

SUBJECT DETAILS

THE 11-19 CURRICULUM AT LEARNINGSURE COLLEGE

INTRODUCTION

LSC seeks to provide a personalized curriculum that enables all students to achieve their personal and academic potential and provides the best possible opportunities for students to advance. The goal of the LSC curriculum (including extra-curricular provision) is to empower all of our students to acquire in-depth knowledge and understanding across a wide range of subjects and to develop transferable learning abilities and positive character traits through:

- Offering an engaging curriculum that encourages a learning love.
- Providing a diverse curriculum that encourages deep topic awareness and the ability to interact critically with each subject across a wide range of subjects.
- Learning through the curriculum that promotes the growth of vibrant, enquiring and agile minds and promotes intellectual curiosity and the ability to rationally question.
- Building cultural capital and broadening private horizons through the provision of curricula and a designed and inclusive extra-curricular entitlement that offers challenges and unforgettable, enriching access opportunities for all.
- Enabling students to identify, build and use efficient and transferable skills (including literacy, numeracy, IT) that foster the growth of character and encourage 'intrapreneurial' contributions within and outside the school.
- Developing a powerful moral compass through the provision of SMSC learning at its heart

ART & DESIGN

ETHOS AND AIMS

The art department's purpose is to encourage every student to enjoy creating imaginatively by exploring a variety of projects with different starting points and results. For all students, the Art Department is keen for them to become reliable artistic learners who appreciate the visual arts as part of their secondary education. In both traditional and contemporary contexts, all pupils can pursue a demanding, supportive and customized learning curriculum that builds their understanding and appreciation of art, craft and design. Via experimenting with a wide variety of media, techniques and procedures, informed by their research into the work of related artists, craftsmen and designers, and are allowed to create their ideas.

KEY STAGE 3

Students adopt a well-structured curriculum focused on improving their observational drawing, painting, printing, mixed media, and three-dimensional material skills. Students learn how to work both in a sketchbook and on a greater scale in Years 7 and 8, including group work and animation projects. A broad range of subjects is discussed by students, including landscape, and setting, perspective, portraiture, abstraction, colour, texture, pattern and surface. Students also pursue a cross-curricular project in Year 7 that brings together art, music, dance, and drama in a celebration of the Arts on the Cross Arts Days by exploring various cultures.

A 'foundation course' is completed by pupils in Year 9 to enable them to cross the gap between KS3 and KS4. Students explore the formal elements during this year, research artists, attend numerous workshops and learn about artists' role in creating their work. The requisite analytical skills needed to establish clear contextual reference within their work and how this affects their decision-making processes are also taught to pupils during Year 9. The value of visual communication, annotation skills and presentation abilities are also trained to them. Focus is also on experimental development and observational drawing skills that form the basis of successful projects as they advance to GCSE in Year 10. Focus is also on experimental development and observational drawing skills that form the basis of successful projects as they advance to GCSE in Year 10.

KEY STAGE 4

At KS4, the Art, Craft and Design Program offer students the opportunity to develop their artistic potential, choosing either GCSE Art, Craft and Design or 'three-dimensional design.' In Year 9, all students opting for GCSE Art follow the 'art foundation course' which provides a rich learning environment that facilitates in-depth exploration, self-discovery and ensures that all students are fully prepared for the GCSE challenges. The GCSE portfolio themes in Years 10 and 11 include Natural Forms, Still Life and Cubism, Cultural Study by visits to the Archaeology and Anthropology Museum and the Cambridge Fitzwilliam Museum. The portfolio projects include painting, drawing, printing, clay construction, and mixed media work for sculpture.

KEY STAGE 3

YEAR 7

YEAR 7: PROJECT 1: RECORDING THE LANDSCAPE

During this project pupils focus on developing their observational drawing techniques within the context of 'Capturing The Landscape'. During this phase of investigative work they explore how a range of Artists have used the formal elements of line, tone and mark making to depict the landscape. Pupils also learn about the formal elements of composition and perspective and how this is used by artists to depict natural and manmade landscapes.

YEAR 7: PROJECT 2: EXPRESSIVE USE OF COLOUR

During this project pupils explore colour theory and painting techniques within the context of landscape and environment. Pupils learn how to use the formal elements of line, tone, mark making and colour to capture aspects of landscape, express mood and atmosphere within painting and mixed media work. They explore a range of artists to develop their ability to make appropriate contextual links to assist in the refinement of their ideas and understanding. Pupils work on developing their own personal response to the expressive landscape theme through the exploration of expressive painting techniques and the application of colour theory.

YEAR 7: PROJECT 3: ABSTRACTION AND ANIMATION

During this project pupils explore the abstract use of colour and shape through artist inspired workshops that focus on experimentation with mixed media to capture abstract elements of landscape. Pupils also experiment with different animation packages to create an animated 'artworks' that consolidate their experimentation and understanding explored in year 7. This project allows for creative group work, collaboration and independent exploration of a wide range of materials and processes to create lively and imaginative moving images.

YEAR 8

PROJECT 1: INTRODUCTION TO RECORDING IN THREE DIMENSIONS

During this project pupils learn how to exploit the properties of ceramic materials and tools to record the three dimensional qualities of natural forms through direct observation from primary and secondary sources. Key skills taught during this project include exploration of hand building techniques to record shape, form and structure. Pupils also learn how to develop their skills further using sculpting, modelling, joining and construction. Experimentation with decorative techniques including relief, impressing, incising, carving and mark making allow pupils to describe pattern, texture and detail. Investigation into ceramic Artists to inform the development of techniques and processes also informs the development of pupil's technical and creative skills.

PROJECT 2: OBSERVATIONAL DRAWING AND MIXED MEDIA

Pupils build their observational drawing skills through investigation of primary and secondary sources using a broad range of two dimensional media. They learn how to select and record elements of tone, pattern, surface and texture using wet and dry media. Pupils refine their use of tone and mark making to record scale, proportion, pattern, detail and surface qualities in an abstract form. They also explore how to develop mixed media work through layering and collage with a focus on creative experimentation and the development of sketchbook work. Pupils also use this project to extend their experience and understanding of colour theory developed in Year 7.

PROJECT 3: EXPERIMENTAL PRINT

Pupils learn how to translate elements of observational work into print related media. They make links to printmakers inspired by the theme to develop an understanding of printing techniques and processes. Additionally they experiment with line, mark making and pattern through layered printing and exploration of how their initial observations can be successfully translated into print. Print workshops allow pupils to experiment with monoprint, printed papers and materials, collagraph and polyblock.

PROJECT 4: PORTRAITURE

Learners investigate the key elements of portraiture through a series of technical workshops. They explore how portraiture has been interpreted by a range of artists and use this to develop their own ideas and understanding of the genre of portraiture. They investigate approaches to portraiture including Expressionist, Impressionist and photo realist Artists. Workshops on facial proportions and anatomy develop pupil's technical and creative skills when working from life.

KEY STAGE 4

ALTERNATIVE PATHWAYS AT GCSE

2 different Art courses; GCSE Art and Design and GCSE Three dimensional design are offered at GCSE Students that chose to study Art at GCSE undertake a foundation course in year 9 that focuses on building knowledge, creative skills and understanding in preparation for GCSE. GCSE coursework and exams are undertaken in years 10 and 11.

GCSE ART AND DESIGN PROJECTS

YEAR 10 PROJECT 1: NATURAL FORMS

The first project at GCSE encourages pupils to focus on developing and refining the quality of their observational drawing through exploration of the theme 'natural forms'. Pupils explore how a range of 2D and 3D artists use natural forms as a source of inspiration. Pupils learn how to utilise contextual links to inform the development of work in a range of media.

The first phase of the project also encourages students to work from a range of primary and secondary sources and develop their skills when working within a sketchbook. Pupils also extend their ability to work within a range of tonal colour media including pastels, pencils and paint.

Pupils base the developmental work in print and clay on their initial observational work and learn how to use observational drawing as a starting point for developing ideas in different media.

During the second phase of the project pupils explore 'design for print techniques' in preparation for lino printing. Pupils investigate a range of contemporary print makers and cultural links to enrich and extend their ideas. Pupils also explore how traditional cultures have been inspired by natural forms and use this to develop their ideas with ceramic media and materials.

YEAR 10 PROJECT 2: CUBISM

The second project at GCSE explores the ideas, principles, techniques and subject matter of Cubism. Pupils focus on developing an understanding of composition elements, refining observational drawing skills and using these as platform to explore Cubist techniques and processes.

Pupils explore Cubist artists in depth, focusing on developing fragmentation techniques, media exploration, and an appreciation of Analytical and Synthetic Cubism to inform the development of their own ideas.

