

ART

SUBJECT OVERVIEW:

Students will learn to use the visual language of art and design to develop ideas, explore techniques and processes, and to integrate these to form their own artwork and to connect with the work of other artists, craft-workers and designers. Students will learn how to respond to a theme or stimulus and to develop your own ideas. Students will learn how to organise a project from the initial starting-point, through the use of a sketchbook and other studies, into a final considered outcome.

KEY STAGE 3 OVERVIEW:

YEAR 7 (SCHEMES OF WORK) AUTUMN:

Formal Elements

This scheme of work is designed to allow students to practice their skills in art through exploring formal elements. Students will investigate tone and shade, mark making and colour theory. They will investigate the work of Bridget Riley and Op Art to support their tonal studies and will be introduced to Fauvist artists in their introduction to colour theory. Students will develop a range of drawing styles with the focus on observation drawing and still life.

YEAR 7 (SCHEMES OF WORK) SPRING:

Introduction to Colour

In this scheme of work students will apply their knowledge of skills taught in the autumn term, however the teaching emphasis is on colour theory. Students will gain an understanding of colour mixing and blended colour, and will develop painting skills. Again relevant artists will be explored to support students' work.

YEAR 7 (SCHEMES OF WORK) SUMMER:

Cultures project - The Mexican festival The Day of The Dead

Students will explore the Mexican festival The Day of The Dead. Here they will gain an insight into the symbolism within the festival and will explore the imagery and history surrounding the festival. Students will continue to develop new media and techniques, however they will also explore printmaking and sculpture.

YEAR 8 (SCHEMES OF WORK) AUTUMN:

Charlie and the Chocolate Factory

This is an imaginative project where the emphasis is on building students' knowledge in drawing and painting. Students will continue to apply their knowledge in using a range of media and techniques already explored in year 7. They will produce a series of sweet designs based on the film Charlie and the Chocolate Factory. Their final outcome will be a collaborative mural.

YEAR 8 (SCHEMES OF WORK) SPRING:

Architecture

In this scheme students are introduced to different styles of architecture ranging from classical architecture through to modern styles including street art. Students are encouraged to take inspiration from their surroundings to produce independent final outcomes based on the theme of architecture. Students will take inspiration from many artists. They will also explore the concept of whether street art is an artform or vandalism. They will explore the political work of Banksy. Skills explored in this scheme will incorporate drawing and painting, printmaking and artist research.

HOW DOES THIS SUBJECT FULFIL SMSC NEEDS?

SOCIAL: Students are able to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. Students are taught that all their artwork should be sensitive to needs and beliefs of different backgrounds, ensuring all imagery and artistic work created will not cause offence. They think about their ideas and artwork and how they impact on the world around them.

Students are encouraged to use the work of artists and designers from a wide range of cultures and historical contexts to influence and support the development of their work.

Students use imagination and creativity in their learning.

MORAL: Students are exposed to concepts which require a moral viewpoint to be debated during group discussion. Developing an evaluative argument allows students to explore the scientific thinking surrounding procedures such as IVF and genetic engineering.

SPIRITUAL: Students show an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. Students research a range of cultures and religious artwork.

CULTURAL: Students are taught that all their artwork should be sensitive to needs and beliefs of different backgrounds, ensuring all imagery and artistic work created will not cause offence. They think about their ideas and artwork and how they impact on the world around them.

Students are encouraged to use the work of artists and designers from a wide range of cultures and historical contexts to influence and support the development of their work.

YEAR 8 (SCHEMES OF WORK) SUMMER:

Tribal Art

Students will explore the culture of Aboriginal art. Here they will produce their own work based on imagery found in the dreaming paintings. They will demonstrate a knowledge and understanding of the artwork and will experiment creating dot paintings. Their final outcome is to the discretion of staff - either a painting will be created or they will produce a sculptural piece.

KEY STAGE 4 OVERVIEW:

Fine Art

At KS4 students are introduced to a variety of themes and topics. Within these projects students will be required to produce a sketchbook/ folder of work which explores the themes within the projects.

Assessment Objectives:

A01 - Artist research - investigating and analysing the work of artists, designers and crafts (25%).

A02 - Experimentation of media, techniques and processes (25%).

A03 - Observation drawings, insights and recording of imagery (25%).

A04 - Final outcome (25%).

GCSE coursework is worth 60% in overall grade.

GCSE externally set assignment is worth 40% towards overall grade.

Over the course of three years, students are required to produce two coursework projects. At the end of the course they will complete their externally set assignment. Students will complete a 10-hour exam. Both coursework and exam are marked internally and moderated by an external moderator.

Topics explored (however not inclusive) - School life, Identity, Surrealism, Horror, Natural forms, Openings, Still life, Architectural elements, Artist inspired projects, Inside and Outside, Close Up.

Within each topic students will produce sketchbook work - investigating relevant artists, observational work, experimentation using media and techniques and will finally produce a final outcome inspired by independent research inspired by current theme or topic.

At the end of year 11 students will submit their portfolio of work based on projects researched, throughout the two years Coursework submitted is worth 60% of the final grade. They will complete their GCSE by completing a 10 hour externally set assignment is worth 40%. Student's work is displayed once internally moderated and a visiting external moderator will visit the exhibition.

HOW DOES THIS SUBJECT CHALLENGE MORE ABLE STUDENTS?

In the art department we challenge our more able students with individually tailored work which stretches their skills. They have more independent choice of resources and complexity of media. More able students enhance their work with the use of photography and CAD. We provide trips and workshops for more able students which enrich their work in lessons. More able students have the opportunity to attend after school sessions and lunch time sessions to experiment with new techniques and work with staff on a one to one basis. More able students are provided with scope to explore their own personal interests within art and design. More able students are encouraged to research a wider range of artist investigations to inspire their work.

MARKING:

KS3

Sketchbooks are marked regularly with formative feedback on artwork produced. Key pieces of work are assessed and moderated within the department to ensure consistency within staff. Work is assessed in accordance with the assessment objectives. Book scrutinies are completed again to ensure accuracy of marking and feedback.

KS4

Students are issued with assessment booklets at KS4. Progress is recorded on key pieces of work every two weeks. Verbal and formative feedback is recorded. All work is assessed in accordance with assessment objectives and Academy guidelines.

ENRICHMENT AND EXTRACURRICULAR:

Students can participate in lunchtime enrichment classes and are welcome after school to either develop their work with staff or learn a new skill or technique. During the academic year trips to galleries are organised and artists in residence have been invited into school. Trips to the mountain centre have been organised to enrich students' work.

Additional support (Websites, APPs, GCSE Exam Board.

GCSE Exam Board AQA.

Visit to Galleries, exhibitions relevant to themes and projects.

BUSINESS STUDIES

SUBJECT OVERVIEW:

We introduce students to the dynamic world of business and the importance of entrepreneurial activity in creating business opportunities and sustaining business growth. Students will have the opportunity to explore skills needed in the world of work and further education.

KEY STAGE 4 OVERVIEW:

YEAR 9 (SCHEMES OF WORK) AUTUMN:

At the heart of business activity are enterprise and entrepreneurs, who initiate and grow businesses, with a wide range of aims and objectives. These objectives often adapt as businesses grow and as the market and competitive environment in which they operate changes. Business organisations vary in size and ownership and operate in local, national and global contexts. Businesses have many stakeholders who are affected by business activity and can also impact on business behaviour.

YEAR 9 (SCHEMES OF WORK) SPRING:

Marketing affects all functions of a business and includes a wide range of activities including researching the market, analysing the market and developing a marketing strategy through the implementation of the marketing mix. Businesses will organise their marketing function in different ways, depending on their size, the goods and services they sell and the markets they operate in. Marketing decision making will also be affected by these different contexts.

YEAR 9 (SCHEMES OF WORK) SUMMER:

Students would conduct a market research project on cereals and bring all the knowledge learnt in this academic year together by applying it to an activity.

YEAR 10 (SCHEMES OF WORK) AUTUMN:

Businesses will organise their operations in different ways, depending on their size, the types of goods or services they sell and the markets they operate in. These different contexts will also affect decision making on how a business operates.

YEAR 10 (SCHEMES OF WORK) SPRING:

It involves the recruitment, training, organisation, retention, development and motivation of employees. Human resource managers will work with other business functions to contribute and direct the business aims and objectives. Businesses will organise their human resource function in different ways, depending on their size, the goods and services they sell and the markets they operate in. Human resources decision making will also be affected by these different contexts.

YEAR 10 (SCHEMES OF WORK) SUMMER:

It will have a number of roles including start-up finance, the preparation and creation of financial accounts, maintaining financial records, paying bills and analysing financial performance. Businesses will organise their finance function

HOW DOES THIS SUBJECT FULFIL SMSC NEEDS?

SOCIAL: Students have opportunity to work with others and explore feelings and values of others through team work. Students have the opportunity to look at how businesses are run in countries around the world.

MORAL: Students get the opportunity to discuss what is morally right and wrong in how businesses function and expand. Students have the opportunity to look at laws affecting businesses in the UK and around the world.

SPIRITUAL: Students have the opportunity to explore social skills through role play. Students have the opportunity to look at local community businesses and understand the role of trade unions in resolving conflict.

CULTURAL: Students get to look at different businesses that operate in different countries around the world. Students can explore cultural influences and celebrate diversity.

in different ways, depending on their size, the goods and services they sell and the markets they operate in. The financial decisions made by businesses will also be affected by these different contexts

YEAR 11 (SCHEMES OF WORK) AUTUMN:

It will have a number of roles including start-up finance, the preparation and creation of financial accounts, maintaining financial records, paying bills and analysing financial performance. Businesses will organise their finance function in different ways, depending on their size, the goods and services they sell and the markets they operate in. The financial decisions made by businesses will also be affected by these different contexts.

YEAR 11 (SCHEMES OF WORK) SPRING:

The success or failure of a business will often depend on its willingness and ability to recognise and anticipate external influences. It is important that businesses respond to these influences in order to remain competitive and achieve their aims and objectives. External influences can impact on a business and its stakeholders in a number of diverse and conflicting ways.

YEAR 11 (SCHEMES OF WORK) SUMMER:

Learners will be doing revision by completing past exam papers and working through different tasks using different revision strategies.

HOW DOES THIS SUBJECT CHALLENGE MORE ABLE STUDENTS?

Students are challenged by various extension tasks including exam questions. They are challenged through directed Q&A to stretch their thinking and application of knowledge.

MARKING:

The department follows the school policy for marking which includes Live Marking, Online marking, Peer assessment and WWW/EBI.

ENRICHMENT AND EXTRACURRICULAR:

- Business Enterprise
- Tycoons in schools

ADDITIONAL SUPPORT (WEBSITES, APPS):

www.gcsebitesize.co.uk

www.wjec.co.uk

www.edexcel.co.uk

SUBJECT LEADER

Miss Kaye Patrick

kaye.patrick@oatforge.co.uk

CLASSICS

SUBJECT OVERVIEW:

Classics is the study of the ancient Greeks and ancient Romans; their histories, heroes and leaders and how these amazing ancient cultures of the past have made such a huge impact on our present day.

KEY STAGE 4 OVERVIEW:

Our KS4 curriculum for years 9, 10 and 11 has four facets. The content for this, we consider to be broad and therefore educationally fulfilling.

YEAR 9 MYTH AND RELIGION:

In the first year of the GCSE curriculum, we introduce the students to classical destinations of ancient Greece and Rome and gain a full understanding of daily life and the beliefs and values of these societies through a thematic study of:

- The gods
- The universal Hero: Heracles/Hercules
- Religion and the city: Temples
- Myth and the City: Foundation Stories
- Festivals
- Myths and symbols of Power
- Death and Burial
- Journeying to the Underworld

YEAR 10 THE HOMERIC WORLD:

Our next focus is the Homeric World. This is split into two key areas – a culture study and a literature study. First, we learn about the culture of the Mycenaeans. We study some of the main Mycenaean sites and the items that made these places so remarkable. We study a variety of source material to find out what life was like at that time:

- Daily life in Mycenae
- Armour and Weapons
- Linear B Tablets
- Decorative Arts
- Tombs, Graves and Burial

In the literature study, we read five chapters from *The Odyssey* by Homer and our learning focuses on the epic hero, Odysseus. We learn of his encounter with the giant Polyphemus and the witch Circe, and with his rivals, the suitors in his palace. We study the key figures and themes:

- Civilization and Barbarism
- Revenge and Justice
- The character of Odysseus
- The role of the gods

YEAR 11 CONSOLIDATION

At this stage in the course all of the examination content will be taught and so we will have the remaining run up to the exams to revise the elements needed for the two summer examinations:

- Thematic study: Myth and Religion – Greece and Rome
- Literature and Culture study: The Homeric World – the Mycenaean Age and *The Odyssey* by Homer.

