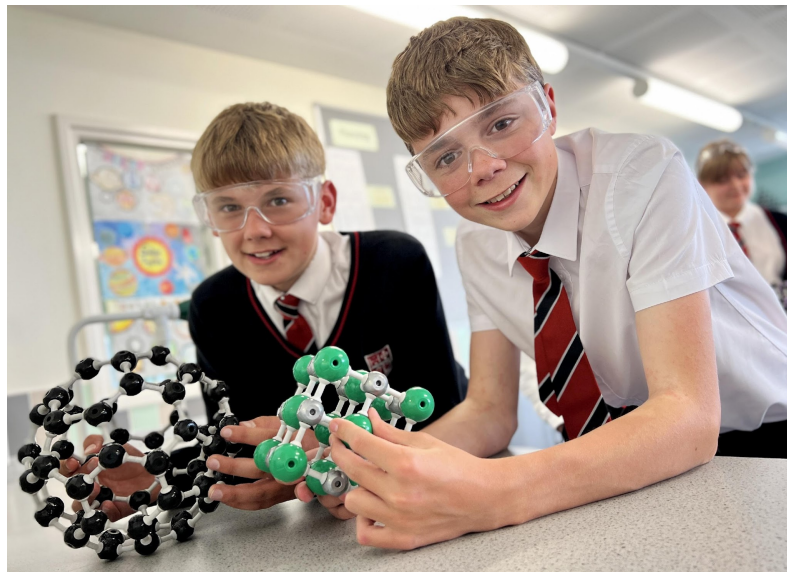


St Cyres School

Strive **T**ogether **C**hallenge **Y**ourself **R**ealise **E**veryone can
Succeed

Curriculum Pathways

March 2024



Introduction by the Headteacher

The Welsh Government introduced a new curriculum in all primary schools in September 2022 and all secondary schools in September 2023. We adopted the new curriculum for Years 7 and 8 in the Autumn term of 2023. As a school, we have been working for many years to prepare for these changes.

Our school vision for Curriculum for Wales is to create a curriculum that places learners at its heart and ensures that they are challenged, engaged and successful. As a community, we strive together to create ambitious and capable learners, who are enterprising and creative, healthy and confident, ethical and informed individuals. Everyone can succeed at St Cyres.

All mandatory duties placed on us by the Curriculum and Assessment (Wales) Act 2021 are in place. These include enabling learners to develop in the way described in the four purposes, providing for appropriate progression, being suitable for learners of differing ages, abilities and aptitudes, being broad and balanced, including the statements of what matter, providing learning and teaching that encompasses each of the Areas of Learning and Experience, including Relationships and Sexuality Education, Religion Values and Ethics (RVE) and finally cross-curricular skills of literacy, numeracy and digital competence.

Pupils in Year 9 will be taught a range of subjects which will help them develop in the ways described by the four purposes and which will cover the 27 Statements of What Matters. As a community, we value an element of choice and want our pupils to be able to decide what subjects they experience in Areas of Learning.

We know from experience that choosing curriculum subjects can be a challenging time for young people. Therefore, we support and guide our pupils with:

- information assemblies, Parent Teacher Consultations and Curriculum Pathway Evenings and Options Evenings (Year 10)
- interviews/mentoring with HoY and Deputy Headteacher and our Careers Wales Advisor
- this prospectus which includes a wealth of information you can refer to at your leisure.

I wish you every success in this process and should you have any further queries, please contact Mr R Bruton, Deputy Headteacher rbruton@stcyres.org.

Mr P Lewis

Headteacher



Making the Right Choices for Year 9 and beyond

In Year 8, pupils have the opportunity to choose five additional subjects, which they will study in Year 9 in addition to the following subjects:-

English Language, Welsh, Mathematics and Numeracy, Science, Digital literacy (ICT) Religion, Values and Ethics (RVE), Physical Education, eSWEET (Personal and Social Education), Relationships and Sexuality Education (RSE) and Skills Challenge (The Welsh Baccalaureate).

You will choose five subjects from the list of available subjects across the Areas of Learning and Experience (AoLEs). There are six AoLEs; *Expressive Arts, Health and well-being, Humanities, Language, Literacy and Communication, Mathematics and Numeracy and Science and Technology*.

There are no columns at this stage so you will have a free choice from the subjects available. The columns will be formed later, based on the pupils' choices and your child will have the opportunity to confirm their choices once the columns are finalised.

Using the Google Form (accessed from the school website and your child's Year group Google Classroom), your child will be asked to select **5** subjects in order of priority (your first choice being the subject you wish to do most). Each of the subjects will only run if there are sufficient numbers of pupils to make them viable.

Mr Bruton and Mr Flynn will work with each pupil to ensure that they have a balanced curriculum and that they have access to the 27 What Matters Statements. To ensure that this is the case **All** pupils must choose **one** subject out of their five subjects from the Expressive Arts Area of Learning. The four other subjects can be from any Area of Learning.

Making the right choices needs careful thought and discussion. During Year 9 pupils will decide which subjects out of the original 5 they chose in Year 8 that they want to further study and complete qualifications in. They will then choose 3 subjects to follow either GCSE qualifications or new Vocational qualifications in Years 10 and 11.

When choosing from the courses available, think about the following:

- choose subjects which you enjoy
- choose subjects which your teachers say you are doing well in



- check with the Careers Advisor and the Careers Wales website at www.careerswales.com that this course will be useful for the job, university course and career you want to follow.

We strongly advise that you do not:

- choose a subject just because you like the teacher
- choose subjects just because your friends have chosen them
- choose a subject simply because it is a new one you have not studied before.

Subjects

Pupils will be learning in subjects which have developed their curriculums around the What Matters Statements and teachers will provide the skills, knowledge and experience necessary if the pupil decides to study this subject in Years 10 and 11 as a GCSE/ Vocational qualification.

Pupils will not start their GCSE/Vocational qualifications until Year 10.

<ul style="list-style-type: none"> • Art and Design - Expressive Arts • Photography - Expressive Arts • Media Studies - Expressive Arts • Drama - Expressive Arts • Performing Arts - Expressive Arts • Music - Expressive Arts • Health and Social Care - Health and Wellbeing • Hospitality and Catering - Health and Wellbeing • Independent Living - Health and Wellbeing • Food and Nutrition - Health and Wellbeing • Physical Education - Health and Wellbeing • Work Skills - Health and Wellbeing • Business Studies - Humanities • Geography - Humanities • History - Humanities • Humanities Pathway - Humanities • Sociology - Humanities 	<ul style="list-style-type: none"> • German - LLC • French - LLC • Spanish - LLC • Computer Science - Science and Technology • Construction and the Built Environment - Science and Technology • Digital Technology - Science and Technology • Engineering - Science and Technology • Product Design - Science and Technology • Textiles - Science and Technology
--	--

Pupils **must choose one subject** from the Expressive Arts in Year 9, and then four others from the choice above.



Key Dates

8th March	Curriculum Pathway Evening
12th March	Year 8 Parents' evening
22nd March	Final deadline for amending Curriculum Subject Choices

The curriculum pathway process for Year 8 will be completed by the end of April and confirmation information will be shared with pupils and parents. Mr Bruton and Mr Flynn will support individual pupils who may need to choose another subject.

Please see link to Google Form which needs to be completed by the 22nd March 2024.

<https://forms.gle/NYm9ZbzSbFjTEswS9>



WHAT MATTERS:

- Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
- Responding and reflecting, both as an artist and audience, is a fundamental part of learning in the expressive arts.
- Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

Year 9

During Year 9, the curriculum will provide pupils with an opportunity to explore a range of creative media in response to creative practitioners. The course encourages pupils to be enterprising, creative individuals who explore number of creative processes, including 3D and 2D work and access to developing a range of artistic skills. The curriculum also helps them to build understanding of artists, their processes and the purpose behind their work as well as exploring self expression.