This project is enriched through a visit to the Tate gallery where students can gain an experience of engaging with real artworks in a gallery, using this opportunity to discover new artists and exhibitions.

Pupils are encouraged to explore a variety of painting media including water colour, oils and acrylics to extend their understanding. Pupils also explore mixed media techniques making links to a wide range of artists.

YEAR 11 MOCK EXAM PROJECT: 3D DESIGN

In year 11 pupils revisit the theme of natural forms with a focus on exploring how traditional cultures have explored the theme through both 2 and 3 dimensional works of art. Pupils investigate the principles of three dimensional designs in preparation for designing and making a teapot, functional or decorative vessel.

Pupils explore how traditional cultures have depicted natural forms through a visit to the Fitzwilliam museum and the Archeology and Anthropology museum. Students are encouraged to sketch from life in order to develop an appreciation of three dimensional objects.

In year 11 pupils also focus on selecting and developing their best work for their GCSE portfolio submission, this period of time provides pupils with the opportunity to refine and develop work undertaken during their GCSE course.

In year 11 pupils also undertake their final GCSE examination; this begins with a period of research and investigation into a question or starting point set by the exam board in January. After the initial lead in period pupils undertake their final practical examinations in March.

GCSE THREE DIMENSIONAL DESIGN PROJECTS

YEAR 10: PROJECT 1 AFRICAN INSPIRED CERAMICS

The first three dimensional design project in year 10 begins with a focus on developing the quality of observational students drawing. Critical and contextual links to African ceramics, patterns inform the development of work from design ideas into 3D. Students explore how to successfully work with a variety of ceramic media and materials making explicit links to 3D artists that inform entire project.

During the making process pupils learn how to construct using pinching, forming and modeling techniques to create African inspired clay pots. They also experiment with a range of decorative techniques including glazing.

YEAR 10: PROJECT 2 FORM AND FRAGMENTATION

The beginning of the second project focuses on developing pupils understanding of fragmentation of the 3D form within the context of Cubism and constructivism. Pupils learn about the ideas and principles behind these Art movements and how these ideas can be explored within the context of three dimensional designs. There is also a focus on developing and refining students observational and drawing and design skills leading up to the 3D work.

Pupils explore relevant artists in depth, focusing on developing fragmentation techniques, media exploration, and an appreciation of Analytical and Synthetic Cubism to inform the development of their own ideas within three dimensional media. This project is enriched through a visit to the Tate gallery where students can gain an experience of engaging with real artworks in a gallery, using this opportunity to discover new artists and exhibitions.

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BUSINESS

The Business department aims to give students an insight into this real world around us. The Business course gives students a thorough understanding of the dynamic environment in which businesses operate and the factors that influence business activity and behaviour. Throughout all of the Business course students will develop a range of transferrable skills. As well as an ability to apply theory to the real world, students will also develop skills in analysing numerical information and drawing conclusions from it. Students will develop communication skills, both written and verbal as well as problem solving skills. Some lessons will require the group to be able to work both in a team and individually and also to see other people's points of view. A key area is the development of organisational skills and an understanding of the importance of meeting deadlines in the business world.

YEAR 9

In Year 9 students undertake a foundation year where the focus is on developing subject specific vocabulary and an overview of how businesses operate. This is taught through a variety of business case studies, from small start-ups through to large plc's . Students will also develop some of the skills required for working within business in the 21st century.

YEAR 10

In Year 10 students will learn about the external environment that businesses operate within, thinking about issues such as how exchange rates and technology can have an impact on firms. Students will also develop an understanding of how businesses attract, retain and make the best use of their people to achieve the goals of the company. Finally, in Year 10 students will discover the different production processes that firms use, the systems used for maintaining quality, the role of procurement in organisations and how firms deliver good customer service.

YEAR 11

In Year 11 students will learn about why it is important to identify and satisfy customer needs and the marketing techniques that can be used, such as pricing and promotional strategies. The final topic in Year 11 is Finance: How do we source finance, account for all of the money being received and spent by the firm, meet a firm's financial reporting obligations and analyse it's financial performance.

At the end of Year 11 the GCSE Business course is assessed through 2 exams of 1 hour 45 minutes. The exam board is AQA and the course code is 8132.

COMPUTING

Computing is the study of Computer Science, Information Technology and Digital Literacy. This knowledge is empowering, enriching, and inspiring; the skills involved readily transferable. Designing a computer program develops problem solving and logical thinking skills. Students at Saffron Walden County High School are taught a diverse and progressive Computing curriculum, that encompasses all three disciplines, but with an emphasis on developing computational thinking. This essential 21st century skill is increasingly important for students to acquire and practise.

KEY STAGE 3

The Key Stage 3 curriculum is developed over two years with three hours of taught content per fortnight. In Year 7, students are taught in form groups, moving to mixed ability classes in year 8. Each year is broken down into six topics as detailed below.

YEAR 7

Autumn Term – Hello World (CS)

In this topic, students will be taught to develop basic algorithms using the Computer Science concepts of iteration, selection, decomposition, pattern recognition and abstraction. They will build, test and debug their code using a block-based programming language.

Spring Term A – Bits and Bytes (CS)

In this topic students will be taught how and why computers represent data through binary. They will learn how to convert binary to denary and basic binary addition. This then leads on to an understanding of how data is stored on magnetic, optical and solid state media. Students also learn how binary is used to represent and communicate language, by learning how ASCII represents the alphabet.

Spring Term B – The Social Network

This topic teaches students the importance of using social media in a safe way, and explores the consequences of not protecting your identity online. Students then work in small teams to design, develop and implement a video which highlights a consequence of social media and explains how to get help if it happens to you.

Summer Term A – The Global Village (CS)

Students learn the basics of HTML and CSS and use this knowledge to develop a basic website. They also learn how search engines rank pages in order to give you the most useful suggestion from your search criteria.

Summer Term B – The Internet of Things (CS)

Students study how hardware and software is combined to form a computer system. They will use this in order to explain the difference between hardware and software. Leading on from this, students will learn about the evolution of computer technology to understand how we have come to the point where embedded systems and smart devices are becoming part of our everyday lives.

YEAR 8

Autumn Term A – Hello Universe (CS)

In this topic the students will learn how to program in a text based programming language called Python. They will gain the necessary skills required to enter onto the GCSE Computer Science curriculum. They cover:

- Output to the user
- Storing data in variables
- Getting user input
- Calculations
- Selection with IF
- Iteration and loops (use of 'For' loops)

Autumn Term B – Big Data (IT)

The students will prepare a report for the head teacher on factors that affect learning. They will research their sleep patterns and clubs and draw conclusions from large data sets about the impact these things have on their learning at SWCHS. During this topic pupils will learn to use more advanced functions of Microsoft Word and Excel.

Spring Term A – Code Breakers (CS)

This topic extends the programming topic from term 1 whereby the students learn about ciphers and encryption. They will look at how encryption was used over history, including during WW2 with the Nazi Enigma machine.

Spring Term B – Cosmic City (CS)

Students will develop their understanding of how computer networks work. They will learn about the different network devices they have at home and how we are all able to connect to the Internet.

Summer Term A – User Interfaces (IT)

In this topic students will develop an understanding into the design principles for making a User Interface for software. They will then put this understanding into practice by making their own User Interface to meet a client's specification.

Summer Term B – Ready Player One (DL)

In this topic the students learn about ethical computing. We will cover topics such as hacking, computer misuse and how to use computers safely and ethically in the 21st century.

YEAR 9 – BRIDGING YEAR

In Year 9 we offer Computer Science or IT as options. From now on they are taught as separate subjects, allowing pupils to select the side of Computing that appeals most to them.

Computer Science

Autumn Term A - Programming

Pupils will start with developing their skills in Python. We will build on the skills learnt in Year 8 and move on to teach the concepts in further depth, ensuring there is a lot of opportunity to practise and embed the skills that are being learnt.

Autumn Term B – Data Representation

For the theory aspect during this term we will look at data representation, this will include:

- Binary
- Character sets
- Images
- Sound

Wherever possible throughout the course we will provide programming tasks that complement the theory element that we are studying.

Spring Term A - Databases

Our theory focus for the spring term will be Databases. We will look at how relational databases work and pupils will learn to build their own fully functional database. We will mainly use Microsoft Access for this unit and pupils will learn how to set up table correctly, create forms, reports and queries.

Spring Term B – Cyber Security

During the second half of the spring term we will explore the world of cyber security. This is a fascinating area for pupils and an up and coming area of importance as our world moves more and more into online activity. We have in recent years invited a speaker to come in and give a talk to start this unit which has been greatly enjoyed by the pupils.