We will also spend time throughout this final consolidation phase, refining examination techniques and providing literacy and writing support to ensure that all pupils feel fully prepared and equipped to confidently complete their exams.

HOW DOES THIS SUBJECT FULFIL SMSC NEEDS?

SOCIAL: A collaborative learning environment is key to every classics lesson. Social concepts and constructs such as the Roman class system are also analysed in classics, providing pupils with a more well-rounded view of how societies function.

MORAL: We provide opportunities for the analysis of works of literature, art and philosophy such as the heroic codes of warriors and tragic Greek plays which offer a profound insight into the morality of human behaviour.

SPIRITUAL: We look at the powerful idea of spirituality which formed the core of the classical world; its religions, the Greek and Roman gods, temples and rituals.

CULTURAL: Pupils are encouraged to actively engage in the process of enquiry into the classical world, considering classical values and the subsequent impact on these cultures upon the modern world.

HOW DOES THIS SUBJECT CHALLENGE MORE ABLE STUDENTS?

Classics encourages students to critically analyse, evaluate and interpret a range of classical sources: Greek and Latin literature, architecture, sculpture and a variety of classical objects which promotes independent thought and enquiry. Students are challenged not only through the subject matter itself, but also through questioning and assessment.

MARKING:

We utilise the Academy marking policy in classics and feedback is provided through the marking of book, Live Marking and verbal comments. Students are assessed on each topic area, termly.

ADDITIONAL SUPPORT (WEBSITES, APPS):

www.ocr.org.uk/qualifications/gcse-classical-civilisation-j199-from-2017

SUBJECT LEADER

Nathan Kirby
nathan.kirby@oatforge.co.uk

COORDINATOR OF KS4 IT:

Carlisle Malcolm
carlisle.malcolm@oatforge.co.uk

COORDINATOR OF COMPUTER SCIENCE AND LEVEL 3 BTEC:

Jamie Willetts
jamie.willetts@oatforge.co.uk

COMPUTER SCIENCE AND ICT

SUBJECT OVERVIEW:

Computer Science and ICT is taught to all year 7 and 8 students on a weekly basis. In year 9, students then have the option to opt for GCSE Computer Science or the BTEC Digital Information Technology qualification. Following the options process, students have three lessons per week in year 9 and then two lessons per week in years 10 and 11.

KEY STAGE 3 OVERVIEW:

In year 7 and 8 students complete six units, two in each term. At the end of each unit students will complete an assessment or project which will determine whether they are below, on, above or exceeding their target.

YEAR 7 (SCHEMES OF WORK) AUTUMN:

E-Safety: Social Networks, Personal Data, Staying Safe Online, Cyberbullying and Digital Footprints.

Hardware and Software: Input, Output and Storage Devices, Computer Components, Health and Safety Issues, Binary, Networks and Network Topologies.

YEAR 7 (SCHEMES OF WORK) SPRING:

Programming in Scratch - Movement, IF Statements, Variables, Data Types and Planning, Developing and Evaluating a Project.

Spreadsheets: Spreadsheet Features, Formula and Functions, Modelling and Planning, Creating and Testing Spreadsheets for different scenarios.

YEAR 7 (SCHEMES OF WORK) SUMMER:

Databases - Simple database design and development including design and development.

Graphics Design - Using graphics software such as fireworks to design and develop simple animations and graphics.

YEAR 8 (SCHEMES OF WORK) AUTUMN:

Programming in Python: Syntax and Strings, Variables, Data Types, IF Statements and FOR and WHILE loops.

Binary - Converting from Binary to Decimal, ASCII, Binary Addition, Hexadecimal Conversion and Using Ciphers to Encrypt and Decrypt messages.

YEAR 8 (SCHEMES OF WORK) SPRING:

Sketchup - Creating 3D Objects, Designing to Scale, Planning and Developing a 3D House, Microsoft Visio, Designing an Advert and Evaluating a House Advert.

YEAR 8 (SCHEMES OF WORK) SUMMER:

Creating Movies - Students will be given the opportunity to develop a simple movie through using software such as movie maker and audacity.

HOW DOES THIS SUBJECT FULFIL SMSC NEEDS?

SOCIAL: In computing students are encouraged to work collaboratively, which encourages social development. Students are often encouraged to research and work with others to find appropriate solutions to various problems. Group work is something that is used through all key stages and the use of peer evaluation is embedded into the curriculum.

MORAL: Computing helps students to explore real and imaginary situations and allows them to reflect on the possible consequences of people's actions. Many issues are raised such as whether it is morally right to have computer games whose aim is killing, and whether it is fair that some people do not have access to the internet. Real life scenarios are used at KS4, where issues surrounding the misuse of and access to personal data are considered. Other moral issues surrounding the topics of driverless cars, online file sharing and the use of computers in health care are also considered. Case studies are used which allow students to draw conclusions through evidence rather than their preconceptions but does allow students time to reflect on their own personal perceptions.

SPIRITUAL: Students are encouraged to think creatively and show their imagination in the design and construction of various digital products. Self-esteem is promoted through presenting their work to others.

CULTURAL: In Computing, students are encouraged to show an awareness and appreciation of the digital divide and to be aware of differing cultural and spiritual or religious views towards the use of digital technology. Students are given the opportunity to apply their IT and computing skills to the wider curriculum.

KEY STAGE 4 OVERVIEW:

YEAR 9 (SCHEMES OF WORK) AUTUMN:

Computer Science

Students will study the following topics: Input, Output and Storage Devices, Accessibility Devices, Units, Binary Conversion, Binary Addition, Hexadecimal, Logic Gates, Compression and Programming in Python. In the second half term students will study the following topics: Flowcharts, Pseudocode, Sorting and Searching Methods, Secondary Storage and Computers in the Modern World.

IT

Students will study the following topics: input, output and storage devices, accessibility devices, computer systems, portable computers, storage technologies and will also develop their skills in Fireworks.

YEAR 9 (SCHEMES OF WORK) SPRING:

Computer Science

In the first half term students will study the following topics: Cloud Computing, Networks, Network Topologies, Types of Networks and Ethical Issues in Computing. In the second half term students will study the following topics: Privacy Issues, Open Source and Proprietary Software, Pseudocode, Flowcharts and will work through a programming workbook to develop their skills in Python.

IT

Students will develop their understanding of spreadsheets and databases. They will learn how to use these to represent data. Students will use different scenarios to show how this data can be represented and will learn how it will help us to make well-informed decisions.

YEAR 9 (SCHEMES OF WORK) SUMMER:

Computer Science

In the first half term there will be a real emphasis on programming using the Python language and students will develop their ability to use various programming techniques. During the second half term students will have the opportunity to complete a practice run of their controlled assessment that will be completed during year 10.

IT

Students will develop their knowledge and understanding of user interfaces throughout this term. They will look into the different types of interfaces and develop their understanding on how each one is used.

YEAR 10 (SCHEMES OF WORK) AUTUMN:

Computer Science

During the first full term in year 10, students will focus on completing the programming project and will have 20 hours to complete the entire project. Students will be provided with a scenario from the exam board in which they will need to produce a fully functional Python program along with a write up showing the choices behind the decisions they have made.

IT

Students will prepare to complete their first piece of coursework for component 1 on user interfaces. Following preparation, students will produce a written document covering each of the different interfaces and various design principles.

HOW DOES THIS SUBJECT CHALLENGE MORE ABLE STUDENTS?

In computing students are challenged through the use of different questioning, activities and through being encouraged to extend their learning by looking into different ways that problems can be solved. Also, students are encouraged to work with others to develop their knowledge and understanding of certain topic areas. Each year, more able students take part in the 'Bebras Computing Challenge' which allows them to develop their problem solving skills. Code Club is also available for students looking to develop their knowledge of coding and is available to them at lunch times and after school.

MARKING:

Students' work will be marked on paper and/or electronically. The work that students complete will be marked each week with their being three WWW and EBI feedback opportunities each term. Students will be assessed on each of the units that they complete. For each unit, in years 7 and 8, students will be awarded one of four grades: above target (AT), on target (OT), below target (BT) and exceeding (E). The assessments that students complete in years 9, 10 and 11 at the end of each half term will be assessed by the mark schemes provided by the exam board. Students will be awarded an equivalent grade to the percentage that they achieve.

ENRICHMENT AND EXTRACURRICULAR:

Students have the opportunity to attend clubs at lunch times and after school. A coding club is available for years 7 and 8, with their being revision and programming clubs available for those students studying GCSE Computer Science or GCSE IT.

ADDITIONAL SUPPORT (WEBSITES, APPS):

scratch.mit.edu

repl.it

www.codecademy.com/learn/learn-python

www.khanacademy.org

hourofcode.com/uk

YEAR 10 (SCHEMES OF WORK) SPRING:

Computer Science

In the first half term students will study the following topics: Abstraction, The CPU, Algorithmic Thinking, Von Neumann Architecture, Flowcharts, Embedded Systems and Algorithms. In the second half term students will study the following topics: Virtual Memory, RAM and ROM, Secondary Storage, Variables and Constants, Data Types, Storage Devices, Sorting and Searching Methods and Complex Logic Gates.

IT

During this term students will be completing their second and third piece of coursework for component 1 on user interfaces. This will include students using a real life scenario to create a interface for a business.

YEAR 10 (SCHEMES OF WORK) SUMMER:

Computer Science

In the first half term students will study the following topics: Identifying Syntax and Logical Errors in Python, How to Complete Algorithms, Utility System Software, Operating Systems, Networks and their Performance, Client Server and Peer-to-Peer Networks and The Internet. In the second half term students will study the following topics: Binary Addition and Binary Shifts, Python Programming - String Manipulation, FOR and WHILE Loops, Lists, Arrays, File Handling, Procedures and Functions.

IT

Students will be completing their next coursework task on component 2 which will involve them using data to explain how decisions can be reached in real life situations.

YEAR 11 (SCHEMES OF WORK) AUTUMN:

Computer Science

In the first half term students will develop their programming skills in the following areas: string manipulation, while loops and validation, lists, CSV files. In the second half term students will spend each of the lessons completing the programming project set by the exam board.

IT

Students will be preparing for their examination which will take place straight after Christmas. Students will cover topics such as: modern technologies and their impact, cyber security and the threats to data, legal and ethical issues in computing and the forms of communication in digital systems.

YEAR 11 (SCHEMES OF WORK) SPRING:

Computer Science

In the first half term students will study the following topics: network topologies, cloud computing, network threats, preventing threats, open source and proprietary software and protocols. In the second half term students will study the following topics: images and sound, translators and facilities of IDEs, Structured Query Language (SQL), legislation and ethical issues.

IT

Students will spend time completing their coursework for component 2, ensuring that all aspects are complete.

YEAR 11 (SCHEMES OF WORK) SUMMER:

Computer Science

Students will spend their lessons in the summer term preparing for their Computer Science exams and working through past papers.

IT

Students will spend their lessons in the summer term preparing for their Computer Science exams and working through past papers.

SUBJECT LEADER:

Mr M Barker
mark.barker@oatforge.co.uk

LEADER OF LEARNING:

Miss N Pitts
nicola.pitts@oatforge.co.uk

ENGLISH

SUBJECT OVERVIEW:

English is invaluable for a child's future, no matter what they are aiming for. A good command of the spoken and written word will help a child every day of their life. Whatever your child chooses to do, English is a must have subject for college, university, work and life!

Students will achieve two GCSE qualifications for English: English Language and English Literature by the end of year 11. They will study a range of topics including Shakespeare, a nineteenth-century novel, poetry from different eras and non-fiction texts. Students will also have the opportunity to write creatively. All examinations are tierless, meaning that there is no limit to the grade pupils can achieve.

KEY STAGE 3 OVERVIEW:

YEAR 7 (SCHEMES OF WORK) AUTUMN:

Exploring Lives: Boy, I am Malala, Writing an autobiography

YEAR 7 (SCHEMES OF WORK) SPRING:

Heroes and Villains: Greek myths, Comparison of two characters, Persuasive writing

YEAR 7 (SCHEMES OF WORK) SUMMER:

Romeo and Juliet: Introduction to Shakespeare, Romeo and Juliet, Creative writing

YEAR 8 (SCHEMES OF WORK) AUTUMN:

Tales of Terror: Fictional tales of terror, Creative writing

YEAR 8 (SCHEMES OF WORK) SPRING:

Around the World: Comparison of non-fiction texts, Persuasive writing

YEAR 8 (SCHEMES OF WORK) SUMMER:

The Merchant of Venice: Analysis of Shakespeare's methods, Study of key themes, Creative and non-fiction writing

KEY STAGE 4 OVERVIEW:

YEAR 9 (SCHEMES OF WORK) AUTUMN:

'Best Laid Plans'
Study of novel: *Of Mice and Men* and Memoir: *Touching the Void*

YEAR 9 (SCHEMES OF WORK) SPRING:

'Shakespeare On Stage'
Study of Shakespeare's themes, characters and performances.