Students of Art will develop their skills and creative understanding of the subject through a range of workshops. Workshops will include experimenting with media and techniques such as acrylic, watercolour, printmaking and cardboard construction. They will learn how artists use different media and reflect on their processes through written analysis and practical application. They will generate creative outcomes influenced by the work of artists and will demonstrate this understanding through written analysis and evaluation. Pupils will document work in their sketchbook and digital portfolio.

Year 10 & 11

If pupils continue to study Art at GCSE in Year 10 and 11 they will utilise and build on skills learnt during year 9 in the completion of the two units that make up their GCSE. During these units pupils will generate their own ideas in response to artists, this is through development of artwork as well as the written analysis and evaluation of their own work and the work of others. Pupils must be willing to work independently when developing their projects.

Expectations:

There is an expectation that pupils will purchase an Art Pack in Year 10 and a Sketchbook in Year 9 and 11. Pupils eligible for free school meals will be provided with an Art Pack. Pupils will be expected to bring their iPads to all lessons alongside their sketchbook. Around 50% of pupils' final grade will be based on their written work



WHAT MATTERS:

- Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
- Responding and reflecting, both as an artist and audience, is a fundamental part of learning in the expressive arts.
- Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

Year 9

During Year 9 the curriculum will provide an exciting opportunity for pupil to explore creative digital media through the lens of Photography. The course encourages pupils to be enterprising, creative individuals who explore not only the creative processes of Photography but also build understanding on the impact of photography on historic societal contexts and how it acts as a form of self expression.

Year 9 students of Photography will develop their technical and creative understanding of the subject through a range of workshops. Workshops on shutter speed and aperture will develop student's technical competency using DSLR cameras. They will learn how to use a range of industry standard editing software including Adobe Photoshop on their iPads and computers to refine images taken in and out of school. They will generate creative outcomes influenced by the work of photographers and wider creatives, pupils will demonstrate this understanding through written analysis and evaluation.

Year 10 & 11

If pupils continue to study Photography at GCSE in Year 10 and 11 they will utilise and refine these skills in the completion of the two units that make up their GCSE. During these units pupils will generate their own ideas in response to creatives, this is through development of visuals as well as the written analysis and evaluation of their own work and the work of others. Pupils must be willing to work independently and have a keen interest in learning digital skills using the iPad and on the computer.

Expectations:

There is an expectation that pupils will have access to a DSLR camera in Y10 and 11. The school has a small number of DSLR cameras for pupils to use in lessons, with priority going to pupils who are eligible for free school meals. Pupils will be expected to bring their iPads to all lessons and work on computers in most lessons. Around 50% of pupils' final grade will be based on their written work.



WHAT MATTERS:

- Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
- Responding and reflecting, both as an artist and audience, is a fundamental part of learning in the expressive arts.
- Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

Year 9

During Year 9 the curriculum will provide exciting opportunities for those who wish to take a creative and theoretical approach to creating films, music videos, social media posts. Pupils will evaluate and utilise digital apps to create their own multimedia piece, developing our pupils into enterprising creative contributors.

There are six unique units of study in Media. This is a well rounded approach which will allow them to understand the media, how it is created and how it influences the world around them, allowing pupils to become ethically, informed citizens. Unit 1 is *Hot Off the Press* which will introduce the students to media language and analytical writing exploring the themes of advertising across genres . Unit 2 titled Fade In will be a first look at narrative and genre in audio visual media such as music videos. Unit 3 White, Middle Class and Male looks at representation in the media and how representation is important and must reflect our diverse society. Unit 4, Changing Relationships looks at the audience and how we categorise and target them. Unit 5 and 6 are project based units which will allow students to utilise skills learned and create their own product and short film.

Year 10 & 11

At GCSE pupils will further develop their evaluative skills and apply them to Gavin and Stacey, a Hollywood Film (such as Avengers), and exploration and analysis of a range of media formats such as Billboard, Television and Music industries. In Year 11, students will complete their NEA project, this entails pupils creating media content in response to a brief. The NEA project will account for 40% of the final grade. During the summer term, pupils will sit a two exams entitled : Unit 1: Exploring the Media and Unit 2: From Wales to Hollywood, consolidating all material learnt. The summer exam will account for the remaining 60% of their final grade.



WHAT MATTERS:

- Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
- Responding and reflecting, both as an artist and audience, is a fundamental part of learning in the expressive arts.
- Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

Year 9

In Year 9 pupils will do a devised project and then they will begin a study on Blood Brothers script work. This will lead into assessed script performances, a monologue task and a study of Two Faces which will include a live theatre experience.

Year 10 & 11

GCSE Drama is all about learning how to perform in various styles. You learn about different performing styles as we look at practitioners and genres. You will have the opportunity to create and perform your own work as well as study plays written by others. The course is heavily practical with written work that relates to the practical work that you have done or witnessed. There are many opportunities to experiment with the technical side of Drama by operating the lighting and sound equipment within the studio for your own and other people's work.

Unit 1 is an internally assessed unit. You have to choose a performance style and devise a piece based on a stimulus. There is some written work in this unit including an evaluation of your performance and portfolio of your process.

Unit 2 is an externally assessed unit. You have to perform in a contrasting style to unit 1 and a visiting examiner comes to watch and mark the performance. For this unit you are only marked on the performance.

Unit 3 is a written exam. The paper is split into two sections. Section 1 asks a range of questions relating to a play we have studied in class. Section 2 is a live theatre review. This means that you have to have seen a piece of live theatre in order to answer the exam question.



WHAT MATTERS:

- Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
- Responding and reflecting, both as an artist and audience, is a fundamental part of learning in the expressive arts.
- Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

Year 9

In Year 9 Pupils will develop their performing and creating skills through the preparation of a range of performances in response to a number of different stimuli. Pupils will work in a number of different specialisms of their choice including the following disciplines: Drama, Music, Music Technology or Musical Theatre (which may incorporate dance).

Year 10 & 11

If pupils choose Performing Arts for GCSE in Year 10 and 11 they will study a practical qualification, with no written examination, which is made up of three units:

Unit 1: Performing Project Work - 30%

Pupils will learn the skills and techniques needed to produce a successful performance of an existing work, such as a piece of music or an extract from a play or show. This unit can be completed through any of the following disciplines: Drama, Music, Music Technology or Musical Theatre (which may incorporate dance).

Unit 2: Creating Project Work - 30%

Pupils will learn how to create and refine their own original work in performing arts, such as choreography, designing costumes or composing music. This unit can be completed through any one of the following disciplines: Devised drama, Choreography, Composition, Composition using technology, Costume design, Lighting design, Make-up and hair design, Set design, Sound design.

Unit 3: Performing Arts in Practice Project Work - 40%

Pupils will learn about areas of the performing arts industry that need to be considered when responding to a commission, and will consider these when coming up with and pitching their own



WHAT MATTERS:

- Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
- Responding and reflecting, both as an artist and audience, is a fundamental part of learning in the expressive arts.
- Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

Year 9

In Year 9 pupils study Music is Music, this starts with relating the music that students listen to at home and to the theory and practical work around this in class. They will perform and appraise each other. They will also produce a brief and work on a composition using music technology, learning theory and performance skills which will support their composition skills. They will work in collaboration to create a group performance. Students will also learn about live audio and sound engineering.

Year 10 & 11

The course is a thorough and practical study of Music through Performing, Composing and Listening/Appraising focussing upon the following areas of study: Area of study 1: Musical Forms and Devices, Area of study 2: Music for Ensemble, Area of study 3: Film Music, Area of study 4: Popular Music.

Unit 1: Performing - Section A: A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice. Total duration of the performances: 4-6 minutes. **Section B:** A programme note for one of the pieces chosen for performance forms part of the assessment and is linked to an area of study.