Summer Term A – Computer Systems

We will be looking into how computer systems work, this will include software, hardware and different types of systems and their needs. We will introduce pupils to assembly language and they will learn to code some simple programmes.

Summer Term B - Networks

During this term we will take a look at computer networks, giving pupils an introduction into the interaction that occurs between systems, the different topologies and network types, how data travels. This will tie together some of the knowledge from previous units

INFORMATION TECHNOLOGY

Throughout the course we will be using various software packages, pupils will learn a deeper functionality than when we have used them previously.

Autumn Term A – Interface Design

Pupils will start with Interface design. We will look at the principles behind the design of interfaces with a focus on usability and accessibility. We will then design some basic websites to show off the theory that has been learnt.

Autumn Term B – Spreadsheet Skills

This half term pupils will learn about data and data analysis. There will be a strong practical element and Spreadsheets skills will be developed enabling pupils to become secure in their use of Microsoft Excel. We will look at what a dashboard is, the purpose of it and how to collate the analysed data on to a dashboard. We will also look at spreadsheet modelling and how businesses can plan using spreadsheets.

Spring Term A – Project Management

Pupils will be introduced to project management techniques, and they will practise using the techniques, and look at some case studies of larger projects so that they can see the importance of managing projects well.

Spring Term B – Report writing

We will take a detailed look at report writing, using Microsoft Word to create professional looking reports. Pupils will learn about the more advanced features of

Word and how to combine other elements into their document successfully. We will use this opportunity to revisit earlier topics from this year.

Summer Term – Skills in action!

We will use the summer term to consolidate everything that pupils have been learning about. Pupils will be working in groups to manage projects which will include the creation of products for a start-up company. This will enable them to use their project management skills in a real life situation, and revisit all of the previous skills that they have covered this year to create a suite of products.

KEY STAGE 4

Computing is the study of Computer Science, Information Technology and Digital Literacy. At LSC we offer students two options pathways at GCSE level, with the aim of equipping students with the digital skills they need to progress into further study and careers in digital industry.

COMPUTER SCIENCE GCSE

Students studying GCSE Computer Science will learn a mix of theoretical concepts and practical programming, using the language Python. This subject is highly mathematical, therefore we ask that students have a certain standard in Maths at the end of KS2 to opt for this GCSE. (Computer Science GCSE counts as a Science in the EBAC measure.)

For a full list of subject content including skills developed, please see the below.

Exam Board: AQA

Assessment

Paper 1: Computational thinking and problem solving

What's assessed? Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science from subject content.

How it's assessed? Written exam set in practically based scenarios: 1 hour 30 minutes • 80 marks • 50% of GCSE

Paper 2: Written assessment

What's assessed? Theoretical knowledge from subject content, this covers a wide range of aspects from how the computer works to ethical and legal issues surrounding the subject.

How it's assessed? Written exam: 1 hour 30 minutes • 80 marks • 50% of GCSE

BTEC AWARD IN DIGITAL INFORMATION TECHNOLOGY (DIT)

Students studying for the DIT will learn a mix of practical digital skills using a range of software applications. This is a hands on subject, which focusses on using a range of digital products and looks at time and project management.

For a full list of subject content including skills developed, please see the links to the right.

Exam Board: Pearson

Assessment

Component 1: Coursework unit (30%)

This assessment consists of 3 pieces of coursework which involve understanding and using project management techniques, understanding the theory behind interface design and applying that knowledge.

Component 2: Coursework unit (30%)

This unit aims to give students an insight into different types of data the skills they need to analyse data and how spreadsheets can be used. Students will learn how to create spreadsheets and learn the different functionality available.

Component 3: Exam unit (40%)

Students will be introduced to various topics which concern IT, we will take a look at cloud based systems, and how businesses use IT. This is a varied collection of topics and covers aspects from legalities to system design and cyber security.

ENGLISH

English at LSC gives students the opportunity to develop in three key areas: reading, writing and speaking and listening. We are passionate about the subject of English and our aim is to make students confident in their approach to the subject. Through reading a wide range of texts from different cultures and literary traditions, we hope that students will learn more about the world around them and have the confidence to question and to think independently. Through a variety of approaches to writing, we want students to become assured users of language – able to communicate with maturity and flair in different contexts. Through speaking and listening we seek to teach students to make the most of their voice, giving them a platform to share their views and ideas both in informal discussion and more formal presentation activities.

We want students to enjoy English and have the opportunity to be creative. By developing a range of new skills at Key Stage 3 we hope they will feel prepared for the rigour of the GCSE course and potential further study of Literature and Language.

KEY STAGE 3

KEY STAGE THREE ENGLISH – YEARS 7 AND 8

In Years 7 and 8, students follow a varied curriculum that covers all strands of reading, writing, speaking and listening. Topics range from Homer's War with Troy and Shakespeare's plays to Travel Writing. Private reading is actively encouraged through our Learning Centre lessons and students are given reading targets to spur them on to read more widely. Students are assessed for both reading and writing skills every term to help them develop as writers and to hone their analytical skills. All Key Stage Three assessments are one hour long and are delivered during class time.

YEAR 7 ENGLISH

AUTUMN TERM – MYTHS AND LEGENDS

In this unit, students listen to professional storytellers narrating Homer's War with Troy as part of the Cambridge Classics for Schools programme. They will produce a piece of creative writing based on an aspect of the War with Troy story and a piece of analysis exploring how writers influence their readers.

SPRING TERM – FICTION AND NON-FICTION WRITING

In their second unit of work students will study one text from a range of novels, including *Private Peaceful* by Michael Morpurgo, *Northern Lights* by Philip Pullman and *Holes* by Louis Sachar. From this, they will produce a piece of analytical writing. During this term, they will also focus on developing their non-fiction communication skills, while exploring environmental issues in our world.

SUMMER TERM – THEME PARKS AND A MIDSUMMER NIGHT'S DREAM

In the first summer half term, students focus on non-fiction reading and design their own theme parks. Students start by developing their speaking and listening skills by participating in a discussion or presentation task. They then study adverts, leaflets and websites of current theme parks and complete an analytical essay in which they compare different texts.

In the second summer half term, students study extracts from *A Midsummer Night's Dream*, exploring themes and language and consolidating both their reading and writing skills in their marked work. Students also explore contextual information about Shakespeare's life and influences.

YEAR 8 ENGLISH

Across the year, students will study six units of work with an equal split between reading and writing assessments. These units build on the work completed in Year 7 and begin to prepare students for the Year 9 units, which focus more heavily on working towards skills for GCSE.

WRITING ASSESSMENTS

- Monster stories
- Travel Writing
- Writing to Argue or Persuade

READING ASSESSMENTS

- Year 8 Novel: *The Hound of the Baskervilles*, *Animal Farm*, or *The Boy in the Striped Pyjamas*.
- Shakespeare assessment: *Romeo and Juliet*
- Year 8: Poetry From Around The World

Students at Key Stage 3 are assessed using two skills sheets- blue for Reading and yellow for Writing. These sheets will be kept in their books and can be used to discuss their progress at home.

KEY STAGE THREE ENGLISH - YEAR 9

Year 9 is a bridging year, continuing to inspire a love of literature and enthusiasm for being creative writers, whilst also developing key skills learnt in Year 7 and 8 as a foundation for the demands of the two-year GCSE courses. In Year 9, there is an increased focus on refining essay-writing skills, how to revise for assessments and how to answer questions independently. All assessment questions in the Year 9 course are unseen, so students will be asked to go home and prepare for a range of themes within a topic and will see the question for the first time during the in-class assessment. All assessments at Year 9 are one hour long and will be delivered during class time. In addition, Literature assessments at Year 9 are open book, so students will have a copy of any relevant texts, with the exception of the Unseen Poetry assessment. The English Department will provide access to all of the texts studied in Year 9.

Students will study six units across the year, split between assessments designed to consolidate key skills and knowledge, and ensure they are well prepared for Year 10 and 11.

Autumn term – Novel: To Kill A Mockingbird OR Woman in Black OR Of Mice and Men AND Creative Writing

Spring term –Shakespeare: Othello AND Unseen Poetry

Summer term – Year 9 Exam – Technology: Reading and Responding to Non-Fiction Texts AND You're Hired (Non-Fiction Reading, Writing, Speaking and Listening)

KEY STAGE 4

KEY STAGE FOUR - YEAR 10 AND YEAR 11 ENGLISH

Year 10 is the start of the full GCSE courses, where students study content which will be examined at the end of Year 11. All students will sit two GCSEs: English Language and English Literature. Both exams follow the new AQA specification, which is 100% examination at the end of the course and closed book for Literature.