YEAR 9 (SCHEMES OF WORK) SUMMER:

'Victorian Tales'
Study of Victorian Gothic Literature and Victorian Adventure Literature.

YEAR 10 (SCHEMES OF WORK) AUTUMN:

Introduction to Language Paper 2 skills, Power and conflict poetry

YEAR 10 (SCHEMES OF WORK) SPRING:

Introduction to Paper 1 skills, Macbeth

HOW DOES THIS SUBJECT FULFIL SMSC NEEDS?

SOCIAL: Pupils are encouraged to work together in pairs and groups, taking responsibility for roles within these throughout all Key Stages. Texts studied promote British Values and reflect a variety of social settings.

MORAL: Schemes of work throughout all Key Stages promote debate surrounding moral issues. All texts studied explore moral or ethical issues. Pupils are encouraged to give their opinion on these topics, using evidence to support their views.

SPIRITUAL: Across all Key Stages, evaluation is a core skill that is promoted throughout schemes of work. Pupils are encouraged to be reflective about their own judgments and are given the opportunity to express these in a safe environment. Texts studied reflect the modern world around them, as well as historical eras.

CULTURAL: Pupils study texts that explore right from wrong. Authors of texts are from a variety of cultures and often explore issues of equality, race, poverty and injustice.

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YEAR 10 (SCHEMES OF WORK) SUMMER:

Writing fiction and non-fiction, An Inspector Calls

YEAR 11 (SCHEMES OF WORK) AUTUMN:

Spoken Language, Language paper skills, A Christmas Carol

YEAR 11 (SCHEMES OF WORK) SPRING:

Revision and examination practice

YEAR 11 (SCHEMES OF WORK) SUMMER:

Revision and examination practice

HOW DOES THIS SUBJECT CHALLENGE MORE ABLE STUDENTS?

Texts studied are varied and are chosen to suit the ability of the group. More able students study more complex texts, focus on higher order skills and often have different assessment tasks from their peers. Evaluation and comparison tasks using ambitious texts are set by the classroom teacher.

MARKING:

Marking is at the heart of the English department; our marking indicates clearly where a pupil has done well and gives specific ways in which the pupil could develop their response. The Academy AFL marking policy is adhered to and therefore evidence of Live Marking, formative, summative and dialogue marking can be seen in exercise books.

ENRICHMENT AND EXTRACURRICULAR:

For year 11 and exam groups, revision sessions are provided at lunch times, after school and Saturday mornings.

Years 7-9 can enjoy Reading Club on Friday afternoons in the Library from 1.25-2.10pm.

ADDITIONAL SUPPORT (WEBSITES, APPS):

Coming soon – instructional videos for responding to GCSE examination questions.

GCSE Pod

SUBJECT LEADER:

Steven Hadley
 steven.hadley@oatforge.co.uk

LEAD PRACTITIONER:

Beckie Humphries
 beckie.humphries@oatforge.co.uk

GEOGRAPHY

SUBJECT OVERVIEW:

Geography attempts to engage learners with the world in which they live. Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem solving skills both inside and outside the classroom. As such, it prepares students for adult life and employment.

KEY STAGE 3 OVERVIEW:

YEAR 7 SCHEMES OF LEARNING:

Map Skills: this introductory topic provides students with the opportunity to develop basic map skills introduced at KS2. Such skills include: points of a compass, grid references, use of an atlas and location of important world continents and oceans.

Africa: Within the Africa topic students will develop their understanding of the continent of Africa. This will include physical features, surviving hot desert climates, African culture, current conflict in the continent and the growing tourism industry.

Polar Regions: This topic centres on the coldest regions on Earth; from Antarctica to the Arctic Circle. Students will gain an understanding of some of the most extreme places in the world and the people and wildlife that live there.

Middle East: Students will gain an understanding of the culture and development in the Middle East over recent decades with a particular focus on Dubai and its record breaking buildings and features.

YEAR 8 SCHEMES OF LEARNING:

India: Within this topic students will develop their knowledge and understanding of the country of India; from studying its physical features and extreme weather events to debating the use of sweatshops and comparing Indian culture to that of the UK.

China: Continuing from the India topic, students will further their knowledge of Asia by focusing on China. Students will consider the ethical arguments surrounding China's infamous One Child Policy, and examine how Chinese culture and lifestyle is influenced by the rest of the world.

North America: Through specific location examples students will develop their understanding of geographical processes including plate tectonics, river studies and tropical storms.

South America: Within this topic students will study 'amazing places' in the continent, features and wildlife of the Amazon Rainforest, cultural celebrations and crime.

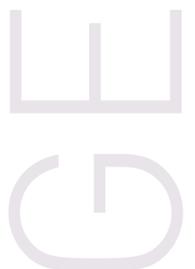
HOW DOES THIS SUBJECT FULFIL SMSC NEEDS?

SOCIAL: In geography students are continually encouraged to work collaboratively and to respect social differences and similarities. We regularly seek opportunities to develop students' personal qualities which are valued in a civilised society, for example honesty, respect for difference and self-respect. In addition to this, students are provided with opportunities to exercise leadership and responsibility skills.

MORAL: Throughout the various topics students learn to understand the impacts of discrimination and measures to prevent this, for example on the basis of religion, race, sexual orientation, gender and age. In addition to this, students are provided with opportunities to explore and develop their understanding of moral concepts and values, for example truth, justice and equality.

SPIRITUAL: Throughout the course students develop their awareness and understanding of different cultures and religious beliefs. By studying various global regions students develop a sense of empathy for others and honour the diversity of individuals. Students are regularly provided with opportunities to question and time is provided to give them space for their own thoughts, ideas and concerns.

CULTURAL: Developing students' understanding of the values, attitudes and traditions of different cultures is a central aim of the subject. Extending students' knowledge of discrimination and equality allows them to appreciate their own lifestyle and empathise with those less fortunate.



KEY STAGE 4 OVERVIEW:

At KS4 geography students follow the new AQA GCSE specification. Elements of Units 1, 2 and 3 are taught and assessed across the three academic years culminating in three formal examinations.

YEAR 9:

In year 9 students study the following topics relating to the GCSE specification:

- Unit 1- Physical landscapes in the UK
- Unit 2- Urban issues and challenges
- Unit 3- Physical fieldwork

YEAR 10:

In year 10 students study the following topics relating to the GCSE specification:

- Unit 1- The living world
- Unit 2- The challenge of resource management
- Unit 3- Human/physical fieldwork

YEAR 11:

In year 11 students study the following topics relating to the GCSE specification:

- Unit 1- The challenge of natural hazards
- Unit 2- The changing economic world
- Unit 3- Issue evaluation (pre-release provided 12 weeks prior to examination)

HOW DOES THIS SUBJECT CHALLENGE MORE ABLE STUDENTS?

More able students in Geography are challenged in a variety of different ways to ensure they reach their full potential. Within lessons students are provided with opportunities to both debate and evaluate geographical concepts and formulate judgements based on evidence. Outside of lessons learners are encouraged to engage in wider reading and attend external lectures to further their geographical understanding. This provides a solid foundation for students who wish to continue onto the A Level course.

MARKING:

Departmental marking is undertaken in line with the Academy Assessment for Learning policy. The marking of student written work is a central priority of the department and includes the setting of subject-specific targets to further enhance progress. At KS3 student work is used to inform termly grade runs and decide if they are working above, at or below target. At KS4 student assessment is used which mirrors the formal GCSE examinations.

ENRICHMENT AND EXTRACURRICULAR:

Within both the KS3 and 4 curriculum students actively undertake field visits in a range of different environments.

At KS3 students visit Carding Mill Valley in Shropshire to learn important fieldwork skills which can be developed further at KS4.

At KS4 students undertake two contrasting field-based investigations. Outcomes from the field visits are assessed within the GCSE examinations.

ADDITIONAL SUPPORT (WEBSITES, APPS):

www.aqa.org.uk/subjects/geography/gcse/geography-8035

www.gcsepod.com

senecalearning.com

SUBJECT LEADER:

Tracy Law

tracy.law@oatforge.co.uk

HEALTH AND SOCIAL CARE

SUBJECT OVERVIEW:

Health and Social Care enables students to consider the wider impact of health and social care on today's society. It gives students an insight into care values and their implementation and the impact physical, intellectual, emotional and social development has on human beings across the age ranges. Students are able to gain in-depth knowledge about key issues that impact on individuals' lives within the health and social care sector such as obesity, diabetes and dementia.

Health and Social Care is taught from year 9 onwards. In year 9 students focus on skills associated with the subject and look to work on explanation, assessment and comparison. They do this through a range of tasks linked to nutritional health. In year 10 students focus on two units with coursework-based assessment through both. In year 11 the students will work towards an exam-based controlled assessment on issues related to nutritional health.

Health and Social Care is also taught within the sixth form at KS5 in years 12 and 13. The course incorporates examinations in four key areas alongside nine assignment-based units and mandatory work experience within a health and social care setting.

KEY STAGE 4 OVERVIEW:

YEAR 9 (SCHEMES OF WORK) AUTUMN:

Key skills related to explanation - linked to healthy eating, balanced and unbalanced diets.

YEAR 9 (SCHEMES OF WORK) SPRING:

Key skills related to assessment - linked to healthy eating, balanced and unbalanced diets.

YEAR 9 (SCHEMES OF WORK) SUMMER:

Key skills related to comparison - linked to healthy eating, balanced and unbalanced diets.

YEAR 10 (SCHEMES OF WORK) AUTUMN:

Unit 1: Human Lifespan Development: Task 1 Assignment-based research and completion of Task 1 Assignment 1.

Unit 2: Health and Social Care Values: Task 1 Assignment-based research and completion of Task 1 Assignment 1.

YEAR 10 (SCHEMES OF WORK) SPRING:

Task 1: Assignment-based research and completion of Task 1.

Unit 2: Health and Social Care Values - Assignment 1. Completion of Task 1 Assignment 1, Research for Task 2 Assignment 2.

YEAR 10 (SCHEMES OF WORK) SUMMER:

Unit 1: Human Lifespan Development - start and completion of Task 2 Assignment 1.

Unit 2: Health and Social Care Values - completion of Task 2 Assignment 2.

YEAR 11 (SCHEMES OF WORK) AUTUMN:

Completion of Unit 1 and Unit 2 (if required)

Preparation for Unit 3 exam based on a controlled assessment - content includes issues related to nutritional health.

YEAR 11 (SCHEMES OF WORK) SPRING:

Completion of the first attempt at Unit 3

YEAR 11 (SCHEMES OF WORK) SUMMER:

Preparation for second attempt at Unit 3

HOW DOES THIS SUBJECT FULFIL SMSC NEEDS?

SOCIAL: Units link to social development across the life stages.

MORAL: Units link to moral development across the life stages.

SPIRITUAL: Units link to spiritual issues across the life stages.

CULTURAL: Units link to cultural development across the life stages.

HOW DOES THIS SUBJECT CHALLENGE MORE ABLE STUDENTS?

Opportunities to attempt higher grade work (distinction) and use higher level analytical skills such as comparison and evaluation.

MARKING:

Marking of assignments takes place at the end of each task and the grades given are a pass, merit and distinction.

ENRICHMENT AND EXTRACURRICULAR:

Opportunities to complete work and research-based preparation during lunches and after school.

ADDITIONAL SUPPORT (WEBSITES, APPS):

www.nhs.uk/Planners

www.carestandards.co.uk

www.communitycare.co.uk

www.olderpeoplesday.co.uk

Change4life

SUBJECT LEADER:

Miss N. South
nicole.south@oatforge.co.uk

KEY STAGE 5 COORDINATOR:

Mrs T. Steele
terri.steele@oatforge.co.uk

HISTORY

SUBJECT OVERVIEW:

The history department provides students with a wide ranging experience of History, from the Norman Conquest to the JFK assassination. While studying these topics students will develop four skills: Knowledge, Understanding, Source Analysis and Evaluation and Causality. The history department encourages students to engage fully in their learning and become highly skilled, independent historians.