Unit 2: Composing - Learners will compose two compositions, one of which must be in response to a brief set by WJEC. The total duration of the compositions is to be 3-6 minutes. An evaluation of the piece composed then will be completed in response to a brief set by WJEC.

Unit 3: Appraising - This unit is assessed via a listening examination which lasts 1 hour. There are eight questions in total, two on each of the four areas of study listed above. Two of the eight questions are based on prepared extracts set by WJEC.



WHAT MATTERS covered in Year 9:

- Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
- Expressing ourselves through languages is key to communication.
- The number system is used to represent and compare relationships between numbers and quantities.

This course provides learners with an opportunity to achieve two qualifications. Depending on the level of the learner, they can achieve the National or Foundation Welsh Baccalaureate; and the National or Foundation Skills Challenge Certificate.

How do learners achieve a National/Foundation Welsh Baccalaureate Qualification?

To be awarded the National or Foundation Welsh Baccalaureate, or Welsh Bacc for short, a learner needs to complete all elements of the wheel below. The National Welsh Bacc is awarded at a Pass grade when learners achieve all elements of the wheel at an A* to C grade.

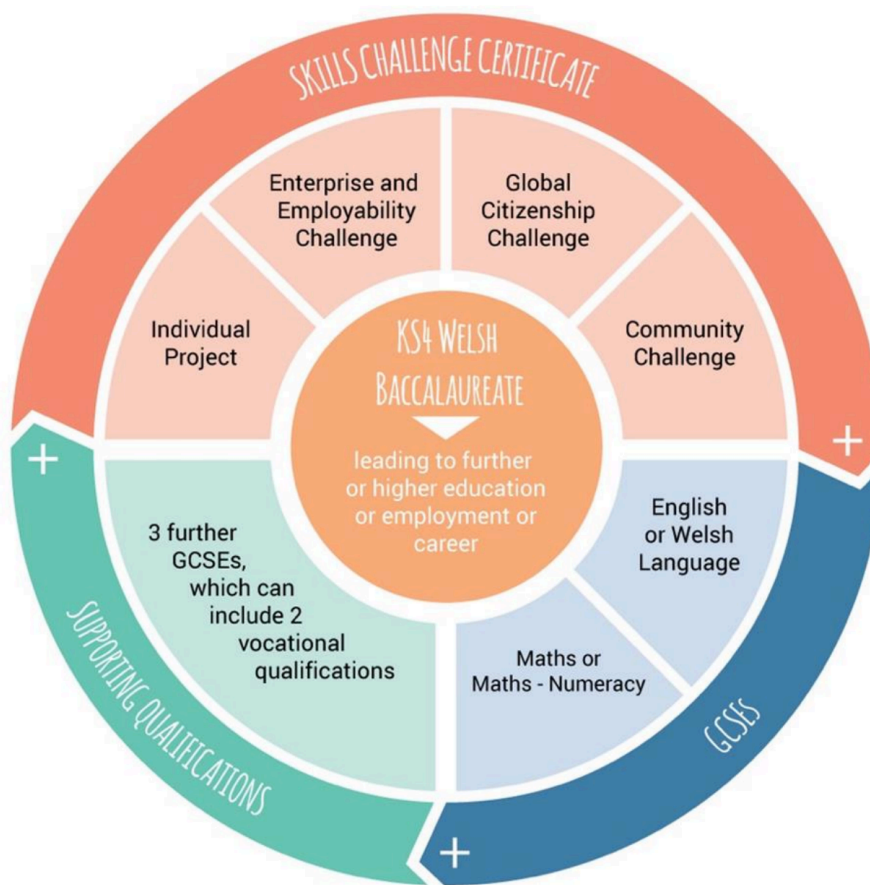
The Foundation Welsh Bacc is awarded at a Pass grade when learners achieve a Pass* or Pass in the Skills Challenge Certificate, and an A* to G in the other qualifications on the wheel.

The 'Welsh Bacc. Wheel' demonstrates all in one place the academic ability and skills competency of a learner.

How do learners achieve a National/Foundation Skills Challenge Certificate Qualification?

The Skills Challenge Certificate is a standalone qualification. It can still be achieved and awarded even without the other qualifications that make up the Welsh Bacc. The top element of the Welsh Bacc wheel is the Skills Challenge Certificate which has been designed to provide a vehicle for 14-16 year old learners to consolidate and develop essential and employability skills. The qualification will help learners to prepare for their future by developing skills, attributes and behaviours valued by post-16 educators and potential employers.





The Skills Challenge Certificate at National/Foundation level is graded as follows:

National Skills Challenge Certificate – A* to C grade

Foundation Skills Challenge Certificate – Pass * or Pass

Overview of the National/Foundation Skills Challenge Certificate. At St Cyres pupils complete the following units:

- Individual Project (50%)
- Enterprise and Employability Challenge (25%)
- Global Citizen Challenge (25%)

Assessment is through tasks completed in the classroom and set as homework.



WHAT MATTERS:

- Our decision-making impacts on the quality of our lives and the lives of others
- Human societies are complex and diverse, and shaped by human actions and beliefs
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and **ethical action**
- Expressing ourselves through languages is key to communication

Year 9

In year 9 pupils will focus on exploring their own personal behaviours, skills, strengths and weaknesses and how these will help them to set realistic employment goals for the future. They will consider their personal behaviours and skills and learn to manage their strengths and weaknesses, so that they can make effective plans and improve their employability prospects. They will devise strategies to improve on their weaknesses and overcome any barriers that may have been holding them back. They will produce an employability prompt sheet that will improve their approach to job-seeking in their chosen sector and their potential effectiveness in the workplace.

Year 10 & 11

In year 10 and 11 if pupils choose WorkSkills as an option they will follow the BTEC Award / Certificate in Workskills at Level 1 or 2. It is designed for learners who need to develop their skills and knowledge of the workplace to enhance their employability and add value to potential employers. The Pearson BTEC Level 1/ 2 in WorkSkills enables learners to:

- develop skills valued by employers and are in demand in the workplace
- develop knowledge related to employability and the workplace
- embrace the 21st century workplace and build a career plan
- achieve a nationally recognised Level 1 / 2 qualification that prepares them for employment
- develop own personal growth and engagement in learning

We can tailor the level of the qualification to suit our learners needs and adapt the units followed to ensure pupils are prepared for the world of work. Some of the units that can be studied include:

- Considering Your Own Work Related Skills and Behaviours
- Selecting and Applying for a Job and Preparing and Participate in an Interview
- Understanding Equality and Diversity in the Workplace
- Planning for Career Entry
- Exploring the Use of the Internet and Digital Products and Services in the Workplace
- Meeting Customer Needs and Running an Enterprise Activity



WHAT MATTERS:

- Developing physical health and well-being has lifelong benefits
- How we process and respond to our experiences affects our mental health and emotional well-being.
- Our decision-making impacts on the quality of our lives and the lives of others.
- How we engage with social influences shapes who we are and affects our health and well-being.
- Healthy relationships are fundamental to our well-being.

Year 9

Students engage in a comprehensive sports curriculum that encompasses both practical and theoretical elements. The curriculum covers the following key topic areas:

1. Improving Sporting Performance
2. Exercise Physiology
3. Movement Analysis
4. Psychology
5. Socio-Cultural Issues in Sport

Throughout these modules, students immerse themselves in the new curriculum designed for Wales. They focus on honing specific skills and understanding how to foster healthy behaviours. Moreover, they develop the ability to make informed decisions, cultivate motivation, and build competence in maintaining a healthy lifestyle. The curriculum also emphasises the cultivation of critical thinking and decision-making skills, which have a direct impact on both personal well-being and that of others. Students gain an understanding of the significance of healthy relationships and their profound influence on overall health and well-being.