ENGLISH LANGUAGE

Paper 1: Explorations in Creative Reading and Writing

Section A: Reading - One unseen literature fiction text. Four questions.

Section B: Writing - Descriptive or narrative writing. One question.

1 hour 45 minutes 80 marks 50% of GCSE

Paper 2: Writers' Viewpoints and Perspectives

Section A: Reading – Two unseen non-fiction texts. Four questions.

Section B: Non-Fiction writing. One question

1 hour 45 minutes 80 marks 50% of GCSE

ENGLISH LITERATURE

Paper 1: Shakespeare and the 19th Century Novel

Section A: Shakespeare – *Macbeth*

Section B: 19th Century Novel – *A Christmas Carol* OR *Frankenstein*

1 hour 45 minutes 64 marks 40% of GCSE Closed text

Paper 2: Modern Texts and Poetry

Section A: Modern Text- *Lord of the Flies* OR *An Inspector Calls*

Section B: Poetry: *Power and Conflict Anthology*

Section C: Unseen Poetry

2 hours 15 minutes 96 marks 60% of GCSE Closed text

TEXTS FOR ENGLISH LITERATURE

All Literature exams are closed text, so students will need to learn relevant quotations. Students are expected to provide their own copies of the Literature texts we are studying, so that they can make notes and revise from the text. Letters will be sent out from the English department advising them when to buy each text and students should make sure they have the correct edition of the texts, which can be found below. Some of these texts will be available to buy through Wisepay.

MACBETH:

Students will write an essay linking a given extract to the rest of the play. They will not have a choice of question. They will need to use quotations from the rest of the play, even though this is a closed book exam. They will also need to make links to the social and historical context of the novel. Students should spend 50 minutes on this question.

FRANKENSTEIN OR A CHRISTMAS CAROL:

Students will write an essay linking a given extract to the rest of the novel. They will not have a choice of question. They will need to use quotations from the rest of the novel, even though this is a closed book exam. They will also need to make links to the social and historical context of the novel. Students should spend 50 minutes on this question.

LORD OF THE FLIES OR AN INSPECTOR CALLS:

Students will write an essay in response to a given question about a character, theme or symbol in the novel. They will have a choice of question and will need to use quotations in their answer, even though this is a closed book exam. They will also need to make links to the social and historical context of the text. Students should spend 45 minutes on this question.

POWER AND CONFLICT ANTHOLOGY POETRY:

Students will write an essay comparing two poems that they have studied from the AQA anthology. They will need to use comparative connectives and use quotations from both poems, even though this is a closed book exam. They will also need to make links to the social and historical context of the poems. This anthology is provided by the exam board. Students should spend 45 minutes on this question.

UNSEEN POETRY:

Students will answer two unseen poetry questions. Firstly, they write an essay analysing a poem they have never seen before; they will then need to write a second essay, comparing the first unseen poem to another unseen poem. Students should spend 45 minutes on this section.

ENGLISH LANGUAGE PAPER 1:

Students read one fiction extract and then answer 4 short questions testing their comprehension, inference and analytical skills. They will need to be able to analyse language and structure in a text, and find quotations from the text to support their analysis. They will then need to write a short story/description based on a photograph or written prompt.

ENGLISH LANGUAGE PAPER 2:

Students read two non-fiction extracts and then answer 4 short questions testing their comprehension, inference, analytical and comparison skills. They will need to be able to summarise the two texts, analyse language in one of the texts, find quotations from the texts to support their ideas and comparison between texts. They will then need to write a letter/newspaper article/speech/leaflet giving their opinion on a statement.

SPEAKING AND LISTENING CERTIFICATE:

Speaking and Listening is a compulsory part of the new English Language GCSE, which will be assessed as Pass, Merit, Distinction or Not Classified. It will not contribute to the overall result of the GCSE English Language qualification, but will be certificated separately. Candidates must undertake a prepared spoken presentation on a specific topic, and respond to questions on it.

GEOGRAPHY

The study of Geography at LSC promotes a sense of awe and wonder about the physical and human world. Our Geography curriculum provides students with the tools required to *'think like Geographers'* and one where students are encouraged to consider global issues from a range of perspectives. Students will consider the physical and human influences that shape our world as well as developing the skills needed to study geography at GCSE and higher as well as the skills used in many different careers.

Students will study an exciting and varied Key Stage 3 curriculum where they will expand on their growing knowledge, whilst preparing themselves for GCSE Geography. At LSC we want our Geographers to be critical thinkers and therefore aim to provide them with the means to question and debate the knowledge that they are taught.

Beyond this, the department follow the AQA Geography specification for both GCSE and A Level as it reflects our passion for the subject and the interrelations between the human and physical world.

KEY STAGE 3

KEY STAGE 3 GEOGRAPHY

Geography students at Key Stage 3 follow a varied and engaging curriculum in Year 7 and 8 and Year 9, which is a bridging year between Key Stage 3 and GCSE Geography. Students are given the opportunity to experience both physical and human Geography at local, regional and global scales through studying the following topics:

YEAR 7

- Location, Location, Location
- Diversity of Global Landscapes and Cultures
- Which Physical Processes Shape our Planet?
- Planet Management
- Young Geographer of the Year Competition (set annually by the Royal Geographical Society)

YEAR 8

- What is the Geography of Disease?
- Climate and Global Warming
- Urban Regeneration and the Regeneration of Stratford
- The Geography of Sport - Can you ever have a level playing field?
- What is the Geography of my favourite place?
- Young Geographer of the Year Competition (set annually by the Royal Geographical Society)

YEAR 9

- Our Divided World
- Volcanic Hazards
- Our Global Community
- What is the Geology of the UK?
- Should a road be built through the Peruvian rainforest?
- Geographical Skills

Throughout Key Stage 3 there is a large emphasis on developing extended writing and encouraging analytical and interpretative skills. At the County High we view fieldwork as a vital aspect of the Key Stage 3 Geography curriculum. Students undertake fieldwork in the local area to explore Saffron Walden's connections to the rest of the world and visit Canary Wharf and the Olympic Park to investigate urban regeneration and Olympic Legacy. Towards the end of Year 9, students will develop and use a range of Geographical skills which will prepare them for GCSE Geography.

KEY STAGE 4

GCSE Geography is an exciting course based on both human and physical Geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural world. Students who take Geography for GCSE will have the skills and experience to progress onto A Level and beyond which many of our students choose to do.

YEAR 10

The Living World

This unit focuses on the natural world around us and the reasons why ecosystems are different all around the world. There will be special attention paid to the Amazon Rainforest and the Sonoran Desert in Arizona as students grapple with the issues facing these areas and how they can be developed in a sustainable way.

Urban Issues and Challenges

In this unit there will be a focus on London and Rio as students begin to search for an answer to the question: can a city ever be sustainable? Finally this unit will continue to build students up for their exam and there will be fieldwork undertaken in Saffron Walden which will be used in the final exam.

UK Physical Landscapes

This unit gives us the opportunity to focus on the features in the UK in more depth, whilst developing geographical and mapping skills further. Students will begin to look carefully at the coastal landscape around the UK, understanding why features have been formed in a particular way and how human management can influence this landscape. During this unit, students will undertake their second piece of compulsory fieldwork for the GCSE, which will feed into their final exam. Finally, students will pursue a study of the glacial landscape around the UK, looking at features formed by ice and opportunities created by the landscape left behind.

Changing Economic World

This unit of work encourages students to think about global development. Whilst we will be thinking about the indicators which show development and the differences between the quality of life of people, students will also be given the chance to focus on a case study of one country to look at all these features in more depth. Linking with the studies of the UK, students will focus their attention to the future of the UK

economy, tracking past developments and changes to project future trends and global links

YEAR 11

The Challenge of Natural Hazards

In order to build on their knowledge gained throughout KS3, students are being given the opportunity to study natural hazards for the first time at KS4. Students will begin to look at the array of natural hazards faced by people globally, before looking at examples of recent earthquakes and atmospheric hazards. The important theme running through this unit asks students to explore and categorise the impacts different hazards bring with them, whether they be in the short or long term. Finally, this unit looks the natural and human factors causing climate change and encourages thinking behind ways of managing this global issue on a variety of scales

HEALTH & SOCIAL CARE

CAMBRIDGE NATIONAL CERTIFICATE IN HEALTH AND SOCIAL CARE (LEVELS 1 AND 2)

This qualification is a GCSE equivalent, taught over three years. There are five lessons each fortnight and there are four units, one external exam which is one hour long and three pieces of coursework completed in class under controlled conditions. This means writing under exam conditions. You must plan and research each individual task yourself. You will have homework and class exercises to support your research and help you to prepare for the assessed task. You need to be a good listener, you need enthusiasm for the subject and an interest in people and their welfare. You must be able to follow instructions promptly and accurately and you must be able to manage your own learning and not be easily distracted. This could take you on to A level subjects in the sixth form or vocational courses at CRC. It could also lead to an apprenticeship. Alternatively, you might just enjoy learning about people and continue with other interests after GCSEs.