Students become critical thinkers, forming and evaluating their own historical interpretations of the past.

KEY STAGE 3 OVERVIEW:

YEAR 7 (SCHEMES OF WORK) AUTUMN:

What is History?

Students learn the key skills needed to be an excellent historian, including investigating sources and evaluating interpretations about the past. A baseline test will take place at the end of the topic.

The Norman Conquest of 1066

Students investigate the Battle of Hastings and William the Conqueror's victory in 1066.

YEAR 7 (SCHEMES OF WORK) SPRING:

The Black Death

This topic includes an in-depth study of the epidemic that swept through England during the Middle Ages and led to the death of two thirds of England.

The Tudors

Students decide, using a range of historical evidence, which of this well-known family should be crowned the most famous Tudor.

YEAR 7 (SCHEMES OF WORK) SUMMER:

Crime and Punishment through time

From the Anglo Saxon blood feud to the new Victorian prisons, students examine the changes to crime and punishment throughout the ages.

Victorian Leisure

A project looking at the leisure activities of the rich and poor in Victorian Britain, examining the development of football and the rise of the famous music hall stars.

YEAR 8 (SCHEMES OF WORK) AUTUMN:

Jack the Ripper

Students examine the first recorded serial killer of the late 19th century, exploring why the police were unable to catch Jack the Ripper and the five key suspects including a royal prince.

World War One

World War One is an important part of British history and many young men from Sandwell volunteered to join and fight in France, Belgium and other places across the world. Students investigate what life was like for soldiers such as William Henry Fowkes (from Cradley Heath), and the conditions that he fought in.

HOW DOES THIS SUBJECT FULFIL SMSC NEEDS?

SOCIAL: Social issues and the needs of different groups of people are also common themes that are explicitly recognised on a regular basis. The collective history of individual groups is explored during the course of KS3 and KS4 curriculums. For example, students study the abolition of slavery in year 8.

MORAL: History lends itself well to supporting the moral education and development of young people. Students are encouraged to reflect on their personal values, principles and actions, in the light of historical events.

SPIRITUAL: A good understanding of the importance of values and beliefs is well developed during GCSE history through studies in ideological concepts. Spiritual belief is contextualised in Nazi Germany.

CULTURAL: Much of the history curriculum in year 7 and 8 teaches students an appreciation of the influences that have shaped their own cultural heritage in Britain, such as World War One.

HISTORY

YEAR 8 (SCHEMES OF WORK) SPRING:

Nazi Germany

The topic involves studying what life was like for different social groups in Nazi Germany and to what extent these groups enjoyed being part of the Nazi community.

The Abolition of Slavery

Students examine key individuals and events that led to the abolition of slavery, looking at the work of Equiano and Wilberforce and the significance of this event in history.

YEAR 8 (SCHEMES OF WORK) SUMMER:

Key events in 20th Century History

Students investigate looking into two of the most significant events of the 20th century; the moon landings and the assassination of President John F Kennedy. This leads onto an independent project where students pick their own significant event of the 20th and 21st centuries to investigate and present to the rest of the class.

KEY STAGE 4 OVERVIEW:

Examination Board: Edexcel 1-9 GCSE History

Over the three-year course, students will study the topics outlined below, which will culminate in three exams as detailed:

Paper 1: Medicine in Britain c1250–present and The British sector of the Western Front 1914–18: injuries, treatment and the trenches (30 per cent)

The Medicine in Britain study is the story of the development of science and its place in British society. The study begins in the Middle Ages, with a focus on the importance of the Church in everyday life and its reluctance to abandon faith in old methods for new, untested ideas, or its position of authority in the study of medicine. Following the decline of the power of the Church the study moves through the Renaissance, the scientific revolution, the process of industrialisation and into the 19th century, when new discoveries and developments started to have a big impact on the understanding of disease. The study finishes with a focus on the rise of technology in the 20th century. In the linked historic environment, students learn about the relationship between conditions on the Western Front and their impact on the nature of illness and the provision of medical care, within the broader context of developments in medicine in the early 20th century.

Paper 2: The American West c1835–c1895 & Early Elizabethan England 1558–88 (40 per cent)

American West: The history of the Native Americans and the American West has long fascinated people of all ages – from the romantic view of the Indian and tribal life to the dusty and bandana-wearing image of the cowboy that has been portrayed in literature and the media. In this option, students will have the opportunity to explore what the 'real' American West was like and examine the impact of government-sponsored expansion in the American outback, which had far-reaching consequences for both the Indians and the many settlers of the time.

Early Elizabethan England: Threats to the security of the country from home and abroad; differing views on religion; the education of young people; attitudes towards the poorest and most disadvantaged members of society. All of these were important features of early Elizabethan England in the years 1558–88. Students studying this option will investigate matters which include religious issues, especially the Catholic threat to Elizabeth's security, relations with Philip II of Spain, several social and economic issues, and England's changing relations with the wider world, including the first steps towards the creation of a seaborne empire.

Paper 3: Weimar and Nazi Germany, 1918–39 (30 per cent)

Students learn about Germany's history in depth, exploring German society before and after Adolf Hitler's rise to power. The unit starts with the fragile beginnings of the Weimar Republic at the very end of the First World War. Students will examine the hardships and unrest in Germany by November 1918 and the challenges faced by the new democratic Weimar Republic. They then look at Hitler's rise to power and the changes he made to German society under his leadership.

HOW DOES THIS SUBJECT CHALLENGE MORE ABLE STUDENTS?

More able students are challenged through sharing the success criteria to achieving the best results at both KS3, 4 and 5. Activities are differentiated to ensure all pupils are challenged to their full potential.

MARKING:

Detailed formative marking is completed three times per half term.

ENRICHMENT AND EXTRACURRICULAR:

Thursday Lunchtimes - History Club with Mrs Siritham in room 83.

ADDITIONAL SUPPORT (WEBSITES, APPS):

BBC Bitesize – History

www.bbc.com/education

GCSE History Edexcel website

qualifications.pearson.com/en/qualifications/edexcel-gcse/history-2016.html

GCSEPOD – History Edexcel

www.gcsepod.com

SUBJECT LEADER:

Emma Westwood
emma.westwood@oatforge.co.uk

Nicola Pitts
nicola.pitts@oatforge.co.uk

LITERACY

SUBJECT OVERVIEW:

Literacy is at the core of all learning, and literacy initiatives share a common goal: sending students out into the world as literate people who are able to function in the roles and responsibilities society offers them.

Literacy initiatives are closely linked to teaching and learning initiatives, meaning that all teachers in the Academy are teachers of literacy.

KEY STAGE 3 OVERVIEW:

All students participate in ERIC (Everyone Reads In Class) on a daily basis: reading will be modelled by staff members during this time.

All students have a reading lesson in English which is in addition to ERIC and may involve the use of Accelerated Reader or Literacy Planet.

All students in years 7 and 8 are able to access Accelerated Reader, an online reading programme which tests their reading ability and accuracy. All students are tested termly by the English department and results are used to inform interventions.

Students requiring intervention with reading are given access to one of the following initiatives:

- 1:1 reading with a member of staff
- peer reading with an older student

Students requiring reading intervention are provided with a reading one page profile which details their existing skills and which skills they need to develop. This profile is designed to help staff meet the individual needs of all students in their care.

All students in years 7 and 8 have access to Literacy Planet, an online reading and spelling platform which aims to develop reading accuracy, spelling accuracy and vocabulary knowledge. Students have 30 minutes a week dedicated to using Literacy Planet. The Academy has compiled key spelling lists for each subject in order to underpin the learning of students across the curriculum.

All students are members of the library and receive, through the English department, an induction lesson and a research lesson in the library in year 7.

All students joining the Academy are given a reading book during their first term in order to support reading development.

All students in years 7 and 8 participate in free writing lessons once a week: these lessons are designed to promote independent writing and develop key GCSE exam skills of writing from a visual stimulus and writing to a deadline.

Students requiring additional literacy support are taught in a 'Flying Start' English group where they receive two additional hours of literacy a week. Schemes of Learning are based on texts and are designed to develop reading fluency, information retrieval and inference skills. Texts studied:

HOW DOES THIS SUBJECT FULFIL SMSC NEEDS?

SMSC needs are met through the range of reading material covered in English lessons and through the topics discussed in lessons.

HOW DOES THIS SUBJECT CHALLENGE MORE ABLE STUDENTS?

More able students are challenged in literacy across all Key Stages by being shown evidence of the very best literacy and given strategies to help them achieve this.

MARKING:

All subjects use SPaG marking in compliance with the Academy marking policy.

ENRICHMENT AND EXTRACURRICULAR:

- 1:1 reading buddies for selected year 7 boys and girls
- Reading Club during period 26 on Friday

ADDITIONAL SUPPORT (WEBSITES, APPS):

Accelerated Reader

ukhosted4.renlearn.co.uk/3177644

Literacy planet

app.literacyplanet.com/login

Year 7:

- George's Marvellous Medicine
- A Monster Calls
- Frankenstein (play version)

Year 8:

- Darkside
- Going Solo
- The Boy in the Striped Pyjamas

KEY STAGE 4 OVERVIEW

'Drive to 14' pushes students to achieve a reading age of 14 - the age GSCE examinations are targeted at.

Student reading and spelling ages are tested twice in year 10 and once at the start of year 11. Testing is carried out by the English department and informs planning in English lessons.

Worked and model examples are used in all subject areas and students are shown student responses which scored high marks in order to help them know how to write responses of their own. Displays on corridors and within departments reinforce the strategies used in worked and model examples.

SENIOR LEADER:

Stephen Rhodes
stephen.rhodes@oatforge.co.uk

SUBJECT LEADER:

James Griffiths
james.griffiths@oatforge.co.uk

SECOND IN DEPARTMENT AND KS5:

James Steele
james.steele@oatforge.co.uk

LEAD PRACTITIONER: TEACHING & LEARNING

Ruth Finch
ruth.finch@oatforge.co.uk

LEAD PRACTITIONER: KS3 BIG IDEAS

Ruth Birchall
ruth.birchall@oatforge.co.uk

MATHEMATICS

SUBJECT OVERVIEW:

Mathematics is often seen as a subject that is hard or that is traditionally something that people “could never do when they were at school”. At the Forge, we aim to remove this stigma and the barriers that inhibit enjoyable progression. During the 2017/18 academic year, The Big Ideas were brought to Forge to help students identify with Mathematics and to become fluent in the language of maths. Our goal, through empathy and passion, is to deliver lessons that all students can relate to and enjoy.

ACADEMIC STRUCTURE

Students at Forge will study key topics each term. These are the same for all year groups but the level of challenge and content is increased each year. With this, students receive a detailed and aspirational curriculum that builds each year on the foundations created the previous year. The topics covered are outlined below:

Autumn Term

- Number operations (including negatives)
- Place value
- Equivalent fractions
- Percentages and proportion
- Ratio
- The language of algebra
- Balance Method and solving equations
- Dimensions

Spring Term

- Dimensions
- Properties of shape
- 360 degrees around a turn
- Operations with fractions
- Probability
- Sequences
- Number properties
- Balance Method

Summer Term

- Graphs
- Averages
- Catch up algebra for years 7- 9
- Unusual algebra for years 10-11
- Measures
- Congruency/Similarity

HOW DOES THIS SUBJECT FULFIL SMSC NEEDS?

SOCIAL: In Mathematics, group work is encouraged where pupils discuss, plan and share out responsibilities enabling them to develop team working skills.

MORAL: Pupils learn to develop a sense of purpose in Mathematics by investigating hypotheses, discussing and presenting their work logically, whilst also considering the viewpoints of others and potential ethical issues.

SPIRITUAL: Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of students. In Mathematics lessons, pupils are always encouraged to delve deeper into their understanding of Mathematics and how it relates to the world around them.

CULTURAL: Mathematics is a universal language with a whole host of cultural influences throughout the ages. Pupils learn methods from a variety of different cultural backgrounds and master techniques such as the use of exchange rates for foreign travel.

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HOW DOES THIS SUBJECT CHALLENGE MORE ABLE STUDENTS?

Talented mathematicians are nurtured and challenged at Ormiston Forge Academy. There is no ceiling on attainment and right from year 7 pupils are encouraged to push their mathematical boundaries. More able pupils throughout the Academy take the UKMT Maths Challenge, and in year 11 pupils are able to take a Level 2 qualification in Further Mathematics. This bridges the gap between GCSE Mathematics and A level, which all more able pupils are encouraged to take.

MARKING:

Marking at Forge has the sole purpose of enhancing the learning of its students. Methods of formative assessment are used to discover gaps in understanding and Live Marking and modelling is then utilised to support the closure of these gaps. Self and peer assessment are promoted so that students take responsibility for their development and this is then addressed through teacher support.