Within the Physical Education Department, there are currently two distinct learning pathways available to students in Year 10 and 11. They have the option to pursue either a GCSE qualification or a Vocational qualification. At the conclusion of Year 9, the decision of which course students will pursue is based on their progress and the suitability of each course to their individual needs.



WHAT MATTERS STATEMENTS:

- Developing physical health and well-being has lifelong benefits
- How we process and respond to our experiences affects our mental health and emotional well-being.
- Our decision-making impacts on the quality of our lives and the lives of others.
- How we engage with social influences shapes who we are and affects our health and well-being.
- Healthy relationships are fundamental to our well-being.

Year 10 and 11

Studying physical education in Years 10 & 11, will enable you to make connections between theory and practice so that you are able to apply your understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.

By studying physical education you will be able to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.
- understand how the physiological and psychological state affects performance in physical activity and sport.
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- develop your ability to analyse and evaluate to improve performance in physical activity and sport.
- understand the contribution which physical activity and sport make to health, fitness and well-being.
- understand key socio-cultural influences which can affect people's involvement in physical activity and sport in Wales and the wider world.

The qualification will build on subject content which is typically taught during Year 7,8 and 9 and provides a suitable foundation for the study of Physical Education and Sport at Level 3, for example: -WJEC A Level Physical Education.

You will be assessed through a written examination (Unit 1) in the summer of Year 11 and a physical practical assessment (Unit 2) of three activities of your choice from the approved list, activities must be at least one individual and one team sport and one other.



WHAT MATTERS:

- Developing physical health and well-being has lifelong benefits
- How we process and respond to our experiences affects our mental health and emotional well-being.
- Our decision-making impacts on the quality of our lives and the lives of others.
- How we engage with social influences shapes who we are and affects our health and well-being.
- Healthy relationships are fundamental to our well-being.

Year 10 and 11

The Vocational Award in Sport and Coaching Principles is designed to encourage and inspire learners into follow a qualification that provides insight into sports performance and coaching. It is designed to develop independent learners that can make informed decisions about further learning opportunities or continue into related career choices. Learners develop both a critical and analytical approach to problem solving whilst gaining an understanding of sports performance, fitness and coaching principles

This qualification is made up of 3 units:

Unit 1: Fitness for Sport

Develop the knowledge, understanding and skills needed to plan training programmes. Learn about the changes that take place in the body following exercise and how training can lead to improvements in fitness.

Unit 2: Improving Sporting Performance

Develop the knowledge, understanding and skills needed to analyse performance and review strategies for improvement.
Learn about the physiological, psychological and technical factors that impact sporting performance.

Unit 3: Coaching Principles

Learn how to plan, lead and evaluate a coaching session and about the principles involved in sports coaching.

Unit 1 is currently assessed through an exam and unit 2 and 3 undertake a controlled assessment. This is worth 60% of the qualification.



WHAT MATTERS:

- Developing physical health and well-being has lifelong benefits
- How we process and respond to our experiences affects our mental health and emotional well-being.
- Our decision-making impacts on the quality of our lives and the lives of others.
- How we engage with social influences shapes who we are and affects our health and well-being.
- Healthy relationships are fundamental to our well-being.

Year 9:

During year 9 the Hospitality and Catering pathway will provide pupils with the opportunity to develop a deeper understanding of the following topics: Cooking skills and Methods, the operation of the front and back of house, food safety

Cooking Skills and Methods: During this topic the main focus is to develop the pupils' cooking skills. Pupils will explore the uses of various cooking apparatus and gain a much deeper understanding of the skills and processes involved in baking and cooking, and also look at how to present food in an aesthetically pleasing way.

Food Safety: Learners should know that several factors can cause ill health. Learners should understand the differences and what each encompasses. Learners should know and understand the main food poisoning bacteria, they should have an understanding of the source and the implications these can have on personal health (types of symptoms)

The operation of the front and back of house: Introduce the structure of job roles within the kitchen brigade (back of house). Cover the roles, responsibilities, qualifications and personal attributes required for each of the following: executive chef, sous-chef, chef de partie, commis chef, pastry chef, kitchen assistant, apprentice, kitchen porter/plongeur. Learners could identify the need for the structure and the reasons why this structure is mirrored in all hospitality and catering provisions.

Practical skills and opportunities: Over the course of the year pupils will practise a wide range of cooking skills. Including: Bread-making, marinading, pastry work, cake decorating and a wide range of seasonal bakes. Pupils may also have the opportunity to cook for school events such as open days and Curriculum Pathway Evenings.

Year 10 and 11:

You will continue to study the topics above and you will learn about the importance of nutrition, you will learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively. This qualification is made up of 2 units. 40% exam and 60% Coursework.



WHAT MATTERS:

- Developing physical health and well-being has lifelong benefits.
- How we process and respond to our experiences affects our mental health and emotional well-being.
- Our decision-making impacts on the quality of our lives and the lives of others.
- How we engage with social influences shapes who we are and affects our health and well-being.

Year 9

During year 9 the Food and Nutrition pathway will provide pupils with the opportunity to develop a deeper understanding into how we can live a more balanced and healthy lifestyle, through advanced and creative cooking skills. In year 9 pupils will explore Food and Nutrition through three topics.

Cooking Skills and Methods: During this topic the main focus is to develop the pupils' cooking skills. Pupils will explore the uses of various cooking apparatus and gain a much deeper understanding of the skills and processes involved in baking and cooking such as: rubbing in, melting, kneading, tenderising and creaming methods.

Special Diets: Within this topic pupils will gain a wider understanding of the range of diets within our society, such as; religious, ethical and medical. Pupils will have the opportunity to cook and taste a range of food and explore recipes which have a main focus on living a more healthy and balanced lifestyle. Pupils will continue to grow their knowledge on how food impacts the way we feel both physically and mentally.

Food provenance and Food Miles: In this topic pupils will explore seasonal food and the wide range of produce we offer here in Wales and the UK. We will also explore foods from around the world and the impact both positively and negatively food transportation has on our planet. Pupils will continue to explore cooking methods and skills within this topic.

Practical skills and opportunities Over the course of the year pupils will practise a wide range of cooking skills. Including: Breadmaking, tenderising, marinading, pastry work, cake decorating and a wide range of seasonal bakes. Pupils may also have the opportunity to cook for school events such as open days and Curriculum Pathway Evenings.

Year 10 and 11:

Pupils' will continue to develop their knowledge and skills in a wide range of advanced cooking methods and skills. During year 10 a new topic of 'Food Science' will be introduced as food science is an assessed topic in year 11. Pupils will be introduced to the basic science behind the production, safety, storage, cooking and analysis of food. This topic will consist of lots of experiments where pupils will analyse how different cooking methods have changed the structure and sensory qualities of the food. The qualification is made up of two units. Unit 1 examination and Unit 2 written coursework.



WHAT MATTERS:

- Developing physical health and well-being has lifelong benefits.
- How we process and respond to our experiences affects our mental health and emotional well-being.
- Our decision-making impacts on the quality of our lives and the lives of others.
- How we engage with social influences shapes who we are and affects our health and well-being.

Year 9

During year 9 the Health, Social Care and Childcare pathway will provide pupils with the opportunity to develop a deeper understanding of growth and development through the life stages from infancy through to later adulthood. Students will also be researching the different types of health, social care childcare services available in Wales and the career pathways in those sectors. They will then do an independent project on a target group of their choice looking specifically at services that can help the needs of their target group and they will focus on the role of one professional from the health, social care or childcare services who would work with them.

Year 10 and 11:

If pupils choose to progress with Health, Social Care and Childcare they will cover factors affecting growth and development such as economic and environmental influences, the effects of exercise on mental health and strategies to improve mental health. They will look at ways individuals can become active participants in their own health and social care and finally intervention and prevention strategies such as immunisations and screening programmes.