Year 9 is a foundation year where you will study the effects of people's life style on their physical, intellectual, emotional and social health and development. You will be introduced to a range of health, social care and early years settings, learn the key terms and develop the skills necessary to be successful in working independently to complete the coursework and carry out assessment activities in Years 10 and 11. You will learn about:

- care values
- healthy lifestyles
- elderly care
- disability
- job roles

Year 10 is when you will start the coursework. You will complete two units. The first unit will provide you with the underpinning knowledge and understanding of how to communicate effectively and which personal qualities will contribute to the creation of a caring environment when working with individuals in a health, social care and early years setting. You will be assessed on your communication skills.

In the second unit you will investigate development through the different life stages, study the factors affecting development and the key events in each stage. You will also study how living with a long-term condition affects progress through the life stages of an individual. Your assessment will be to write a support plan for an individual.

Year 11 is exam year. You will first complete the last piece of coursework looking at how to prepare creative activities for clients in different settings to encourage participation and enjoyment and support appropriate development. You will plan and carry out an activity for your assessment. The exam focuses on the rights of individuals and the values of care to be used when working in a health, social care or early years environment. All good practice is based on these values and enables those who work in care settings to provide high quality care

HISTORY

At LSC we have developed a broad and engaging curriculum that challenges students to:

- deepen their chronologically secure knowledge and understanding of British, local and world history.
- identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.
- use historical terms and concepts in increasingly sophisticated ways.
- pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response.
- understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

The History Department has constructed a curriculum which helps students have knowledge of significant developments in the past and to understand contemporary issues in the 21st Century. We push students to develop a rich understanding of different periods and to analyse changes over time such as the development of democracy and the rule of law, economic and social change, the causes of conflict etc.

History teachers at LSC encourage and support independent and collaborative learning in the classroom and promote curiosity and debate. We also push students to tackle extended reading and extended writing – a pursuit which we believe is fundamental in developing their skills and dispositions across the curriculum.

KEY STAGE 3

In line with Statutory Guidance for Key Stage 3 History, we have developed a curriculum that challenges all pupils to:

- deepen their *chronologically secure* knowledge and understanding of British, local and world history.
- identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.
- use historical terms and concepts in increasingly sophisticated ways.
- pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response.
- understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, we combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

The Key Stage 3 curriculum is developed over three years with three hours of taught content per fortnight. In year 7, students are taught in form groups, moving to mixed ability classes in years 8 and 9. Each year is broken down into topics as detailed below.

YEAR 7

- What is the story of Saffron Walden?
- Was the Norman Conquest really so significant?
- Why was Becket murdered?
- Who was the most successful medieval king?
- Did rats and rebels change people's lives completely?
- Why are medieval wars worth remembering?
- What was life like for different people during the Middle Ages?
- What were Martin Luther's ideas and how did they 'go viral'?
- How far and how fast did religion change under the Tudors?
- What was so remarkable about the Renaissance?
- Why was there a civil war in England?
- How did the government change after 1688?
- How united was the United Kingdom in 1745?

Meanwhile, elsewhere...comparisons to the Chinese and Islamic empires

YEAR 8

- How did the early industrialists embody the spirit of the age?

- Did the Industrial Revolution have a positive impact on people's lives?
- How far was William Wilberforce responsible for the abolition of the slave trade?
- How significant was the French Revolution?
- When did Great Britain become a democracy?
- What was WWI like?
- Why did the First World War break out in 1914?
- What was the impact of the British Empire on India c1800 - 1948?
- Did Britain win the Second World War?
- How did anti-Semitism change over time?
- What makes a typical migrant story?
- Why was 9/11 so important?

YEAR 9

Bridging Unit– Communist China under Mao Zedong, 1949-1976

In this bridging unit, students will study developments in China in the period 1949-1976. Students will learn about Chinese Communism and the impact of Mao's regime on the Chinese people. They will also look at China's relationship with the rest of the world in the context of the Cold War. This unit provides an effective taster for GCSE-style study as it builds student's conceptual understanding of key ideas and developments. It also provides an opportunity for students to further develop the skills, techniques and dispositions they may be required to use throughout the GCSE. This unit has two parts:

- Part one: the transformation of life in China 1949-62
- Part two: the Cultural Revolution and power struggles 1966-1976

Bridging Unit – Independent Research Project on the Vietnam War

In this bridging unit, students will study developments in Vietnam leading up to and during the Vietnam War. Students will learn about the causes of conflict in Vietnam in after 1945. They will also analyse why the USA were ultimately unable to win the Vietnam War. This unit provides an effective taster for GCSE-style study as it builds student's conceptual understanding of key ideas and developments. It also provides an opportunity for students to further develop the skills, techniques and dispositions they may be required to use throughout the GCSE. This unit has two parts:

Part one: What were the causes of conflict in Vietnam in the period 1945-1975?

Part two: Why did the USA 'lose' the Vietnam War?

Bridging Unit: Germany, 1890–1945: Democracy and Dictatorship

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key

individuals and groups in shaping change and the impact the developments had on them. The unit is split into three parts:

- Part one: Germany and the growth of democracy (1890-1929)
- Part two: Germany and the depression (1929-1933)
- Part three: The experiences of Germans under the Nazis (1933-45)

*From September 2020 'Germany' unit will not be studied until the beginning of Year 10.

KEY STAGE 4

Students study AQA GCSE History (specification code – 8145)

The Key Stage 4 curriculum is developed over two years with five hours of taught content per fortnight.

YEAR TEN

1. Conflict and tension between East and West, 1945–1972

This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers revolutionary movements during this time. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations. The unit is split into three parts:

- Part one: The origins of the Cold War (1945-1948)
- Part two: The development of the Cold War (1949-1960)
- Part three: Transformation of the Cold War (1960-1972)

2. Britain: Power and the people: c1170 to the present day

This thematic study will enable students to gain an understanding of the development of the relationship between the citizen and the state in Britain over a long period of time. It considers the causes, scale, nature and consequences of protest to that relationship. By charting the journey from feudalism and serfdom to democracy and equality, it reveals how, in different periods, the state responds to challenges to its authority and their impact. It allows students to construct an understanding of the rights and responsibilities of the citizen.

Students will have the opportunity to see how ideas, events or developments in the wider world affected the course of Britain's political development and will promote the idea that ideas of authority, challenge and rights did not develop in isolation, but

these developments should be seen in terms of how they affected Britain and British people. Students will study the importance of the following factors:

- war
- religion
- chance
- government
- communication
- the economy
- ideas such as equality, democracy, representation
- the role of the individual in encouraging or inhibiting change.

Students will study how factors worked together to bring about particular developments at a particular time and their impact upon society. Students will develop an understanding of the varying rate of change, why change happened when it did, whether change brought progress, and the significance of the change(s).

They should also be able to distinguish between different types of causes and consequences, eg short/long-term causes, intended/unintended consequences. This option focuses on the following questions:

- Why have people's rights and their relationship with the state changed?
- How have people challenged authority and how have governments responded to those challenges?
- How has Parliament and parliamentary democracy evolved?
- What impact have changes in political status had on people's lives?
- What is the significance of key individuals and events in the changing relationship between the individual and the state?

This unit is split into four parts:

- Part one: Challenging authority and feudalism
- Part two: Challenging royal authority
- Part three: Reform and reformers
- Part four: Equality and rights

YEAR 11

3. Elizabethan England, c1568–1603

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. This unit is split into three parts:

- Part one: Elizabeth's court and Parliament
- Part two: Life in Elizabethan times
- Part three: Troubles at home and abroad
- Part four: The historic environment of Elizabethan England

MATHEMATICS

Our aim is to make mathematics an enjoyable, exciting and empowering experience for all pupils. We want all students to improve their thinking skills by developing their mathematical abilities. We further aim to:

- build on their experiences at primary school level and enable them to leave as confidently numerate individuals capable of working logically within difficult and abstract concepts.
- promote high quality teaching and learning, resulting in high expectations and the production of excellent examination results.
- foster pupils' perseverance and resourcefulness in solving problems, and to develop their ability to think logically yet creatively.
- develop a positive, "can do" approach to mathematics and problems in general.