ENRICHMENT AND EXTRACURRICULAR:

Revision sessions available for Year 11 in preparation for mock exams and GCSE's

ADDITIONAL SUPPORT (WEBSITES, APPS):

www.mymaths.co.uk

www.bbc.com/education/subjects/z38pycw

(Currently Edexcel)

MATHEMATICS

SUBJECT LEADER:

Sarah Noon
sarah.noon@oatforge.co.uk

LEAD PRACTITIONER:

Ashley Smith
ashley.smith@oatforge.co.uk

MODERN FOREIGN LANGUAGES

KEY STAGE 3 (YEAR 7 AND 8)

In the KS3 curriculum students will develop their linguistic understanding and competence by studying various grammatical concepts as well as developing their personal learning and thinking skills in addition to studying important dates and celebrations.

YEAR 7 (SCHEMES OF WORK) AUTUMN:

Introductory phase

The basics of learning about the language, phonics and pronunciation of the language, the alphabet, cultural awareness of the country, dictionary skills.

Topic 1 - All about me

Greetings and introducing yourself, talking about your personality, talking about age and siblings, saying when your birthday is and using a range of numbers in different contexts, talking about pets and understanding and forming adjectival agreements with nouns.

YEAR 7 (SCHEMES OF WORK) SPRING:

Topic 2 – My school

Discussing school subjects you and others study, giving opinions about school subjects and the reasons for those opinions, describing your school and its facilities, discussing break and lunch times, giving opinions about your school and what you like and dislike about it.

YEAR 7 (SCHEMES OF WORK) SUMMER:

Topic 3 - All about my family and friends

Describing family members, describing physical appearances, discussing what others look like, describing where you live and describing objects.

YEAR 8 (SCHEMES OF WORK) AUTUMN:

Topic 1 – My area

Describing your area and what it is like, discussing the facilities within a town, talking about what you like to do in your area and saying what you are going to do in your free time (future tense).

YEAR 8 (SCHEMES OF WORK) SPRING:

Topic 2 – Holidays

Discussing preferences, experiences and destinations, including travel and activities using the past tense.

Topic 3 – Food

Discussing food likes and dislikes, talking about different mealtimes, understanding a menu and ordering food in a restaurant scenario, planning for a party, giving an account of a party. (All three time frames are revisited)

HOW DOES THIS SUBJECT FULFIL SMSC NEEDS?

Learning a language not only provides students with a valuable insight into other cultures, it liberates them from a confined monolingual view of the world. It also promotes an active approach to learning which supports them to develop and challenge their communicative skills, intellect and creativity, which prepares them well for the increasingly important global economy.

SOCIAL: Education in Modern Foreign Languages (MFL) concerns communicating for a purpose with people from other cultural and social backgrounds. The social element of language learning comes both from learning about other societies and learning together in the classroom.

MORAL: Students are often asked to consider their points of view on a variety of topics. Students are asked to dismiss stereotypes and reflect more on what brings people together rather than separating them. Languages are shown to be a way of understanding others and offering future opportunities.

SPIRITUAL: Spiritual development is embedded in the language classroom by students linking opinions, beliefs and responses together in the target language and justifying why they feel this way. MFL lessons develop students spiritually by growing their confidence, ability to communicate effectively with people from other countries and teaching them how to express themselves.

CULTURAL: Fostering an appreciation and respect for other cultures is achieved through students valuing all languages and therefore learning to understand and respect other people through studying the culture of the country. Regular organised trips overseas allow students to understand the meaning, nature and value of the multicultural makeup of target language countries.

KEY STAGE 4 (YEAR 9 -11)

At KS4 (from year 9 onwards) all students prepare and study towards a GCSE in the language they are studying (following the Edexcel exam board). Students will learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, be confident about speaking in public, use problem-solving strategies and writing coherently.

The themes and topics for the new GCSE are listed below:

Theme 1: Identity and culture topics:

- Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with family and friends; role models
- Daily life: customs and everyday life; food and drink; shopping; social media and technology (uses, advantages and disadvantages)
- Cultural life: celebrations and festivals; reading; music; sport; film and television

Theme 2: Local area, holiday and travel topics:

- Holidays: preferences; experiences and destinations
- Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- Town, region and country: weather; places to see; things to do

Theme 3: School topics:

- What school is like: school types; school day; subjects; rules and pressures; celebrating success
- School activities: school trips; events and exchanges

Theme 4: Future aspirations, study and work topics:

- Using languages beyond the classroom: forming relationships; travel; employment
- Ambitions: further study; volunteering; training
- Work: jobs, careers and professions

Theme 5: International and global dimension topics:

- Bringing the world together: sports events; music events; campaigns and good causes
- Environmental issues: being 'green'; access to natural resources

HOW DOES THIS SUBJECT CHALLENGE MORE ABLE STUDENTS?

More able students are given the opportunity to further develop their abilities inside and outside of the language classroom with a high quality teaching provision allowing them to access inspiring and challenging material enabling them to be creative with the language.

In addition to this, some of the cohort will be given a further opportunity to excel linguistically by participating in a Language Leaders Award whereby students will develop their leadership skills by eventually teaching a series of language lessons to local primary feeder schools.

COMMUNITY LANGUAGES

Here at Forge we give pupils who speak a different language at home the opportunity to gain extra qualifications in their mother tongue. This has been hugely successful and students have achieved excellent GCSE and A level results. This academic year alone students in KS4 and 5 have studied Arabic, Cantonese, Dutch, Polish, Portuguese, Punjabi and Urdu.

MODERN LANGUAGES

SUBJECT LEADER:

Mrs J Brooks
jessica.brooks@oatforge.co.uk

MUSIC

SUBJECT OVERVIEW:

Students in year 7 and 8 have one hour of music each week. During the options process they are given the opportunity to study either BTEC Level 2 Music or BTEC Level 2 Performing Arts (dance, musical theatre, drama)

KEY STAGE 3 OVERVIEW:

YEAR 7 (SCHEMES OF WORK) AUTUMN:

Introduction to music: Building Bricks, Rhythm and Pulse

YEAR 7 (SCHEMES OF WORK) SPRING:

Instruments of the Orchestra, Chinese Music

YEAR 7 (SCHEMES OF WORK) SUMMER:

African Music, Voice works

YEAR 8 (SCHEMES OF WORK) AUTUMN:

Jazz improvisation, Music and space

YEAR 8 (SCHEMES OF WORK) SPRING:

Musical Theatre, Soundtracks

YEAR 8 (SCHEMES OF WORK) SUMMER:

Soundtracks, Popular song

KEY STAGE 4 OVERVIEW:

YEAR 9 (SCHEMES OF WORK) AUTUMN:

Exploring the music industry

HOW DOES THIS SUBJECT FULFIL SMSC NEEDS?

SOCIAL: Students regularly work together in group tasks where they take responsibility for their own learning outcomes and progress. Through our programme of extracurricular activities and clubs we ask students for ideas for repertoire and to organise themselves.

MORAL: We encourage our students to engage in critical discussions of musical performances and dramas/presentations from other students and also visiting professionals at our local performance spaces.

SPIRITUAL: This is encouraged through the experience and emotion of responding to performing, listening and composing music. Where pupils are sensitive about expressing their feelings we nurture the confidence to do this by creating a supportive environment.

CULTURAL: The resources and musical examples used across both Key Stages for our students encourage a respect and deep appreciation for cultures around the world that have contributed to the development of our current popular musical styles. Students are able to explore music from around the world at both KS3 and KS4.

MUSIC

YEAR 9 (SCHEMES OF WORK) SPRING:

Developing performance skills

YEAR 9 (SCHEMES OF WORK) SUMMER:

Bronze Arts Award

YEAR 10 (SCHEMES OF WORK) AUTUMN:

Component 1 - Exploring the music industry

YEAR 10 (SCHEMES OF WORK) SPRING:

Component 1 - Preparation

YEAR 10 (SCHEMES OF WORK) SUMMER:

Component 2 - Developing skills and techniques in performance

YEAR 11 (SCHEMES OF WORK) AUTUMN

Music - Performance and composition

YEAR 11 (SCHEMES OF WORK) SPRING:

Music - Exploration of rhythms of the world

Conventions of pop, film music and Concerto through time

YEAR 11 (SCHEMES OF WORK) SUMMER:

Music - Exam preparations

HOW DOES THIS SUBJECT CHALLENGE MORE ABLE STUDENTS?

Challenge tasks are given to more able students in every lesson. This could be through Q+A, differentiated performance pieces to stretch and challenge them practically and encouraging them to perform in extracurricular activities and performances.

MARKING:

Live Marking tasks stretch and challenge more able students though Q+A as students are expected to use detailed musical terminology in their answers.

ENRICHMENT AND EXTRACURRICULAR:

- Keyboard club
- Year 7+8 vocal group
- GCSE Music aim higher group
- Elite vocalists
- Percussion group
- Guitar group
- Musical theatre show group
- Instrumental lessons - piano, woodwind, brass, drums, singing, strings

MUSIC

PERFORMING ARTS

SUBJECT OVERVIEW:

Students access Dance and Drama through their Physical Education and English lessons at KS3. During the options process students can opt to study the BTEC Technical Award in Performing Arts - Dance, Drama or Musical Theatre.

KEY STAGE 4 OVERVIEW:

YEAR 9 (SCHEMES OF WORK) AUTUMN:
Exploring the performing arts

YEAR 9 (SCHEMES OF WORK) SPRING:
Developing performance skills

YEAR 9 (SCHEMES OF WORK) SUMMER:
Bronze Arts Award

YEAR 10 (SCHEMES OF WORK) AUTUMN:
PA - Component 1 - Exploring the performing Arts

YEAR 10 (SCHEMES OF WORK) SPRING:
Component 1 - Preparation

YEAR 10 (SCHEMES OF WORK) SUMMER:
Component 2 - Developing skills and techniques in performing arts

YEAR 11 (SCHEMES OF WORK) AUTUMN:
PA - Component 2 - Developing skills and techniques in performing arts

YEAR 11 (SCHEMES OF WORK) SPRING:
PA - Component 3 - Performing to a brief

YEAR 11 (SCHEMES OF WORK) SUMMER:
PA - Performing to a brief - performance (external assessed)

SUBJECT LEADER:

Mrs J Brooks
jessica.brooks@oatforge.co.uk

HOW DOES THIS SUBJECT FULFIL SMSC NEEDS?

SOCIAL: Students regularly work together in group tasks where they take responsibility for their own learning outcomes and progress. Through our programme of extracurricular activities and clubs we ask students for ideas for repertoire and to organise themselves.

MORAL: We encourage our students to engage in critical discussions of musical performances and dramas/presentations from other students and also visiting professionals at our local performance spaces.

SPIRITUAL: This is encouraged through the experience and emotion of responding to performing, listening and composing music. Where pupils are sensitive about expressing their feelings we nurture the confidence to do this by creating a supportive environment.

CULTURAL: The resources and musical examples used across both Key Stages for our students encourage a respect and deep appreciation for cultures around the world that have contributed to the development of our current popular musical styles. Students are able to explore a variety of performances from around the world at KS4.

HOW DOES THIS SUBJECT CHALLENGE MORE ABLE STUDENTS?

Challenge tasks are given to more able students in every lesson. This could be through Q+A, differentiated performance pieces to stretch and challenge them practically and encouraging them to perform in extracurricular activities and performances.

MARKING:

Live Marking tasks stretch and challenge more able students though Q+A as students are expected to use detailed dance/drama/musical theatre terminology in their answers.

ENRICHMENT AND EXTRACURRICULAR:

- Dance Club
- Musical Theatre group
- Drama Club

SUBJECT LEADER:

Mr S. Crocombe
shayne.crocombe@oatforge.co.uk

BTEC COORDINATOR/HEAD OF GIRLS PE:

Miss A. Reynolds
abigail.reynolds@oatforge.co.uk

PHYSICAL EDUCATION

SUBJECT OVERVIEW:

The philosophy of the Physical Education Department at Ormiston Forge Academy is very much one of achievement and enjoyment for all, regardless of a student's level of sporting talent or ability. In KS3 students are given opportunities to display the outstanding progress they make not just by their levels of practical performance but also by verbally sharing their knowledge of health, fitness and training methods. In addition students also achieve by demonstrating teamwork and cooperation skills, and they are taught to analyse their own performances and those of their peers.