In the non-examined assessment students will cover 2 tasks. Task 1 focuses on service provision for a target group of their choice and in Task 2 students will produce their own health promotion campaign on a topic of that they choose.



WHAT MATTERS:

- Developing physical health and well-being has lifelong benefits.
- How we process and respond to our experiences affects our mental health and emotional well-being.
- Our decision-making impacts on the quality of our lives and the lives of others.
- How we engage with social influences shapes who we are and affects our health and well-being.
- Healthy relationships are fundamental to our well-being.

Year 9

The full title for this course is Personal Growth & Wellbeing (PGW). It is BTEC GCSE equivalent to BB at GCSE and covers a wide range of personal, social and health topics. All pupils begin this course at the start of Yr9 and continue throughout Yr10 and 11.

In Year 9 pupils will study three units which are Personal Identity, Emotional Wellbeing and Physical Health & Wellbeing. These topics enable pupils to reflect on what things make them unique, what mental health is important and how to develop healthy mental health habits. Lastly, they will link the physical aspect of health and its benefits on mind and body.

Year 10 and 11

In Year 10 pupils will study three units which are Social Health & Wellbeing, Sexual Health & Wellbeing and Environmental Awareness. These topics allow pupils to consider the wider aspects of health and wellbeing in terms of relationships with others as well as responsibilities to society in the local and global context.

In Year 11, they will complete the final two units, Being Financially Aware and Long Term Plan & Future Goals. The last topics are really about making the transition from school to the outside world, learning about money management and identifying strengths, weaknesses and opportunities and where these might lead them when considering their future.



WHAT MATTERS:

- Developing physical health and well-being has lifelong benefits.
- How we process and respond to our experiences affects our mental health and emotional well-being.
- Our decision-making impacts on the quality of our lives and the lives of others.
- How we engage with social influences shapes who we are and affects our health and well-being.
- Healthy relationships are fundamental to our well-being.

Year 9

Why choose Entry Pathways qualifications in Independent Living? This qualification allows you to complete a choice of units covering a range of topics. The units are all coursework based, there is no need to sit written examinations. There are a range of levels available, Entry 1, Entry 2, Entry 3 or Level 1 (although not all of these are available for every unit). The Entry Pathways qualifications are inclusive, flexible and practical giving you the opportunity to develop, demonstrate and participate in a range of activities covering a range of topics.

During year 9 the Independent Living pathway will provide pupils with the opportunity to develop a deeper understanding of the following topics: Food preparation, cooking and serving, Introduction to plant care and Choices and decisions.

Year 10 and 11

If you choose to continue with the Independent Living Pathway you will continue to study the topics below in more detail. You will also learn about the importance of planning for journeys and looking at our local community

Topics: Food preparation, cooking and serving, introduction to plant care, choices and decisions and practical skills and opportunities

All units are coursework based and no written examination is required. In order to achieve a qualification in Independent Living, learners will have to accumulate credits gained from completing various units.

All units and qualifications are defined in terms of level (scale of difficulty/challenge to the learner) and credit (the volume of work required).



WHAT MATTERS:

- Our natural world is diverse and dynamic, influenced by processes and human actions.
- Human societies are complex and diverse, and shaped by human actions and beliefs.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
- Events and human experiences are complex, and are perceived, interpreted and represented in different ways.

Year 9

In Year 9 pupils will gain a 'sense of place' by studying the processes which create patterns across the earth's surface by studying both the human and physical environment at a range of scales ranging from local to global. Through Geography, pupils acquire skills in map work, fieldwork, digital technology and a range of integral skills such as creativity, innovation, critical thinking, problem solving, planning and organisation. Through a developed understanding, pupils are able to make critical and informed judgements on a range of issues which exist in the world in which we live.

Year 10 and 11

If pupils choose Geography for GCSE in Year 10 and 11 they will study a new qualification which is made up of four units:

Unit 1: Our Physical and Human World

Written examination
30%

Unit 2: Developing Fieldwork Skills

Non-examination assessment – Enquiry tasks
25% of the qualification

Unit 3: Our Dynamic and Diverse World

Written examination
30% of qualification

Unit 4: Sustainable Solutions

Non-examination assessment – Decision making exercise
15% of qualification

Fieldtrips

There are two compulsory field trips to contrasting environments. Students will learn fieldwork skills required to complete unit 2 and gain a wider understanding of the context of Geography in the World.

The Department is also hoping to run an optional trip to the Bay of Naples in Italy (Easter). Students will visit the Amalfi Coast, Herculaneum and Mount Vesuvius. This trip deepens the learning principles within the classroom but gives the pupils an opportunity to visit a geographically active region of the World.



WHAT MATTERS:

- Our natural world is diverse and dynamic, influenced by processes and human actions.
- Human societies are complex and diverse, and shaped by human actions and beliefs.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
- Events and human experiences are complex, and are perceived, interpreted and represented in different ways.

The WJEC suite of Entry Level Awards, Certificates and Diplomas are designed to provide learners, learning providers and employers with an inclusive and flexible qualification that recognises the widest possible range of learner achievements. Entry Level qualifications aim to be:

- Inclusive – recognising the achievements of all learners.
- Responsive – enabling individuals and centres to establish routes to achievement that are appropriate to their needs and facilitate progression.
- Accessible – based on clear design features that are easy for all users to understand.

Year 9

Many pupils enjoy some topics from History and some from Geography. The Humanities Pathways course allows the pupils to do this. The course also allows the teachers to create lessons linked to the interests of the pupils.

Pupils will demonstrate their progress through written and oral work, posters, presentations, storyboards, interviews, surveys and questionnaires, map work and videos.

Topics in Year 9 Responding to a major tectonic event, threatened ecosystem, trends in UK tourism, Climate change: Causes, effects and human responses. People and Protest; the Civil Rights Movement in America, a Non-British Society in the Past: Hitler's Germany, a British Society in the Past: World War One.

Year 10 and 11

There is no exam with this qualification. It's 100% coursework. Pupils will continue with the topics above in more detail.



WHAT MATTERS:

- Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
- Events and human experiences are complex, and are perceived, interpreted and represented in different ways.
- Human societies are complex and diverse, and shaped by human actions and beliefs.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action.

Year 9

In Year 9 history lessons pupils will gain an in-depth understanding of the modern era through an analysis of 20th Century. Pupils will investigate a number of major events, such as the Wall Street Crash and the Second World War, on a local, European and Global scale reflecting the ethos new Curriculum for Wales. Studying history gives pupils a passion, curiosity and understanding of the changes and events that have happened to their communities, families and others over time. History will allow learners to explore a rich tapestry of periods and contexts that will broaden their knowledge and develop an understanding of stories that connect us, both as a nation and the wider world.

Year 10 and 11

If pupils choose to take History for GCSE in Year 10 and 11, they will study a new qualification over three historical eras: **medieval, early modern and modern.**

The content described above will be structured in the follows modules or units:

1. **Depth Study 1 - Wales and the Welsh perspective**
2. **Depth Study 2 - European and World history**
3. **Breadth Study – Centre choice of Thematic or Outline**
4. **Working as a historian - Cynefin, Wales and Britain.**

These modules or units will be assessed by a combination of Examinations and Non-exam assessments (NEA) completed in the classroom: **Exams will represent 60% of the course.** This assessment will see pupil apply their knowledge and understanding of historical concepts through the chosen context. Pupils knowledge will cover the range from local, Wales, European and World History. **NEA will represent 40% of the course.** These assessments will be split between a historical enquiry and an assignment. Both assessments will be completed in the classroom with pupils teacher. One assessment will be marked by the classroom teacher, the other will be marked externally by the examination board. In line with the ethos of the new Curriculum for Wales providing contextualisation of classroom learning for pupils through educational visits, St Cyres History Department currently run a successful overseas trip to the First World War Battlefields in Belgium during Year 10 and looks to expand the range of trips we offer to pupils in Year 9 in the future.