Here is a list of great websites that you will find very useful when doing homework/revising.

KEY STAGE 3 AND 4

Corbett Maths (no login/password required)

This is a free website with instructional videos and textbook exercises for each topic.

It also has a series of '5-a-day' questions which are helpful for Key Stage 4 students wanting to prepare for tests and exams.

Dr Frost Maths

This is a free website with helpful collections of 'full coverage' worksheets which collect every type of question that has ever been set in the GCSEs and arrange them by topic.

Maths Genie

This free website has a well-organised collection of EdExcel GCSE past papers, along with mark scheme, student-friendly worked solutions and videos talking through each paper.

KEY STAGE 3 AND 4 CURRICULUM

YEAR 7

| | | | | | | |
|--------|--|---|------------------------------------|--|--|-------------------------|
| Autumn | Algebraic Thinking | | | Place Value and Proportion | | |
| | Sequences | Understand and use algebraic notation | Equality and equivalence | Place value and ordering integers and decimals | Fraction, decimal and percentage equivalence | |
| Spring | Applications of Number | | | Directed Number | Fractional Thinking | |
| | Solving problems with addition & subtraction | Solving problems with multiplication and division | Fractions & percentages of amounts | Four operations with directed number | Addition and subtraction of fractions | |
| Summer | Lines and Angles | | | Reasoning with Number | | |
| | Constructing, measuring and using geometric notation | Developing geometric reasoning | | Developing number sense | Sets and probability | Prime numbers and proof |

YEAR 8

| | | | | | | |
|--------|---------------------------------------|------------------------------|------------------------------------|--------------------------------|---------------------------|----------------------|
| Autumn | Proportional Reasoning | | | Representations | | |
| | Ratio and scale | Multiplicative change | Multiplying and dividing fractions | Working in the Cartesian plane | Representing data | Tables & Probability |
| Spring | Algebraic techniques | | | Developing Number | | |
| | Brackets, equations and inequalities | | Sequences | Indices | Fractions and percentages | Standard index form |
| Summer | Developing Geometry | | | Reasoning with Data | | |
| | Angles in parallel lines and polygons | Area of trapezia and circles | Line symmetry and reflection | The data handling cycle | | Measures of location |

YEAR 9

| | | | | | | |
|--------|----------------------------|---------------------------------------|---------------------|---|------------------------------|---------------------|
| Autumn | Reasoning with Algebra | | | Constructing in 2 and 3 Dimensions | | |
| | Straight line graphs | Forming and solving equations | Testing conjectures | Three dimensional shapes | Constructions and Congruency | |
| Spring | Reasoning with Number | | | Reasoning with Geometry | | |
| | Numbers | Using percentages | Maths and money | Deduction | Rotation and translation | Pythagoras' Theorem |
| Summer | Reasoning with Proportion | | | Representations | | |
| | Enlargement and similarity | Solving ratio and proportion problems | Rates | Solving problems using graphs, tables and algebra | | |

YEAR 10

| | | | | | | |
|--------|--|----------------------|---------|--|-------------------------------|-------------------|
| Autumn | Similarity | | | Developing Algebra | | |
| | Congruence, similarity and enlargement | Trigonometry | | Representing solutions of equations and inequalities | Simultaneous equations | |
| Spring | Geometry | | | Proportions and Proportional Change | | |
| | Angles & bearings | Working with circles | Vectors | Ratios & fractions | Percentages and Interest | Probability |
| Summer | Delving into data | | | Using number | | |
| | Collecting, representing and interpreting data | | | Non-calculator methods | Types of number and sequences | Indices and Roots |

YEAR 11

Each Year 11 class is working through a curriculum that has been adapted by their teacher to respond to the group's needs in the run up to mock and national exams.

Teachers will be checking topics taught during lockdown as well as introducing new material, and they will prioritise the topics required for students to both strengthen their mathematical understand and succeed in exams.

MODERN FOREIGN LANGUAGES

WELCOME! BIENVENUE! WILLKOMMEN! ¡BIENVENIDOS!

In today's global economy, companies dealing with international markets are increasingly demanding better language skills of their workforce. Therefore, learning a Modern Foreign Language is a skill for life, which will undoubtedly enhance both communication skills and employment prospects. The European dimension is brought ever closer through the range of trips and visits offered by members of our team, including trips to France, Germany and Spain. Many of the skills taught will help students to gain an insight into other countries and cultures as well as improving their own literacy skills by learning the techniques required to access and understand a foreign language. We hope you will have lots of fun!

Aims and expectations:

- To develop pupils' ability to understand and communicate effectively in the foreign language.
- To develop pupils' knowledge and understanding of the grammar of the language, and the ability to apply it.
- To develop pupils' knowledge and understanding of countries and communities where the foreign language is spoken.
- To develop positive attitudes to language learning and to speakers of foreign languages and a positive approach to other cultures and civilisations.

KEY STAGE 3

Currently all students in Years 7 and 8 study French and German, before making their options at the end of Year 8. In Year 7 French students follow a course which allows them to consolidate language, and the key linguistic structures they have learnt in Primary school. German will be new for most students but many language skills are transferable. In Year 7, we will cover various modules of work such as personal information, classroom language, school, hobbies, the home, local area and holidays. Through explicit grammar teaching pupils should be more confident in using key linguistic structures.

In Year 8, French and German students will consolidate the work they have done in Year 7, but there is more emphasis on grammatical structures including tenses. Themes include Leisure, Health, Food, Daily Routine, Shopping, Directions and Holidays. We regularly assess students' progress in the four key skill areas: Listening, Reading, Speaking and Writing. All the essential information for those assessments is detailed in the pupils Course Guide, which supports pupils in their learning.

In Year 7 and 8 we run two very exciting and popular language trips to Germany and France.

YEAR 9

In Year 9 pupils have the choice of studying French, German or Spanish to GCSE. They can do one of these or a combination of two of them. Pupils who choose Spanish in Year 9 currently follow an accelerated course. As the course is condensed into three years the Spanish course is more geared towards those who have shown a real commitment to language learning in Years 7 and 8.

In Year 9 we build the foundations for GCSE, ensuring that students have a deeper grammatical understanding - in particular looking at wider range of tenses and encouraging students to include a wider range of linguistic structures in their work.

In Year 9 we run trips to France and Germany.

See below for useful online platforms which students will be given login details for.

KEY STAGE 4

All students will follow the new style GCSE. This will test their ability in Reading, Listening, Speaking and Writing, with terminal examination in all skill areas, with 25% of marks awarded in each skill area. The new exam aims to encourage more spontaneity in speaking and there will be a greater focus on grammatical competency and translation, as well as a developing a deeper cultural knowledge.

The course will cover three key themes:

- Identity and Culture (Free-time, technology, self and family customs and festivals).
- Local, national, international and global matters of interest (Home town, social and global issues, travel and tourism)
- Current and future study and employment (my studies, life at school, education post 16 and jobs, careers choices and ambitions)

To improve pupils' linguistic experience the Languages team are also offering students in Year 10 the opportunity to take part in German, French and Spanish trips. We will also use the AQA course book produced by Oxford University Press supported by an online platform called Kerboodle, which will enable students to practise their reading and listening skills at home. We also recommend the Pearson AQA GCSE Revision Workbook.

PSHEE

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE)

PSHEE is taught through timetable collapses for Years 7 to 11. A spiral approach to the curriculum is used whereby students revisit health, drugs and sex education throughout their time at LSC. There is planned provision for activities such as circle time, role-plays, classroom councils and co-operative games in PSHEE sessions. Participation and progress is monitored closely so that all students gain their entitlement to PSHEE provision.

Personal, social, health and economic education provision is co-ordinated by the PSHEE Co-ordinator and taught by Form Tutors and outside specialists as appropriate. PSHEE is also supported and taught across the curriculum in other subject areas.

The PSHEE programme is reviewed annually, but will typically include:

YEAR 7

- Road Safety
- Personal Safety – First Aid
- Fire Safety
- Internet Safety
- Healthy Lifestyles – personal hygiene
- Healthy Eating
- Cigarettes and alcohol
- Drugs – solvents

YEAR 8

- Careers Education
- Sex and Relationships
- Drugs Education
- Emotional Literacy – covered in Drama

YEAR 9

- Mental health – peer mentoring
- Road Safety
- Smoking
- Alcohol
- Drugs Education
- Safer Places – domestic violence
- Internet safety
- Fire Safety
- Sex and Relationships
- Anti-social Behaviour

YEAR 10

- Sex and Relationships
- Drugs Education
- Mental Health

YEAR 11

- Sex and Relationships
- Road safety

SEX AND RELATIONSHIPS EDUCATIONAL PROGRAM

At LSC we aim to provide a balanced sex and relationships education programme which combines the emotional, physical, moral, legal and social aspects of sex and relationships.