In every practical activity covered the academy's core values of respect, resilience and aspiration are reinforced, in addition many further values such as independence, confidence and adaptability are constantly nurtured. The knowledge, skills and qualities developed in KS3 PE fully prepare our students for the ever increasing demands of studying at KS4 and beyond.

KEY STAGE 3 OVERVIEW: (COEDUCATIONAL GROUPS)

Students receive a double lesson (two hours) per week and will spend on average six weeks on each of the following activities in order to develop a full range of gross and fine motor skills.

YEAR 7 and 8 (SCHEMES OF WORK) AUTUMN:

Football, Badminton, Trampolining, Netball, Health-related fitness

YEAR 7 and 8 (SCHEMES OF WORK) SPRING:

Hockey, Trampolining, Health-related fitness, Basketball

YEAR 7 and 8 (SCHEMES OF WORK) SUMMER:

Athletics, Softball, Rounders, Cricket

KEY STAGE 4 OVERVIEW:

During year 8 students will choose their options for KS4. BTEC sport is an option subject. If chosen, students will follow a three-year course of study. This involves three extra PE lessons per week made up of 1 practical lesson and 2 classroom theory lessons.

The following 4 units will be covered during the 3 year course;

- Fitness for sport and exercise -
This unit is externally assessed via an online exam.

This remaining 3 units are internally assessed as coursework

- Practical sports performance
- Applying the principles of personal training
- Leading sports activities

In addition all students in KS4 receive a one-hour core PE lesson per week. Lessons are single sex.

HOW DOES THIS SUBJECT FULFIL SMSC NEEDS?

SOCIAL: Identifying the difference between 'sportsmanship' and 'gamesmanship'.

MORAL: Use of rules and regulations in sport and consequences of breaking those rules in sport. Students are therefore able to view sport as a microcosm of society.

SPIRITUAL: Displaying imagination and creativity creatively through aesthetic performance activities such as trampolining.

CULTURAL: Discuss origins of a range of sporting activities, eg handball-Scandinavian origins of sport. Gender equality promoted through coed lessons and activities, and traditional stereotypes of sporting participation challenged.

PHYSICAL EDUCATION

YEAR 9 (SCHEMES OF WORK) AUTUMN:

BOYS: Football, Badminton, Fitness, Trampolining

GIRLS: Trampolining, Netball, Fitness, Competition

YEAR 9 (SCHEMES OF WORK) SPRING:

BOYS: Hockey, Fitness, Volleyball

GIRLS: Badminton, Netball, Hockey

YEAR 9 (SCHEMES OF WORK) SUMMER:

BOYS: Athletics, Cricket, Softball

GIRLS: Athletics, Rounders

YEAR 10 and 11 (SCHEMES OF WORK):

In year 10 and 11 students follow a bespoke programme of activities dependent on the needs of individuals in the group. The ethos of PE in KS4 is one of finding and developing a lifelong desire to continue in physical activity for both fun and performance.

In addition to the activities covered in KS3 and year 9 the following activities may also be available in years 10 and 11: Zumba, Boxercise, Tennis, Handball, Rugby.

HOW DOES THIS SUBJECT CHALLENGE MORE ABLE STUDENTS?

Students are encouraged to participate in the PE leadership scheme and actively lead and facilitate the teacher during lessons and extracurricular clubs.

MARKING:

Student work in BTEC and GCSE lessons is marked in accordance with Ormiston Forge Academy marking policies. In addition, teachers of all theory groups employ Live Marking on a regular basis.

ENRICHMENT AND EXTRACURRICULAR:

A full range of clubs for competitive teams are available for students every lunch time and after school. The house system is supported by competitions in many activities.

Throughout the year opportunities are available for students to experience many enrichment activities. Over the past year this has included trips to the All England Badminton Championships, the Academy's mountain centre in Snowdonia and to the FA's training facility, St George's Park. Many students have also been able to experience horse riding lessons at a greatly reduced rate due to funding secured by the PE department.

ADDITIONAL SUPPORT (WEBSITES, APPS):

www.pecentral.org/websites/websitemenu.html

www.mypeexam.org

www.bbc.com/education/subjects/znyb4wx

senecalearning.com

SUBJECT LEADER:

Miss Sarah Shuttleworth
sarah.shuttleworth@oatforge.co.uk

LEAD PRACTITIONER:

Miss Jemma Willmott
jemma.willmott@oatforge.co.uk

RELIGIOUS STUDIES

SUBJECT OVERVIEW:

Religious studies lessons at our school help students to gain a better understanding of their own beliefs and those of others. Students are inspired to grow in confidence and feel comfortable in speaking about their views and listening to other people's views. Religious studies is compulsory for students at Ormiston Forge Academy. Throughout KS3, students are assessed three times per year, with questions tailored to the topical issues that they have been studying. All KS3 topics prepare students for their religious studies GCSE course, giving them the basis of knowledge that they need to excel. In KS4, we study the AQA GCSE Religious Studies Course, looking at Christianity, Sikhism and themes as explained further below.

KEY STAGE 3 OVERVIEW:

An introduction to religious studies.

Inspirational people within religion: past and present: This topic explores the lives of religious individuals who have inspired us, either throughout history or in the world today. For example, the work of Martin Luther King, Rosa Parks and Malcolm X is studied, alongside modern heroes such as Malala Yousafzai.
Science vs Religion: This topic explores the contrasting explanations offered by science and religion over how the world was created. Students also explore the different arguments for God's existence, alongside the questions raised by the existence of suffering in the world, and the beliefs put forward by humanists.

YEAR 7 (SCHEMES OF WORK) SPRING:

The journey of life: This topic explores key questions that people encounter throughout our lives, such as if and when someone should be able to choose their own religion, and how different people and religions approach marriage.

What do Christians believe? This topic offers an introduction to Christianity, including its origins, beliefs about God, Jesus and forgiveness, and how beliefs may affect a Christian's life.

YEAR 7 (SCHEMES OF WORK) SUMMER:

Stewardship. This topic explores the reasons why religious people feel the need to look after the natural world, and includes a campaign to 'Save Sandy Bay!' Students look at the positives and negatives of a potential oil development, developing literacy skills whilst forming a protest against damage to the local environment.

YEAR 8 (SCHEMES OF WORK) AUTUMN:

Moral Issues: This topic considers the concept of the sanctity of life, and raises key questions such as: is abortion right or wrong? Is euthanasia right or wrong? Do humans and animals have equal worth?

The Holocaust: This topic considers the injustice Holocaust, exploring how Jewish people's religious practices would have been affected. Students will look at Holocaust survivors and consider the strength of character these Jewish people showed.

HOW DOES THIS SUBJECT FULFIL SMSC NEEDS?

SOCIAL: Students are encouraged to think about their interaction with others, demonstrating respect and appreciation of a variety of cultures and beliefs. Students often take part in group work, enabling them to work well with others.

MORAL: Students develop their moral purpose throughout RS by discussing moral issues such as abortion, euthanasia, animal rights and capital punishment.

SPIRITUAL: Students are supported in developing their thinking and reasoning skills in RS. They debate issues such as the existence of God vs evil and suffering in the world, and learn a range of perspectives regarding spirituality.

CULTURAL: Students learn the importance of culture both within religion and outside of it. They study ideas around prejudice and discrimination, and the ways that religious beliefs and practices can co-exist in British culture.

YEAR 8 (SCHEMES OF WORK) SPRING:

Religion and Sport: This topic considers whether sport has become a religion in our society, and explores how religious believers view the use of drugs in sport. Students will also study key sports people who have religious faith, such as Mo Salah.

What do Sikhs believe? This topic offers an introduction to Sikhism, including Sikh beliefs about God, doing selfless service to others, and beliefs about equality and life after death.

YEAR 8 (SCHEMES OF WORK) SUMMER:

Does religion make peace or cause wars? This topic explores the questions that are often put to religions about conflict; do religions generally bring more peace or more conflict? How has religion played a part in some of the wars that have happened throughout history?

KEY STAGE 4 OVERVIEW:

Over the three-year course, students will study the topics outlined below, which will culminate in two exams as detailed:

EXAM 1: 50 per cent of GCSE

The study of religions 1: Christianity: An in-depth study of beliefs, teachings and practices from within Christianity. This includes content such as: the nature of God, the problem of evil and suffering, the importance of prayer and worship, the importance of sacraments such as baptism, and the role of the worldwide church.

The study of religions 2: Sikhism: An in-depth study of beliefs, teachings and practices from within Sikhism. This includes content such as: the nature of God, the importance of festivals, the belief in karma and reincarnation, the importance of equality and the role of the Sikh community.

EXAM 2: 50 per cent of GCSE

Thematic Studies:

Religion and Life: A study of life issues such as the origins of the world and human life, the treatment of animals, abortion, euthanasia and life after death.

Religion, Crime and Punishment: A study of issues such as causes of crime, the aims and types of punishment, forgiveness, the death penalty and corporal punishment.

Religion and Social Justice: A study of social issues such as prejudice and discrimination, equality and fair treatment of all, freedom of religious expression and the importance of standing up against injustice.

Religion, War and Peace: A study of issues such as reasons for war, the Just War theory, Holy War, the use of weapons of mass destruction, forgiveness and reconciliation.

HOW DOES THIS SUBJECT CHALLENGE MORE ABLE STUDENTS?

More able students in RS are challenged to think more deeply and evaluate convincingly. Students are encouraged to use a range of evidence to support religious beliefs, and to debate a range of viewpoints on moral issues, before coming to a well-reasoned conclusion. At GCSE, students achieve 50 per cent of their marks from their skills in evaluation; they have to be able to draw justified conclusions, supported with evidence. This prepares students well should they decide to take the A Level course in Philosophy and Ethics.

MARKING:

Student work is marked in line with the Academy Assessment for Learning policy. Students are given clear feedback and targets for improvement through the 'What Went Well' 'Even Better If' format. In KS3, students are assessed three times a year and are told if they are working on, above or below their target. At KS4, students are given a formal mark for assessments which mirror the GCSE exam paper. Mark schemes from AQA are used wherever possible.

ENRICHMENT AND EXTRACURRICULAR:

We run revision classes for year 11 throughout the year.

We also provide targeted intervention for KS3 students who need additional support.

We run an 'Inspiration' competition where students are encouraged to reflect upon inspirational quotes, or create one of their own, to help to develop their spiritual awareness.

ADDITIONAL SUPPORT (WEBSITES, APPS):

GCSE Exam Board Website:

www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062

Free from the App store:

RE DEFINITIONS

Useful for video links:

www.truetube.co.uk

www.gcsepod.com

SUBJECT LEADER

Mr J Kay
james.kay@oatforge.co.uk

SECOND

Miss A Toner
anna.toner@oatforge.co.uk

PHYSICS

Mr M Iliffe
michael.iliffe@oatforge.co.uk

BIOLOGY

Miss K Fellows
katie.fellows@oatforge.co.uk

KS3

Miss C Basterfield
charlotte.basterfield@oatforge.co.uk

TEACHING AND LEARNING

Mrs N Deakin
nancy.deakin@oatforge.co.uk

STEM

Mrs N Barker
nicola.barker@oatforge.co.uk

SCIENCE

SUBJECT OVERVIEW:

Science is made up of three different subjects: biology, chemistry and physics. All students will cover a broad spectrum of topics from each of these subject areas. At the end of year 9, students opt to choose one of two different pathways: triple science or combined science.

Triple science provides a greater wealth of detail in each of the subject areas, and includes additional topics such as space physics, some of which are not included in combined science. The additional material ensures that students achieve three separate GCSEs, one in each discipline.

Combined science will result in two GCSE grades, which average the achievement across all three specialisms.