WHAT MATTERS:

- Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
- Events and human experiences are complex, and are perceived, interpreted and represented in different ways.
- Human societies are complex and diverse, and shaped by human actions and beliefs.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

Year 9

Sociology is the study of how society is organised and how we experience life. It aims to make sense of human behaviour and encourages pupils to question beliefs about society that they may have previously taken for granted.

Sociology helps pupils to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification. Studying sociology stimulates creativity, innovation and communication skills. It challenges pupils to see the world through the eyes of different cultures and communities.

Year 10 and 11

The Sociology course has proven popular at GCSE due to its engaging content and excellent exam results. The course is taught over two modules, which are worth 50% each. The course is assessed entirely through exams and both take place at the end of Year 11.

Component 1: Understanding Social Processes

Pupils will cover the following topic areas: Socialisation and cultures, Families, Education and Sociological research methods.

Component 2: Understanding Social Structures

Pupils will cover the following topic areas: Social inequality, Crime and deviance, Applied methods of sociological enquiry.



WHAT MATTERS:

- Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
- Events and human experiences are complex, and are perceived, interpreted and represented in different ways.
- Human societies are complex and diverse, and shaped by human actions and beliefs.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

Year 9

During Year 9 pupils will answer the following questions: How do we use enquiry skills to investigate case studies of Businesses? What are the different economic philosophies, and how do they differ? How do businesses function in different places? How sustainable are our businesses and economic practices? How do businesses impact global climate change? What are the legal and ethical responsibilities of businesses and the workforce in terms of their environmental impact? How are businesses and the economy run in Wales and the world? How do different economies function? How do businesses contribute to society? How do businesses impact the prosperity of society and on people's lives? What are our rights as members of the workforce? What responsibilities do businesses have in future environmental and social sustainability? How serious are the challenges facing our Businesses and economies, and what can we do about them?

Year 10 and 11

If pupils choose Business for GCSE in Year 10 and 11 they will study a new qualification which is made up of the following units:

Unit 1: Introduction to the Business World

Written examination
30% of qualification

Unit 2: Key Business Considerations

Non-examination assessment
15% of qualification
Set and marked by WJEC

Unit 3: Business Strategies for Success

Written examination
30% of qualification

Unit 4: Business Creation

Non-examination assessment
25% of qualification
Set by WJEC, marked by the Centre and moderated by WJEC



St Cyprian's
School

WHAT MATTERS STATEMENTS:

- Events and human experiences are complex, and are perceived, interpreted and represented in different ways.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
- Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.

Year 9

During RVE pupils will be given the opportunity to: gain a deeper understanding of the concepts underpinning humanities, and their application in local, national and global contexts, understand human experiences better, learn how various worldviews and factors can influence their own and others' perceptions and interpretations, develop an appreciation of how contexts influence the constructions of narratives and representations.

They will also develop an understanding of the complex, pluralistic and diverse nature of societies, appreciate the interplay between a range of factors, including religious and non-religious beliefs and worldviews, develop a common understanding of the ethnic diversity, identities, experiences and perspectives of their local area, Wales and the wider world and explore and develop a tolerant and empathetic understanding of the varied beliefs, values, traditions and ethics that underpin and shape human society.

Year 10 and 11

At GCSE all students will continue to develop understanding of the above.

Unit 1: Religious and non-religious beliefs, teachings and practices

Written examination

30% of qualification

Unit 2: Faith and belief in action

Non-examination assessment 20% of qualification

Marked by the centre and moderated by WJEC

Unit 3: Human experiences and the world

Written examination

30% of qualification

Unit 4: Human rights

Non-examination assessment

20% of qualification Marked by WJEC



WHAT MATTERS:

- Understanding language is key to understanding the world around us.
- Expressing ourselves through language is key to communication.
- Literature fires imagination and inspires creativity.

Year 9

In Year 9, pupils will prepare for GCSE and possible further study by exploring a selection of prose texts. Pupils will also study the art of rhetoric, examining how persuasive language can be used to shape and manipulate others' opinions. The Year 9 curriculum will provide opportunities for pupils to analyse the effects of language used by other writers as well as to explore how they can use language effectively in their own writing.

Year 10 and 11

In Year 10 and 11, all pupils will be working towards the new English GCSE, which incorporates the study of both Language and Literature. This GCSE includes the study of non-fiction texts, literary prose, drama and poetry, along with opportunities for both literary and non-fiction creative writing. The majority of pupils will complete a Double Award qualification, which is made up of the six units listed below. There is also a Single Award option, comprising of four units, for pupils who may be best suited to a reduced course. Decisions about which award pupils should work towards will be made by the Head of Department in Year 10.

Unit 1: Context and meaning

Written examination

15% of double-award qualification / 30% of single-award qualification

Unit 2: Belonging

Non-examination assessment

10% of double-award qualification / 20% of single-award qualification

Unit 3: Influence and power

Non-examination assessment

10% of double-award qualification / 20% of single-award qualification

Unit 4: Motivations

Written examination

22.5% of double-award qualification / 30% of single-award qualification

Unit 5: Continuity and change

Non-examination assessment

20% of double-award qualification

Unit 6: Connections

Written examination

22.5% of double-award qualification



WHAT MATTERS:

- Languages connect us.
- Understanding languages is key to understanding the world around us.
- Expressing ourselves through languages is key to communication.
- Literature fires imagination and inspires creativity.

Year 9

In Year 9, learners will be given the opportunity to express themselves and connect with others through the Welsh language. Learners will be challenged to further their understanding of grammatical structures with an emphasis on clarity and coherence of expression. Through the development of language skills, including reading, writing, speaking, and listening, learners will engage confidently and competently with various texts and forms of communication. The curriculum will provide an insight into the language, culture, people and history of Wales as well as the wider world whilst sparking their imagination and creativity. Learners will be encouraged to use and enjoy Cymraeg both inside and outside of the classroom by using language associated with their interests. Topics covered in year 9 will include:

- Mynegi Barn; Music, Sport, TV and film
- Cymru a'r Byd; Holidays and travel, Local area, Attractions in Wales and tourism, Welsh culture and celebrities, Welsh events and Advantages of learning Welsh.

Year 10 and 11

In Year 10 and 11 pupils will be studying towards the GCSE Core Cymraeg qualification which is made up of the following four units:

Unit 1: Speaking and Listening

Non-examination assessment

25% of qualification

A task for a pair/group of three and WJEC will provide stimuli to stimulate discussion

Unit 2: Speaking and Listening

Non-examination assessment

25% of qualification

A task for a pair/group of three and WJEC will provide stimuli to stimulate discussion

Unit 3: Reading and Writing

Written Examination

25% of qualification

Reading and writing (formal) (Reading 12% Writing 13%)

Unit 4: Reading and Writing

Written Examination

25% of qualification

Reading and writing (creative) (Reading 13% Writing 12%)

All examinations and non-examination assessments will take place in Year 11.



WHAT MATTERS:

- Languages connect us.
- Understanding languages is key to understanding the world around us.
- Expressing ourselves through languages is key to communication.
- Literature fires imagination and inspires creativity.

Year 9

During Year 9, the curriculum will provide exciting opportunities for those who wish to understand the origins, evolution and features of the German language. Learners will have opportunities to experience German in a range of forms and genres to improve their linguistic creativity. Learners will use their linguistic skills in order to be effective as they interact, explore ideas, express viewpoints, knowledge and understanding and build relationships. They will express themselves for different purposes and audiences through the following topics:- Self and family, House and home, School life, Free time and hobby, Food and Drink

Year 10 and 11

During Years 10 and 11 if pupils choose German, they will have the opportunity to visit Germany to gain an insight into German society. In Years 10 and 11, students will continue to broaden their vocabulary banks and linguistic capabilities via topics such as : The Environment, Social Issues, Social Media, Travel and Tourism, and World of Work.