In addition to the National Curriculum requirements in both Science and Religion, Philosophy and Ethics', we deliver sessions during timetable collapses as part of our PSHEE programme. Material covered includes healthy relationships, sexually transmitted infections, contraception and pregnancy, and the safe use of social media.

We encourage the students to explore their own attitudes and values providing them with the skills to manage their relationships in a responsible and healthy manner. As we seek to prepare our students for the opportunities, responsibilities and experiences of adult life, we regard sex and relationships education as an important part of their learning.

RPE

RPE is the study of religion, philosophy and ethics. The national curriculum states the legal requirement that every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

RPE at LSC poses challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. We encourage an enquiring, critical and reflective approach to these issues. Students will explore religions and worldviews in local, national and global contexts to discover, explore and consider different answers to these questions. They will learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully in an atmosphere of tolerance. Enabling them to develop their ideas, values and identities and develop skills to participate positively in our society with its diverse religions and worldviews.

KEY STAGE 3

At Key Stage 3 students have 2 hours of taught content per fortnight in Years 7 & 8 and 3 hours taught content in Year 9. In Year 7 students are taught in form groups, moving to mixed ability classes in Years 8 & 9.

Each programme of study pursues a line of enquiry that is addressed through a variety of approaches. These explore and encompass the major religions and include Citizenship themes.

YEAR 7

- What is religion?
- How do Sikhs put their beliefs into practice?
- What are the arguments that God exists and how convincing are they?
- What does it mean to be good?
- Faith in the community.

YEAR 8

- Democracy in action.
- Buddhism in the modern world.
- Sources of authority and practices in Islam and Christianity.

YEAR 9

- Term 1: Christian beliefs

Students will examine beliefs about the nature of God and explore the problem of evil. They will look at different Christian beliefs about creation and the afterlife and consider how these impact a person's life. They will study beliefs and teachings about Jesus, his life and the concepts of salvation and atonement.

- Term 2: Religion, human rights and social justice

Students will consider prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals. They will examine issues of equality, freedom of religion and belief including freedom of religious expression and also human rights and the responsibilities that come with them, including respect for others. Racial prejudice and discrimination are examined in terms of ethics, positive discrimination and the law.

Students will study attitudes to wealth and its uses and responsibilities. This will include an examination of poverty: exploitation of the poor, fair pay, excessive interest on loans and people-trafficking. Students will consider responses to these issues including the ethics of charity.

- Term 3: Christian Practices

Students will examine different forms of worship and their significance. They will consider prayer and its significance, the sacraments of baptism and Holy Communion, Christian pilgrimage (Lourdes and Iona) and the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.

Students will also study the role of the church in the local and worldwide community including the work of food banks and street pastors, evangelism, initiatives for reconciliation and responses to persecution.

In all 3 terms, students will study religious teachings and religious, philosophical and ethical arguments relating to these issues, and their impact and influence in the modern world. They will be made aware of contrasting perspectives in contemporary British society on all of these issues including non-religious views and where appropriate, legal implications. This content and approach prepares students for the AQA GCSE papers that all students will take at the end of Year 11. Owing to the time allocation for this option, it is important for us to start looking at examined topics in Year 9 as the full GCSE course is taught to all students. The discussions and lessons go beyond the exam board specification.

KEY STAGE 4

All students follow AQA Religious Studies Spec A. The course is examined in two papers:

The study of beliefs, teachings and practices in Christianity and Islam.

Thematic studies: Relationships and families; Religion and life; Religion crime and punishment; Religion human rights and social justice.

Students will study religious teachings, and religious, philosophical and ethical arguments, relating to these issues and their impact and influence in the modern world. They will be made aware of contrasting perspectives in contemporary British society on all of these issues including non-religious views and where appropriate, legal implications.

YEAR 10

- Term 1: Islamic beliefs

Students will examine the six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences. This will include the concept of Tawhid, the nature of God, angels, predestination and life after death.

They will study the role and significance of sources of authority for Islam including risalah, the holy books and the Imamate in Shia Islam.

- Term 2: Religion, crime and punishment

Students will examine reasons for crime and religious and societal attitudes and responses. They will consider the treatment of criminals and aims and forms of punishment as well as the concepts of evil intentions and forgiveness. Students will reflect on ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.

- Term 3: Islamic Practices

Students will study the Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam. These incorporate Shahadah, Salah, Sawm, Zakah and Hajj and they will also examine the concept of Jihad.

Students will examine festivals and commemorations and their importance for Muslims in Great Britain today.

YEAR 11

- Term 1: Relationships and families

Students will examine issues around sex, marriage and divorce. These will include heterosexual and homosexual relationships, sexual relationships before and outside of marriage, contraception and family planning. They will also consider the nature and purpose of marriage, same-sex marriage and cohabitation and issues around divorce.

Students will study the nature and purpose of families, the roles of men and women, gender equality and discrimination.

- Term 2: Religion and life

In this final topic students will explore religious and non-religious views on the origins of the universe, the value of the world and the duty of human beings to protect it. They will explore the use and abuse of the environment and animals including animal experimentation. They will consider ideas around the origins of human life and the concepts of sanctity of life and the quality of life. These will lead into consideration of legal and ethical attitudes to abortion and euthanasia. Finally, students will reflect on beliefs about death and an afterlife, and their impact on beliefs about the value of human life.

SCIENCE

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity. Students need a good

grounding in the essential aspects of the knowledge, methods, processes and uses of science. They should be encouraged to develop a sense of excitement and curiosity about natural phenomena and to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

At LSC, we think it is important to treat the science curriculum as a continual learning process, building on previous knowledge and skills, to develop our students into confident theoretical and practical scientists. Working with local primary schools, we have used our knowledge of the KS1 and KS2 curriculum to develop an engaging, exciting and challenging KS3 course which is delivered to years 7, 8 and 9. It is designed to give all students the opportunities and support to continue to make outstanding progress and enjoy their learning whatever their scientific background. It is also vital that the KS3 course prepares students well for the increased demands of the new GCSE courses at KS4 and so we are keen, therefore, to introduce students at KS3 to the key skills they will need to perform well at GCSE. In year 9 we begin to teach a course which is designed to provide a foundation in key GCSE skills, many of which will be expanded upon later in the course. In year 9 students will begin to develop a portfolio 'lab book' of core science practical.

Since 2016 we have taught the Edexcel (9-1) specification which retains the emphasis on engagement, challenge and skills development. There are two routes of study to enable students to either achieve a double GCSE award in Combined Science or a triple GCSE award in the separate sciences. Both courses can lead onto the further study of science subjects at A level. From 2018 we also offer a bespoke course from students struggling to access the demands of the GCSE curriculum and they complete Entry Level Science alongside their combined science route. As with KS3, it is important to look ahead to the next stage in development and we are keen to ensure that our KS4 courses give students the understanding, knowledge and skills necessary to realise their potential. Each year consists of a mixture of Biology, Chemistry and Physics and summative assessments will occur at the end of each topic.

At KS5, students have the possibility to move on to study Biology, Chemistry, Physics at A-level, and also WJEC level 3 diplomas in Applied Science and Environmental Science. Our A level courses are linear but students will have the opportunity to sit an AS level at the end of year 12, there is still a large emphasis on practical work which will give students experience of group and individual working. Common threads running through these courses will include engaging activities and assignments that will allow students to develop into confident and independent scientists, able to progress successfully into higher education.

KEY STAGE 3

INTRODUCTION TO KS3 SCIENCE AT LSC

Students study a three-year KS3 Science programme, based on the National Curriculum and the development of skills and knowledge required at GCSE. The course is designed to follow on from their KS2 studies, building on knowledge and

skills developed at primary school and ensure a smooth transition in their learning. It will continue this development and prepare the students with the tools and confidence required for the challenges that the GCSE courses will present. The KS3 course will stimulate students' curiosity about the physical and natural world around them, as well as developing the key scientific skills they need now and in the future. Students are faced with challenging activities which encourage engagement and allow teachers to stretch and support students individually.

Classes are mixed ability throughout KS3 with students being taught in tutor groups in Year 7 and in mixed ability teaching groups in Year 8. A wide range of topics involving all three main science areas are covered in order to produce well-rounded scientists with an impressive range of knowledge and skills. In Year 9 students are broadly banded in to groups that helps prepare students for the required knowledge at GCSE.