KEY STAGE 3 OVERVIEW:

YEAR 7 (SCHEMES OF WORK) AUTUMN:

- Science skills: Equipment, Hazards, Variables, Drawing tables and graphs, Writing conclusions
- Biology (Cells): Animal and plant cells, Observing cells, RP: Microscopes, Movement of substances, Specialised cells, Stem cells, Cells application
- Chemistry (Particles): States of matter, Changes of state RP: Stearic acid, Evaporation, Condensation, Diffusion, Particles application
- Physics (Forces): Introduction to forces, Squashing and stretching, RP – Hooke's Law, Drag and friction, Forces at a distance, Balanced and unbalanced, Forces application

YEAR 7 (SCHEMES OF WORK) SPRING:

- Science skills: Planning an investigation, Completing a practical, evaluating an investigation
- Biology (Body systems): Levels of organisation, Respiratory system, RP – Breathing, Circulatory system, Skeleton, Movement, Body systems application
- Chemistry (Atoms): Structure of the atom, Electron configuration, Elements, Compounds, RP – Magnesium oxide, Mixtures, Atom application
- Physics (Space): The night sky, Timeline of discoveries, The solar system RP: Planet trends, The Earth, The Moon, Space application

YEAR 7 (SCHEMES OF WORK) SUMMER:

- Science skills: Drawing graphs, Interpreting graphs and data, Math skills in science, English skills in science
- Biology (Reproduction): Fertilisation, Development, Adolescence, The menstrual cycle RP: Flowers and pollination, Seed dispersal and germination, Reproduction application
- Chemistry (Acids and Alkalis): Acids and alkalis, pH scale RP: Indicators, Neutralisation, Making salts, Naming salts, Acids and alkalis application
- Physics (Waves) – Waves introduction, Sound waves, Light waves, Reflection RP: Refraction, EM spectrum, Waves application

YEAR 8 (SCHEMES OF WORK) AUTUMN:

Science skills: Equipment, Hazards, Variables, Drawing tables and graphs, Writing conclusions

Biology (Health): Nutrition, Food tests, Digestive system and enzymes
RP: Enzymes, Unhealthy lifestyle, Drugs, alcohol and smoking, Health application

Chemistry (Periodic Table): History of the periodic table, Metals and non-metals, Transition metals RP: Precipitates, Group 1, Group 0 and 7, Periodic table application

HOW DOES THIS SUBJECT FULFIL SMSC NEEDS?

SOCIAL: Students are encouraged to incorporate imagination and creativity in science where they will be able to experience and investigate how science impacts on everyday life, the world around us and the expanding universe.

MORAL: Students are exposed to concepts which require a moral viewpoint to be debated during group discussion. Developing an evaluative argument allows students to explore the scientific thinking surrounding procedures such as IVF and genetic engineering.

SPIRITUAL: Students build an appreciation for how science is accepted by a range of faiths and beliefs in relation to ideas such as the big bang theory. Spiritual growth is developed through deep thinking and questioning in order to broaden understanding of fundamental science.

CULTURAL: Students experience a range of cultural links through the science curriculum. In Chemistry, the periodic table is used as a universal tool for presenting elements and compounds, whilst students are also able to explore how a variety of cultural backgrounds respond to techniques such as blood transfusions.



Physics (Motion): Speed RP: Investigating speed, Motion graphs, Pressure in gases, Pressure in liquids and solids, Turning forces and moments, Motion application

YEAR 8 (SCHEMES OF WORK) SPRING:

Science skills: Planning an investigation, Completing a practical, evaluating an investigation

Biology (Ecosystems): Plant structure and tissues, Photosynthesis RP: Starch testing, Respiration, Food chains and webs, Plant minerals, Ecosystems application

Chemistry (Separating Techniques): Mixtures, Solutions and solubility
RP: Filtration, Evaporation, Distillation, Chromatography, Separating techniques application

Physics (Energy): Energy, Conduction, Convection
RP: Radiation, Energy resources, Energy and power, Energy application

YEAR 8 (SCHEMES OF WORK) SUMMER:

Science skills: Drawing graphs, Interpreting graphs and data,
Math skills in science, English skills in science

Biology (Genetics): RP: Variation, Inheritance, Selective breeding, Evolution and natural selection, Extinction, Fossils, Genetics application

Chemistry (Metals): Properties of metals, Metals and oxygen
RP: Metals and acids, Metals and water, Displacement reactions, Extracting metals, Metals application

Physics (Electricity): Electrostatics, Circuits and symbols
RP: Investigating current, Resistance, Magnets and magnetic fields, Electromagnets, Electricity application

KEY STAGE 4 OVERVIEW:

YEAR 9 (SCHEMES OF WORK) Biology:

Cell structure and transport (RP – Culturing microorganisms, RP - Osmosis), Animal tissues, Organs and systems (RP – Food tests, RP – Enzyme investigation)

YEAR 9 (SCHEMES OF WORK) Chemistry:

Atomic Structure, Structure and Bonding

YEAR 9 (SCHEMES OF WORK) Physics:

Atomic structure, Energy (RP – Specific heat capacity)(RP triple only – Thermal insulation), Particles and gases (RP – Density)

YEAR 10 (SCHEMES OF WORK) Biology:

Health and disease, Bioenergetics (RP – Photosynthesis), Paper 1 mock exam

YEAR 10 (SCHEMES OF WORK) Chemistry:

Chemical changes, Energy, Quantitative chemistry, Paper 1 mock exam, Rate of chemical change and (HT) equilibrium

YEAR 10 (SCHEMES OF WORK) Physics:

Electricity (RP – Resistance, RP – I - V characteristics), Forces and motion (RP – Hooke's Law, RP - Acceleration), Paper 1 mock exam, Introduction to waves (RP – Wave speed)

YEAR 11 (SCHEMES OF WORK) Biology:

Homeostasis and response (RP – Reaction time), Inheritance, Variation and evolution, Ecology (RP - Sampling techniques), Biodiversity and human activity

YEAR 11 (SCHEMES OF WORK) Chemistry:

Organic chemistry, Qualitative chemistry, Chemistry of the atmosphere, Using resources

YEAR 11 (SCHEMES OF WORK) Physics:

Waves (RP – Infrared radiation) (RP triple only – Reflection and refraction), Magnets and electromagnets, Space (triple only)

FACULTY LEADER:

Lisa Rhodes
 lisa.rhodes@oatforge.co.uk
 Melissa Clarke
 Melissa.clarke@oatforge.co.uk

SUBJECT LEADER (FOOD):

Rebecca Potter
 rebecca.potter@oatforge.co.uk

SUBJECT LEADER (TEXTILES):

Laura Cheek
 laura.cheek@oatforge.co.uk

SUBJECT LEADER (RESISTANT MATERIALS & SYSTEMS):

Richard Williamson
 richard.williamson@oatforge.co.uk

TECHNOLOGY

SUBJECT OVERVIEW:

KEY STAGE 3 OVERVIEW:

At KS3 (years 7 and 8) we teach a series of progressive projects where students build on skills before making GCSE option choices at the end of year 8. During each year students are taught Textiles Technology, Food Technology and Product Design. They experience the different subjects on a rotational basis throughout the year.

In KS3 technology works on a rotation basis where each student completes an eight-week project in each of the technology areas:

During KS3 (years 7 and 8) all pupils will experience the following units of work.

YEAR 7 FOOD

Project 1 Catering for needs

Overview

Generating food products to meet the needs of the consumer. This considers consumer needs and choices and how to plan diets for children, teenagers, the elderly, vegetarians, and medical and religious needs. It considers adapting recipes using alternative ingredients. In the practical session students are asked to adapt a lasagne to meet the needs of a vegetarian consumer.

Project 2 Practical skills building

Overview

This covers the introduction to the kitchen environment, food safety and safe working, establishing routines and building basic culinary skills. It considers food safety through personal hygiene and the four Cs, as well as healthy eating principles. Practical lessons have students making baked beans on toast, a fruit salad, ratatouille and bolognese.

Project 3 Design for health

Overview

Producing a healthier meal aimed at teenagers. Students investigate factors affecting food choices before designing and making a meal suitable for a teenager. They consider factors such as the importance of a balanced diet, cost, availability, cultural and religious practices and health concerns. Practical lessons include making a stir fry, a curry and kofta before working independently on their final choice of meal.

Project 4 Future food

Overview

This unit considers how we might feed the world population in the future using lab-grown meat or insects as an alternative food source by investigating new and emerging technologies and investigating alternative food production methods.

HOW DOES THIS SUBJECT FULFIL SMSC NEEDS?

SOCIAL: In technology, group work is encouraged where pupils discuss, plan and share out responsibilities enabling them to develop team working skills. Students are encouraged to look at a wide range of social factors in technology. This starts in KS3 and becomes more detailed in KS4/5. Throughout the design and make rotations in KS3 there is a strong focus on designing for a particular group of people. Students have to consider the needs of their target market to ensure their product is to be successful. In KS4 the coursework is always catered around a particular need or problem which students then have to research who would benefit from their outcome.

MORAL: Pupils learn to develop a sense of purpose in technology by investigating issues in industry concerning fair trade and working conditions. Viewpoints of others and other potential ethical issues are discussed. Students will understand the implications of making decisions that affect different people throughout the design process and consider the environment through their use of materials and processes. Students work in teams at various points to discuss and challenge moral beliefs, this is encouraged through debate in KS3 and 4.

SPIRITUAL: Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of students. In technology lessons pupils are always encouraged to delve deeper into their understanding of design and technology and how it relates to the world around them.

CULTURAL: Design and technology investigates the diversity of differing cultures through exploration of cultural trends. Pupils learn traditions from a variety of different cultural backgrounds and are encouraged to apply them to a design situation. Cultural issues are further focused on throughout KS4 and 5 through looking at different religions/diets and products that would be suitable for specific cultural needs. Students are encouraged to accept different cultures and nationalities to deliver a balanced curriculum. There is strong focus in Food technology on different dietary needs of people, through their cultural beliefs and this is built into the schemes of work to look at 'Foods from around the World'.

YEAR 7 TEXTILES

Project 1 Learning to look

Overview

How do we generate and communicate design ideas in textiles? How does nature influence design?

In this unit students look at communication on paper using different methods and how to use annotation effectively. It then considers biomimicry as a means of solving design problems, the use of CAD software to manipulate images to make colourways and appropriate printing methods.

Project 2 Understanding fibres and fabrics

Overview

What are the properties of fabrics used today and why is it important to understand this? How do we add print and stitch to our fabrics to make them more interesting? How do practising designers achieve this?

This unit considers the origins of natural and man-made fibres, the methods of construction and properties of these and how they are adapted by adding colour and decoration, with examples from current textiles designers.

Project 3 The wider use of textiles in our society

Overview

How are textiles used in today's society? How has conductive thread and fabric, use of composite textiles in the automotive industry and the use of textiles in medicine had an impact on our world?

Using this, students should understand the wider role of textiles in everyday lives, beyond fashion and furnishing. They should investigate technical textiles for specific uses and demonstrate an understanding of the wider use of textiles. Examples from a range of industries are used to illustrate different uses and applications.

YEAR 7 PRODUCT DESIGN

Project 1 Core skills

Overview

Learning to develop basic design communication skills including sketching, drawing controlled lines, 3D sketching, annotation, emphasising key points and knowing which points to highlight to get the design ideas across.

Project 2 Signs

Overview

A large local store has asked students to manufacture their signage. Use a digital image to then laser cut the existing sign. Improve on this using a specification developed with the client and make a prototype to send to company. Includes understanding of signage and logos to develop brands and convey visual messages.

Project 3 Jewellery design

Overview

Design and make pewter cast jewellery to a given theme. In this project students research and develop a brief, develop a specification and from this generate ideas for designs. Using CAD software they model and test their designs, and produce a mould before casting and finishing their designed product.

Project 4 Eco design

Overview

This introduces the concept of designing with the environment in mind, using examples from a range of familiar products, re-thought in keeping with the Six Rs principles. It discusses a product's life cycle and the 'cradle to the grave' concept. Using waste materials students are asked to design and make a new product prototype reusing waste items.

HOW DOES THIS SUBJECT CHALLENGE MORE ABLE STUDENTS?

Talented design and technology pupils are nurtured and challenged at Ormiston Forge Academy. There is no ceiling on attainment and right from year 7 pupils are encouraged to push their creative boundaries. More able pupils are encouraged to work with more complex materials and design situations and take part in external fashion design competitions such as Young Fashion Designer of the Year UK. There is a T.O.T.T.A award where a student is chosen in each subject area in KS3 and recognised for their achievement. Postcards and regular praise My Stickers are given out weekly.

MARKING:

Assessment for learning is at the heart of learning and teaching at Ormiston Forge Academy. All assessment completed in the Design and Technology department is in line with the whole school assessment policy. At KS3, pupils are assessed against specific objectives: Designing, Making, Evaluation and Technology in Society. All the units of work have different assessment focuses to ensure pupils have the opportunity to cover all objectives at least once during KS3. At KS4 the pupils are assessed against the objectives set by the exam boards for their GCSEs, which builds on those from KS3 enabling progression right through the pupils' education at Forge from year 7 to 11.

Marking is completed regularly to include both formative and summative assessment methods; verbal feedback, written assessment, self/peer assessment and dialogue marking all of which enable the pupils to meet/exceed their own targets.

YEAR 8 FOOD

Project 1 Multicultural meals for mates

Overview

In this unit students will investigate designing multicultural meals that are suitable for teenagers. They will develop an understanding of different needs and wants and demonstrate an understanding of the need for a healthier ethnic dish using different research methods, then generate possible design solutions including costs.