Examinations will take place in all skill areas – Reading, Writing, Listening and Speaking.



WHAT MATTERS:

- Languages connect us.
- Understanding languages is key to understanding the world around us.
- Expressing ourselves through languages is key to communication.

Year 9

During Year 9, the curriculum will provide exciting opportunities for those who wish to further their skills in French whilst exploring the origins, evolution and features of the French language. Learners will have opportunities to keep experiencing the language in a range of forms and genres to improve their **linguistic creativity** and **communication skills**. Learners will use their linguistic skills in order to be effective as they interact, express viewpoints, develop ideas, knowledge and understanding, and build relationships. They will express themselves for different purposes and audiences through the following topics: Fashion and style, TV, cinema and technologies, sports, going out and leisure, daily routine. In year 9, developing effective communication skills will prevail over aiming for systematic accuracy.

Year 10 and 11

During Years 9, 10 and 11 if pupils choose French, they will have the opportunity to visit France to gain an insight into French society.

In Years 10 and 11, students will continue to broaden their vocabulary banks and linguistic capabilities via topics such as; The Environment, Social Issues, Social Media, Travel and Tourism, and World of Work



WHAT MATTERS:

- Languages connect us.
- Understanding languages is key to understanding the world around us.
- Expressing ourselves through languages is key to communication.

Year 9

During Year 9, the curriculum will provide exciting opportunities for those who wish to understand the origins, evolution and features of the Spanish language. Learners will have opportunities to experience Spanish in a range of forms and genres to improve their linguistic creativity. Learners will use their linguistic skills in order to be effective as they interact, explore ideas, express viewpoints, knowledge and understanding and connect with others. They will express themselves for different purposes and audiences through the following topics: Self and family, free time and hobbies, sports, healthy lifestyle, food and drink and house and home.

Year 10 and 11

In Years 10 and 11, students will continue to broaden their vocabulary banks and linguistic capabilities via topics such as: -

- School life and studies, World of work, Travel and tourism, Social media, The environment and Social issues.

Examinations will take place in all skill areas – Reading, Writing, Listening and Speaking.



WHAT MATTERS:

- The number system is used to represent and compare relationships between numbers and quantities.
- Algebra uses symbol systems to express the structure of mathematical relationships.
- Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
- Statistics represent data, probability models chance, and both support informed inferences and decisions.

Year 9

During year 9 pupils the curriculum will provide an opportunity to develop their Mathematics skills which are used in many other subjects such as Science, Geography, Economics and Technology but for many students the subject is a satisfying and enjoyable subject in its own right. A good understanding of mathematics is an asset in life and the mathematics department endeavours to develop each student's full potential. In year 9 pupils will explore the number system used to represent and compare relationships between numbers and quantities. Through Mathematics, pupils acquire skills in Financial Mathematics applicable to every-day life, digital technology and a range of integral skills such as creativity, innovation, critical thinking, problem solving, planning and organisation. Through a developed understanding, pupils are able to make critical and informed judgements on a range of Mathematics which exist in the world in which we live.

Year 10 and 11

Students will undertake the a single WJEC qualification, GCSE Mathematics and Numeracy (Double Award). The course is unitised and the examinations will be sat throughout Year 10 and

Year 11:

Unit 1: Financial Mathematics and Other Aspects of Numeracy

Written examination
30% of the qualification

Unit 2: Non-Calculator Mathematics

Written examination
30% of the qualification

Unit 3: Calculator Mathematics

Written examination
40% of qualification

There are two tiers of examination for the qualification. In each tier, students will study all areas of mathematics as defined in the curriculum including number, algebra, geometry, statistics and probability, as well as how to apply these areas of mathematics to solve problems. 100% Exam. Exams will be tiered. There will be two tiers, a higher tier and a foundation tier. Grade C will be available on both tiers.



AOLE : Science and Technology SUBJECT : Computer Science

WHAT MATTERS:

- Being curious and searching for answers is essential to understanding and predicting phenomena.
- Computation is the foundation for our digital world.

Year 9

Topic 1 - Embark on an exhilarating journey into the world of coding with Python! Unleash your creativity as you dive deep into the Python programming language, equipping yourself with the skills to craft an array of dynamic programs and captivating games that will leave you in awe of your own abilities! **Topic 2** - Prepare to be blown away as you delve into the fascinating realm of web development! Through mastering HTML and CSS and Java Script, you'll unlock the power to fashion visually stunning, multi-page websites that captivate and inform. From concept to creation, embark on a thrilling adventure as you bring your imagination to life on the digital canvas! **Topic 3** - Discover the theory of Computer Science including; the hardware used within a computer system, the important people involved in making computers what they are today, how computers communicate and many more.

Year 10 and 11

If pupils choose Computer Science for GCSE in Year 10 and 11 they will study a qualification which is assessed across two units:

Theory of Computer Science

During this unit you will learn the theory behind how computers work including:

- Computer and systems architecture.
- The structure of systems and how they communicate.
- The software development life cycle.
- Programming concepts.

This is assessed by a theory onscreen exam in year 11 worth 50% of overall grade

Coding assessment

During this unit you will learn the art of programming including:

- Investigating computer science problems.
- Designing solutions and using data modelling.
- How to use specified programming languages to write, test and refine code.

This is assessed by a practical onscreen exam in year 11 worth 50% of overall grade



WHAT MATTERS:

- Being curious and searching for answers is essential to understanding and predicting phenomena.
- Computation is the foundation for our digital world.

Year 9

In Year 9 pupils will have the opportunity to use the same software as professionals who are working in the ICT industry through the Adobe Creative Cloud package. The topics we study during year 9 will give students the skills required for completing coursework throughout year 10 and 11. **Topic 1** - Adobe Illustrator and Photoshop will be used by year 9 students to develop their digital graphics skills through crafting captivating visuals of people, landscapes and a range of objects, creativity knows no bounds. **Topic 2** - Delve into the realm of web design, students will learn how to design and create an interactive multi page website making use of navigation bars, images, text, forms, videos and links to external websites. **Topic 3** - Video production is a useful skill in the new digital age, prepare to unleash your creative flair as you harness the power of images, videos, music, voiceovers, and special effects to craft compelling videos that champion businesses, services, and products. **Topic 4** - Animations are a fun and exciting way to give information to people. You will have the opportunity to create your own animations making use of your digital graphics skills along with images, sounds, and voiceovers to create captivating stories that captivate and inform.

Year 10 and 11

If pupils choose Digital Technology for GCSE in Year 10 and 11 they will study a qualification which is made up of three units:

Unit 1: The Digital World

Theory examination completed on computer
40%

Unit 2: Digital Practices

Non-examination assessment – Students create a range of digital products including; websites, animations and spreadsheets
40% of the qualification

Unit 3: Communicating in the Digital World

Non-examination assessment - Students plan and create an online digital communications campaign making use of video editing software
20% of qualification



WHAT MATTERS:

- Being curious and searching for answers is essential to understanding and predicting phenomena
- The world around us is full of living things which depend on each other for survival
- Matter and the way it behaves defines our universe and shapes our lives.
- Forces and energy provide a foundation for understanding our universe

Year 9**The Year 9 Course will be divided into three areas:**

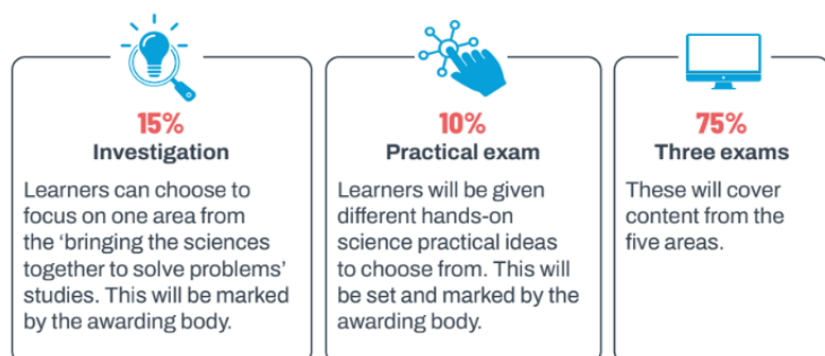
Interdependence of organisms; Pupils use and develop their skills, knowledge and understanding by investigating how humans are independent yet rely on other organisms for survival, applying this to life in countries with different levels of economic development.