KEY KNOWLEDGE AND UNDERSTANDING COVERED AT KS3:

- The nature of matter – the world material world around us
- Physical and chemical changes to matter
- The interaction of matter and energy
- Energy and forces
- The make-up and structure of living organisms
- How life reproduces, changes and evolves
- The impact of human activity on the environment

KEY SKILLS COVERED AT KS3:

- Manipulation of standard laboratory equipment
- Planning of experiments and collection of data
- Graph drawing
- Analysing experiments and drawing conclusions.
- Development of writing skills – how to describe and explain scientific concepts.
- Manipulation and use of data

YEAR 7

The first term of Year 7 is focussed on building a good foundation in key scientific skills and knowledge. Students follow an introductory unit which includes the development of essential practical and maths skills including a cross curricular project working with their maths teachers. They then rotate through 8 units of study, outlining key aspect of Physical, Chemical and Biological sciences.

Every opportunity is given for development of practical skills. The course is very hands-on, and students are encouraged to learn and develop through their own practical work together with independent and group work activities. Progress in practical work and maths skills is also assessed during class tasks, homework and end-of-topic tests.

YEAR 8

In Year 8, students begin to develop a deeper understanding of the scientific world. They study the interaction of matter and the role and application of forces in the real world, as well as furthering their understanding of living organisms over six different units. Emphasis is placed on developing scientific thinking, and on translating ideas into a written format. The acquisition of knowledge through first-hand experience remains a major theme. As in Year 7, there is a large emphasis on developing practical and mathematical skills which are assessed regularly. At the beginning of the summer term, Year 8 students take a KS3 exam which is used, along with other data, to form teaching groups for Year 9 and the start of their GCSE studies.

YEAR 9- PREPARATION FOR GCSE STUDIES

As students move through the KS3 course, they develop skills that will be essential for success at KS4. These include the knowledge and use of key words, understanding how to analyse and use data and the application of prior knowledge to unfamiliar situations. Development of all these skills are embedded into the course throughout to develop their scientific thinking skills and to better prepare them for the rigours of GCSE studies and core practical's.

All students in Year 9 will study a bespoke LSC preparatory course for GCSE, which covers fundamental scientific principals and allows for time to explore real world concepts. The course extends learning from Years 7 and 8 and also brings down fundamental knowledge from the GCSE specification. This allows for late developers to shine and for teachers to closely monitor progress over a longer period of time before making final route judgements for Year 10. Students are broadly banded by ability based on prior data, progress and teacher assessment. They will be assessed continually throughout the year and changes may be made to the groups through the year to ensure that all students are in the best place to maximise their potential. Percentage grades may be awarded for summative tests but the focus in Year 9 is on gaining experience and knowledge and we employ the mantra of 'every mark counts' rather than predicting and targeting GCSE style grades.

KEY STAGE 4

GCSE COURSES, EDEXCEL (9-1)

GCSE courses, Edexcel (9-1)

These are new linear courses with no coursework so all GCSE exams will be taken at the end of year 11.

YEAR 10 & 11

There are two main routes of study leading to GCSE qualifications. Once students have embarked on these routes, it is not possible at a later stage to switch although there may be some movement between groups on the same route as students continue to develop. Route decisions will be based on year 9 data and professional judgement with the intention of allowing students to achieve the highest possible grades. It is judged to be better for students to achieve two high grades rather than three lower ones. This will enhance the chances of the students gaining entry into the sixth form and securing a place on their chosen A level courses.

Combined Science (Double Science): students will complete the science course started in Year 9. Their progress will continue to be assessed and monitored to ensure they are in the most suitable teaching group. There will be no external exams in Year 10 and no coursework. This is a linear course and six exam papers (2 biology, 2 chemistry and 2 physics) will be taken at the end of Year 11 in the summer of 2018, which will lead to the award of two grades for the Combined Science qualification. Whilst the exams will be available in both foundation and higher tiers, students must complete all assessments in the same tier. Taking this course will not prevent students from studying the sciences at A level should they wish to do so, a minimum of A/B grades and 7/6 in GCSE maths will be required.

Triple Science (Biology, Chemistry and Physics): students will continue where they left off in Year 9 to study the three separate sciences in more detail. They assessed with a mixture of in class activities, classroom test and formal examinations; progress is monitored to ensure they are in the most appropriate group for their ability. As with Combined Science, there is no coursework and no external exams in Year 10. All assessments must be completed at the end of Year 11 in the summer of 2019 and six exam papers (2 biology, 2 chemistry and 2 physics - different from the Combined Science) will be taken, which will lead to the award of three GCSEs in Biology, Chemistry and Physics. The exams are available in both tiers although students must complete assessments in the same tier for each subject. A minimum of a grade B will be required for progression onto A-level sciences and a grade 7/6 in maths.

We also offer Entry Level Science to some groups at KS4 and this is taught alongside the Combined Science Foundation level course. Some students will also study for an Asdan course in scientific skills and the number of students taking this course will vary year on year based on the specific needs of the student

TECHNOLOGY

In Design & Technology we encourage students to combine practical and technological skills with creative thinking to design and make real and useful products and systems that meet human needs. They learn to use current technologies and consider the impact of future technological developments. They are taught how to think creatively, and use their design thinking to improve quality of life. Our students learn how to solve problems as individuals and as members of a team by working in stimulating contexts that provide a range of opportunities and draw on the local ethos, community and wider world. They are given the skills to

respond with ideas, products and systems, challenging expectations where appropriate by combining both practical and intellectual skills with an understanding of a variety of other external and emotional factors.

We aim to:

- foster an interest and enjoyment in the understanding and use of Design & Technology
- stimulate each student's curiosity about the world around her/him and about everyday objects, how they are made and function
- encourage students to confront and discuss design and technological issues – both new and existing – as well as to consider ethical, moral and environmental aspects •
- equip students to be confident citizens in an increasingly technological world and look to the future with creativity and innovation
- develop confidence in practical and problem solving activities with real life contexts
- develop an enterprising attitude and to take risks where appropriate
- see opportunities and make things happen
- provide a sound basis for further technological study and entry to Design & Technology based professions

The staff in the Design & Technology Department are specialists in the subject areas and are highly knowledgeable and skilled

KEY STAGE 3

In Years 7 and 8, the Design and Technology provision builds confidence whilst making practical products in specialised learning environments and developing the students specialised knowledge in each of the department's subject areas.

Each subject area has tailored exciting and challenging projects that encourage all students of different abilities and skill levels to become assured and well-equipped self-learners. As students carousel through all subjects on offer, they are able to develop skills, understanding, knowledge and safe practices working with specialised tools and equipment in a safe and controlled environment in each of the following subject areas; Product Design, Graphic Design and Architecture, Food, and Fashion and Textiles. The department regularly monitors all aspects of the KS3 curriculum to ensure consistency of approach and delivery, and progress is tracked through a comprehensive recording system. The department works closely with feeder primaries.

In Year 9, students have the opportunity to make some options choices where they can choose to deepen and enrich learning in some of the subjects that we offer, building on learning in years 7 and 8.

KEY STAGE 4

We are proud to offer a range of subjects at KS4 which allow a breadth of learning and experience under the Design and Technology Area.

Across these subjects we aim to prepare students to take part confidently and successfully in an increasingly technological world. We give them the chance to work creatively when designing and making by applying technical and practical knowledge. Students learn how to take risks, and solve problems becoming resourceful, innovative, enterprising and capable citizens. Through looking at past and present design and technology students develop a critical understanding of its impact on daily life and the wider world. The curriculum we offer compliments STEM subjects across the school, providing skills and knowledge for employment.

Whatever subject area our students choose to specialise in, they look at important issues that affect design in the wider world, such as sustainability, global issues and user-centred design. They learn about a range of materials, processes and components that can be used imaginatively to create high quality products, prototypes and samples that are fit for purpose.

GCSE AQA FOOD PREPARATION & NUTRITION

Cooking and healthy eating is an important life skill. At LSC we are focused on preparing healthy dishes safely and hygienically. Our objective is to nurture students' practical cookery skills and to give them a robust understanding of nutrition. Students will have a thorough understanding of nutritional needs of different groups in society, food provenance and the working characteristics of food materials.

We are following the AQA course which is based on 6 main areas of study: Food preparation skills, Food, Nutrition and Health, Food science, Food safety, Food provenance and Food choice.

The course consists of two non-examined assessments, a Food investigation and a Food preparation assessment, and a written examination. Both these elements are worth 50% of the overall mark.

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