Project 2 Protein foods

Overview

In this unit students will be developing a range of preparation and cookery methods whilst making protein-rich dishes. They will list the sources and function of protein in the diet, describe the consequences of a diet lacking in protein and explain the different needs for protein at different life stages. They will then prepare a selection of ingredients for a range of dishes, following recipes and demonstrating safe use of equipment.

Project 3 Design and make your school lunch

Overview

Working within national constraints of the School Food Standards students will design an appropriate main meal for school lunches. They will know how to plan, prepare, adapt and cook a suitable meal for a given need, understanding the requirements for it to be nutritious and healthy. Practical sessions include adapting, preparing and evaluating their dishes against set criteria. They will also understand the benefits of a balanced school lunch and suggest further recipe ideas compared to the Eatwell Guide group of foods.

Project 4 The appliance of science

Overview

Students will investigate new and emerging technologies used in the production of food including an understanding of the key terms associated with molecular biology. They will understand that food can be altered to look and taste differently and how it might be presented. The work of a number of inventive chefs is featured.

Project 5 Standards for food

Overview

This unit looks at national quality assurance standards for assuring quality food in the UK and asks students to consider factors that ensure food is of the necessary quality through the use of ingredients that are sustainable and meet ethical and moral standards. It includes a practical session cooking their chosen dish.

YEAR 8 TEXTILES

Project 1 Dual purpose textiles

Overview

How can technology be included into textiles products to give them added value? Can this improve the quality of people's lives?

This introduces students to the Portable Light project which combines a traditional textiles product with solar power. They produce ideas for a design of a dual purpose product and develop the design with annotated drawings using a 2D CAD package.

Project 2 Textile entrepreneurs

Overview

Design and make a simple product that could be made in small quantities to sell in an independent gift shop. How is making one product different from making a number of identical ones?

Students are asked to design and make a textile product that could be made in small quantities to be sold in a gift shop. They must research the customers and products and choose appropriate equipment, techniques and materials for their product. Working in teams they will devise production plans and look at cost considerations before manufacturing and testing their products.

ENRICHMENT AND EXTRACURRICULAR:

The Design and Technology department provides many opportunities for enrichment for pupils from all year groups. A range of clubs, trips and competitions provide those who are interested in design and technology subjects with a range of experiences to help focus their skills and experiences.

ADDITIONAL SUPPORT (WEBSITES, APPS):

www.technologystudent.com

www.data.org.uk

www.bbc.com/education/subjects/zvg4d2p

www.mr-dt.com

www.dtonline.org

Project 3 The true cost of textile technology

Overview

What are the positive and negative impacts that technology has had within textiles?

In this unit students look at how technology and cost considerations have affected the production of textiles, the emergence of eco fashion and what consumers can do to promote eco friendly fashion.

Project 4 Para-triathlete design challenge

Overview

How do para-athletes customise their sportswear to accommodate their needs?

Students develop a design specification from research into the restrictions para-athletes face. Working as part of a team they must develop designs in creative ways and present these, giving reasons for their final choices.

YEAR 8 PRODUCT DESIGN

Project 1 Analyse that

Overview

Analysis of famous or household products to help learn about products and inspire for own design work. Students consider a number of products and use the analysis to help them develop their own design specification for a new product.

Project 2 Salad servers

Overview

Students develop an understanding for a basic product -salad servers- and explore how design can improve the product. They investigate a range of options before producing a specification, making examples and considering finishing techniques.

Project 3 Lanterns

Overview

Design and manufacture a small batch of identical lanterns based around a theme. Students work in groups to design and manufacture lanterns to help them understand manufacturing processes including batch and scales of production.

Project 4 Floating garden challenge

Overview

Develop an awareness and understanding about how design can solve real problems in parts of the world where natural disasters occur. Students consider images of flooding and drought and the impact this can have. They are introduced to Practical Action and the work they do in developing countries including Bangladesh where floating gardens help crops survive floods. Students then design and build a model raft of a floating garden and test it using weights.

KEY STAGE 4 OVERVIEW:

In KS4 all pupils study and sit a GCSE in their chosen technology area (AQA and WJEC).

YEAR 9 TEXTILES

Project 1 Festival headgear

Overview

Headgear is a popular feature at many types of festivals – why is this and how is it used? Choose a festival and create designs to be worn. What happens when a client changes the design brief part-way through a project? Adapting designs to be made within a given time and resource constraints. Evaluate prototypes and suggest modifications for a circular economy approach.

Although this is a Designing and Make unit, there is deliberately a considerable emphasis on evaluation within the whole process.

Project 2 Wearable technology

Overview

What is wearable tech? Is it a gimmick? How is it currently used? Consider aesthetic vs performance enhancing properties. What would you design?

This asks students to evaluate existing wearable technology products and generate ideas for garments that include light, sensors, temperature control and which are controlled by smart phones.

YEAR 9 FOOD

Project 1 Event food

Overview

Investigating the breadth and variety of food served at festivals and events. Students determine what needs to be considered when considering food provision, including preparing suitable dishes and considering environmental issues.

Project 2 Hydroponics – working water

Overview

Investigating alternative food production methods to ensure food production. Students investigate and discuss the benefits and drawbacks of using hydroponics systems to grow plant-based foods

YEAR 9 PRODUCT DESIGN

Project 1 Advanced modelling

Overview

Developing skills in CAD/CAM to help communication and modelling. Students explore modelling and advanced modelling using CAD/CAM and 3D printing before producing an electronic portfolio and using CAD software to produce a model of their choice.

Project 2 Does it connect?

Overview

Working on a group project to manufacture pieces accurately to produce a large-scale model of an animal or product using jigs and templates. Students learn about jigs, former patterns and moulds before a practical session to manufacture a model.

Project 3 Learning to learn

Overview

Students design and make an educational product for a child, identifying a 'client' (child between 0-5) and understanding her needs, wants and interests; conducting product analysis, generating ideas and a specification; prototyping and planning production, manufacturing and evaluating the product.

YEAR 10 TEXTILES

Following the AQA exam board for GCSE Design and Technology, students work towards building skills for non-exam assessment, worth 50 per cent of the final qualification and the examination assessment, the other 50 per cent of the GCSE. In doing so, students develop a deeper understanding of the core theory already covered in KS3 and develop a fuller, working knowledge of specialist technical principles and working with materials such as fabric and wood. During practical lessons, students will develop iterative design skills reflecting a chosen context, in preparation for their contextual challenge coursework in year 11. In theory lessons, students practice the format of the exam in preparation for the following year.

YEAR 11 TEXTILES

Students carry out their non-exam assessment in year 11, applying the theory, designing and making principles they have learnt in both KS3 and KS4. Students will be given a design context within which they must identify a design problem. They will then lead their own research, analyse and follow an iterative design process in order to find a design solution for the problem. They will be required to experiment and make a prototype of that solution, demonstrating making skills they have developed over the course of their studies. The assessment objectives for the coursework include identifying and investigating the design context, generating, developing and realising design ideas through 2D and 3D communication, analysing and evaluating the final

design solution. When the coursework has been completed, students will focus on modelling good answers to exam questions and refining their understanding of the exam content that they have been studying over KS3 and KS4.

YEAR 10 ART AND DESIGN TEXTILES

Following the OCR exam board for GCSE Art and Design, students work towards building skills for non-exam assessment, worth 60% of the final qualification and the examination assessment, the other 40% of the GCSE.

They will compete produce a series of small made outcomes and record their work in a portfolio. considering a wide range of approaches to express their work through different materials, media and techniques. They will gain knowledge and understanding of art, craft, design, media and technologies today and in the past, and in different societies and cultures. They will also develop an understanding of the different roles, audiences and consumers for art, craft and design. They will experience different work practices and look at relevant processes and equipment too. They will also explore a wide variety of media including, dyed and printed textiles, drawing, mark making, collage, appliqué, fabric manipulation, hand and machine embroidery, constructed textiles, laser cutting, smart/modern materials - resulting in a costume/ fashion/ surface print/ interior or fine art piece.

YEAR 11 ART AND DESIGN TEXTILES

Component 01: The Art & Design Portfolio 60%.

Students will apply all skills learnt to produce a portfolio of practical work showing their personal response to either a starting point, brief, scenario or stimulus.

Component 02: The Art & Design OCR set Task (10 hour exam) 40%.

Towards the end of the year Students carry out their externally set task

The exam board will provide them with a number of themes, each with a range of written and visual starting points. A response should be based on one of these options.

YEAR 10 PRODUCT DESIGN

Year 10 product design students follow the AQA exam board for GCSE Design and Technology. Students work towards building skills for non-exam assessment, worth 50 per cent of the final qualification and the examination assessment, worth the other 50 per cent of the GCSE. This content enables students to develop a deeper understanding of the core theory already covered in KS3 and develop a wider, working knowledge of specialist technical principles. Students will gain knowledge of and will work with materials such as fabric and wood. In their practical lessons, students will work through the design process in an iterative way stemming from a context, in preparation for their contextual challenge coursework in year 11. In theory lessons, students practice core theory knowledge in the exam format, in preparation for the following year.

YEAR 11 PRODUCT DESIGN

During year 11 students will carry out their non-exam assessment, applying the theory, designing and making principles they have learnt during both KS3 and KS4. Students will be given a design context, within which they must identify a design problem. They will then lead their own research and apply iterative design processes to find a design solution for the problem. They will be required to make a prototype of that solution, demonstrating making skills they have developed over the course of their studies. The assessment objectives for the coursework include identifying and investigating the design context, generating, developing and realising design ideas through 2D and 3D communication, analysing and evaluating the final design solution. Once coursework is completed, students will focus on preparation for the summer exam. This will consist of exam-style questions and revising and refining the exam content which they have been studying throughout KS3 and KS4.

YEAR 9/10 ART AND DESIGN THREE-DIMENSIONAL DESIGN

Following the OCR exam board for GCSE Art and Design, students work towards building skills for non-exam assessment, worth 60% of the final qualification and the examination assessment, the other 40% of the GCSE. They will compete produce a series of small made outcomes and record their work in a portfolio. considering a wide range of approaches to express their work through different materials, media and techniques. They will gain knowledge and understanding of art, craft, design, media and technologies today and in the past, and in different societies and cultures. They will also develop an understanding of the different roles, audiences and consumers for art, craft and design. They will experience different work practices and look at relevant

processes and equipment too. They will be able to explore and work creatively with processes and techniques such as computer-aided design, model making, prototyping, constructing, assembling. You will produce a series of small made outcomes and record your work in a portfolio.

YEAR 11 ART AND DESIGN THREE-DIMENSIONAL DESIGN

Component 01: The Art & Design Portfolio 60%.

Students will apply all skills learnt to produce a portfolio of practical work showing their personal response to either a starting point, brief, scenario or stimulus.

Component 02: The Art & Design OCR-set Task (10 hour exam) 40%.

Towards the end of the year Students carry out their externally set task. The exam board will provide them with a number of themes, each with a range of written and visual starting points. A response should be based on one of these options.

YEAR 10/11 FOOD PREPARATION AND NUTRITION

Students follow the Eduqas Food Preparation and Nutrition exam board which equips students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. Throughout the course it encourages students to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

YEAR 10 FOOD PREPARATION AND NUTRITION

During year 10 students will demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment, develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks. Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health as well as the economic, environmental, ethical and sociocultural influences on food availability, production processes, diet and health choices. Students will demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food and understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

YEAR 11 FOOD PREPARATION AND NUTRITION

During year 11 students will complete their non-examination assessment which counts as 50 per cent of their final grade.

Assessment 1: The Food Investigation - scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Assessment 2: The Food Preparation Assessment - Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

Once the non examination is completed we will focus on revision of all topics covered. All students will complete a written examination worth 50 per cent; this will be structured as

Section A: questions based on stimulus material.

Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.

YEAR 10 HOSPITALITY AND CATERING VOCATIONAL COURSE

Students in year 10 follow the Eduqas Hospitality and Catering vocational course. This structure has been designed to develop students' knowledge and understanding of a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, students will also have the opportunity to develop a range of food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication. Students will complete a non-examination task called Hospitality in Action which accounts for 60

per cent of the final grade. Students will be given a real life situation and asked to plan, test and produce dishes suitable for this on which they will be assessed.

YEAR 11 HOSPITALITY

During year 11 students will prepare of the Hospitality and Catering Industry assessment they will sit at the end of year 11 and accounts for 40 per cent of the final grade. Students will focus their learning on the hospitality and catering environment and how it operates. Provision for health and safety, preventing ill health and how the industry can cater for specific requirements alongside developing further practical skills.