The sustainable Earth; Pupils use and develop their skills, knowledge and understanding by investigating the materials in the Earth and its atmosphere and how they can change, and apply this in contemporary contexts

How things work; Pupils should use and develop their skills, knowledge and understanding by investigating the science involved in a range of contemporary devices/machines and evaluate different energy resources and possibilities.

Year 10 and 11

In Year 10 and 11 Double Award Science will cover topics in Biology, Chemistry and Physics. Topics in Biology include: Variation, ecosystems, biological processes and human health. In Chemistry topics include: Bonding, atomic structure, reactivity and energy, rates of chemical change. In Physics topics include: Motion, Forces, Energy, Waves and the world around us.

How will learners be assessed?

WHAT MATTERS:

Being curious and searching for answers is essential to understanding and predicting phenomena.

Design thinking and engineering offer technical and creative ways to meet society's needs and wants.

Matter and the way it behaves defines our universe and shapes our lives.

Forces and energy provide a foundation for understanding our universe

Computation is the foundation for our digital world

Year 9

During Year 9 the curriculum will provide exciting opportunities for those who wish to take a 'high tech' approach and have an interest in Engineering or making things work. Pupils will design and use technological systems such as: mechanisms, electronics, and microprocessor(computer) control. The knowledge and understanding learnt in Year 9 will provide pupils with essential skills needed for GCSE engineering and A Level Design Technology course in Years 12 and 13.

In Years 9 students will explore the areas described through small modular projects, developing their skills and knowledge of Engineering. Examples of projects are: Designing bicycle lights, making automatic table lamps, coding Sphero's, design and making a 'themed' key torch, and producing a movie using the drift trikes.

At the end of Year 9, pupils will be taken to a local wind farm to develop a project on renewable energy and will conclude with a visit to Zipworld. The project will educate students on the use of alternative energy solutions, and will involve the development of an App to present their research.

Year 10 and 11

During Year 10 and 11 if pupils choose Engineering GCSE as an option pupils will develop their designing skills using the sketching App Concepts and the CAD package Fusion and TinkerCAD, and will also experience the use of 3D printers to manufacture products.

In Year 11, students will complete their NEA project, designing and making a project of their choice during lessons and at home. The NEA project will account for 50% of their final grade. During the summer term, pupils will sit a theory based exam on their subject knowledge. The summer exam will account for the remaining 50% of their final grade.



WHAT MATTERS:

Being curious and searching for answers is essential to understanding and predicting phenomena.

Design thinking and engineering offer technical and creative ways to meet society's needs and wants.

Matter and the way it behaves defines our universe and shapes our lives.

Forces and energy provide a foundation for understanding our universe

Computation is the foundation for our digital world

This innovative Level 1/2 qualification was developed in partnership with CITB and is primarily designed for learners aged 13-16 who want to learn about the construction industry from the build perspective. It provides learners with a broad introduction to the different trades involved in the sector and the range of career opportunities available.

Year 9

The Award in Constructing the Built Environment offers a learning experience that focuses learning for 13-16 year olds through applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work. Each of 3 units has an applied purpose which acts as a focus for the learning in the unit.

In Year 9 pupils will carry out a 'plan, do, review' approach to learning where learners are introduced to a context for learning, review previous learning to plan activities, carry out activities and review outcomes and learning. This approach mirrors many work related activities in constructing the built environment.

Year 10 and 11

This will continue in Year 10 and 11 and as such, the qualification provides learners with a broad appreciation of work in construction and the built environment and wider opportunities for progression into further education, employment or training.

It will enable learners to learn in such a way that they develop: • skills required for independent learning and development; • a range of generic and transferable skills; • the ability to solve problems; • the skills of project based research, development and presentation; • the fundamental ability to work alongside other professionals, in a professional environment; • the ability to apply learning in vocational contexts.



WHAT MATTERS:

Being curious and searching for answers is essential to understanding and predicting phenomena.

Design thinking and engineering offer technical and creative ways to meet society's needs and wants.

Matter and the way it behaves defines our universe and shapes our lives.

Forces and energy provide a foundation for understanding our universe

Computation is the foundation for our digital world

Year 9

During Year 9 the curriculum will provide exciting opportunities which involve the process of creating, developing, and refining products with a focus on both aesthetics and functionality. It covers a range of items, from everyday objects to cutting-edge technology. Pupils will explore and generate ideas, and then transform them into tangible designs. The knowledge and understanding learnt in Year 9 will provide pupils with essential skills needed for GCSE Product Design and A Level Design Technology course in Years 12 and 13.

In Year 9 students will explore the areas described through small modular projects, developing their skills and knowledge of Product Design. Examples of projects are: Designing a mobile phone stand, making a sound amplifier, develop their digital design skills using Keynote and Techsoft 2D Design, design and making a sustainable can lamp, and producing a revision App on the designers James Dyson and Bethan Gray,

At the end of Year 9, pupils will be taken to a local wind farm to develop a project on renewable energy and will conclude with a visit to Zipworld. The project will educate students on the use of alternative energy solutions, and will involve the development of an App to present their research.

Year 10 and 11

During Year 10 and 11 if pupils choose Product Design GCSE as an option pupils will develop their designing skills using the sketching App Concepts and the CAD package TinkerCAD, and will also experience the use of 3D printers and the laser cutter to manufacture products.

In Year 11, students will complete their NEA project, designing and making a project of their choice during lessons and at home. The NEA project will account for 50% of their final grade. During the summer term, pupils will sit a theory based exam on their subject knowledge. The summer exam will account for the remaining 50% of their final grade.



WHAT MATTERS:

Being curious and searching for answers is essential to understanding and predicting phenomena.

Design thinking and engineering offer technical and creative ways to meet society's needs and wants.

Year 9

Other key skills which will be developed following this subject will be: problem solving, working in a team, researching, analysing data, communication of ideas, drawing and digital design skills, confidence building, time management, practical skills and quality control.

Fashion and Textiles in year is an ideal subject for students who are creative and like making things, students who enjoy craft activities and those who have an interest in fashion and costume. Pupils will design and make a range of different products using the sewing machines and also using hand sewing techniques. They will enhance their design skills using their iPads and will experiment with different decorative and construction techniques. The knowledge and understanding learned in Year 9 will provide pupils with essential skills needed for Fashion and Textiles GCSE, and A Level Fashion and Textiles in Years 12 and 13.

In Years 9 students will embark on a range of small modular projects, developing their skills and understanding and knowledge of Textile design. Each of these project will focus on a different area of Textiles such as surface pattern design, sustainability, garment making etc. Examples of projects are: Block printed draw-string bag, e-textile Christmas decoration, up cycled garment, making a pair of pyjamas, making skirts or shorts.

Year 10 and 11

During Year 10 and 11 if pupils choose Fashion and Textiles GCSE as an option, they will develop their designing skills using their iPads, and will further develop their design and practical skills further through more complex design and make based projects. Focused tasks in year 10 will also help pupils develop their theoretical knowledge and understanding of Fashion and Textiles in preparation for their written examination.

In Year 11, students will complete their NEA project, designing and making a project of their choice during lessons and at home. The NEA project will account for 50% of their final grade. During the summer term, pupils will sit a theory based exam on their subject knowledge. The summer exam will account for the remaining 50% of their final grade.

