



**Patchway**  
Community School

# **CURRICULUM OVERVIEW**

**2025 - 2026**





# Arrangements for Learning

## PCS LEARNING PHILOSOPHY

At Patchway, our philosophy and vision is that learning and pastoral care should go hand in hand. Our approach aims to fully support learners with their work, whilst offering them a range of resources to ensure that they are engaged and enthused by their learning. We believe that by challenging students, raising their aspirations, and insisting on good behaviour, learning is enhanced and outcomes are improved. We want our young people to become independent, active citizens who are well prepared for their future lives. The journey involves a three-way partnership between school, parent and child, and their success depends on your support. We value highly the relationships we build with families and we will work closely with you as your child grows and develops at Patchway Community School.

## OLYMPUS SECONDARY PRINCIPLES

Our core curriculum principles are based on five areas that interleave with one another in a cyclical process:

1. **Our vision** for the Olympus curriculum is to provide a comprehensive, ambitious and **accessible educational experience** that ensures **academic success, develops lifelong skills and offers rich experiences to all** by:
  - Having a broad and balanced offer across subject disciplines and beyond the taught curriculum
  - Nurturing social and emotional growth as well as academic success
  - Ensuring we meet the needs of all students in a fair and equitable way
  - Promoting belonging and inclusivity within our school communities
2. Our **skilled subject practitioners deliberately and collaboratively design, sequence** and continually **review** the curriculum which:
  - Inspires passion for the subject and a love of learning
  - Allows students to commit knowledge to long term memory
  - Makes connections to prior learning
  - Pinpoints and addresses key knowledge and misconceptions
3. Within our curriculum there are **frequent opportunities for students to develop the confidence and knowledge to communicate** with clarity and sensitivity and to unlock the whole curriculum **through**:
  - Recognising that communication and language are the foundations of thinking and learning
  - Reading academically challenging texts to improve vocabulary and reading fluency
  - Practising the articulation of thoughts and ideas to a variety of audiences
4. We ensure that **all students experience an excellent curriculum** so that they:
  - Understand the importance of knowledge and future learning and become active participants in their thinking and learning

- Cultivate critical thinking, problem-solving and creativity
  - Experience awe, wonder, connection and success
  - See themselves as part of their learning journey and beyond
5. The lasting **impact** of our curriculum allows **students the best opportunities** to make a fulfilling, positive contribution to a democratic and diverse society:
- Becoming well-rounded, knowledgeable and responsible citizens who are happy and mentally and physically well
  - Leaving our care as confident and curious young adults who are active and economically self-sufficient
  - Having the knowledge to be capable of understanding and shaping the world around them

## OUR SCHOOL DAY

Our school day starts with a tutor session (lesson 1) at 8.30am. School gates open at 8.15am and students are able to access toilets and their lockers before heading to their classroom.

Our 30 minute tutor session (lesson 1) includes the following:

- **Tutor work** celebrating students' attendance and achievements, as well as pastoral support for individuals.
- **Checks** on uniform, appearance and equipment
- **Opportunities** to discuss current affairs and news whilst also developing a sense of community and belonging to the tutor group.
- **Guided FASE reading.** All students have a copy of a novel selected by our Literacy Lead Teacher for their year group. The tutor and individual students take it in turn to read the novel aloud while the class track the text in their books. Guided reading is important in helping students to extend their vocabulary, develop their contextual understanding, and grow their love of reading fiction.
- **Safeguarding tutorial.** Periodically students may have a safeguarding tutorial, which supports them in understanding how to stay safe outside of school as well as in school, in person and online. These sessions are tailored to the needs of the students and the most current issues.
- **Assemblies** – once a week we meet together as a year group

	Y7	Y8	Y9	Y10	Y11
<b>08:10</b>	Gates open				
<b>08:30</b>	Period 1				
<b>09:00</b>	Period 2				
<b>10:00</b>	Break				
<b>10:20</b>	Period 3				
<b>11:20</b>	Period 4				
<b>12:20</b>	Lunch				
<b>13:00</b>	Period 5				
<b>14:00</b>	Period 6				
<b>15:00</b>	Enrichment / P7 for Y11 / end of school day				

# Curriculum Entitlement

## INTENT

Our aim is to provide an excellent education for all our students and have designed our curriculum to equip them with the core knowledge and skills that develops a deep and rich understanding of the world around them, and which influences their life beyond that of school. We seek to develop young people, who have a sense of self and place, and who are able to act with agency; feeling empowered to change the world.

The foundation of this success is rooted in supporting young people to achieve excellent outcomes, both personally and academically. We ensure appropriate guidance is given so students can make informed choices about whether to move on to employment, further and higher education or training.

We reward effort, determination, kindness and aspiration that are reflected through our three core values of Ambitious, Respectful and Excellent.

We are a hardworking and inclusive school, proud to be serve our community, where we aim for all our students to become:

- **Happy and resilient individuals**, who are able to fulfil their dreams, learn from mistakes and live safe and healthy lives
- **Successful and confident learners**, who are determined to make excellent progress in school and beyond through a passion and curiosity for learning
- **Responsible, respectful and well-informed citizens**, who develop the characteristics needed to be kind and make a positive contribution to the world

## IMPLEMENTATION

Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide sufficient opportunity for guided and independent practice. We have used a range of evidenced based research such as Barak Rosenshine's *Principles of Instruction*, Lemov's *Teach Like a Champion* and our own experience of what works in the classroom, to develop our own teaching and learning framework.

Everything which children learn in school – the taught subject timetable, the approach to spiritual, moral, social and cultural development, the extra-curricular provision, and the ethos of the 'hidden curriculum' of the school are to be seen as part of the school curriculum. We are a fully inclusive school and our SEND Team and Student Support Team collaborate to provide an environment that our pupils can feel safe and supported in which in turn will enable them to focus on achieving their academic potential. As part of this, our highly skilled teachers adapt their delivery of the curriculum to meet the needs of all learners; pupils with additional learning needs have their own individualised learning plan on Edukey, which ensures that we provide the most effective, and consistent approach to meeting the individual learning needs of our pupils.

PSHE is delivered in years 7 and 8 for an hour per week, and once a fortnight in years 9, 10 and 11. Themes which are explored in these sessions are further developed in assemblies and in tutorials which respond to local and national issues that arise. CEIAG (careers education information and guidance) is a rapidly growing area of strength across the school, providing the knowledge, understanding, confidence and skills students need to



make informed choices and plans for their future learning and career. An overview of our careers programme, by year group and school term, can be found on our website. The school takes its commitment to developing students' life knowledge and awareness very seriously and prioritises this in curriculum planning, ensuring it is also embedded across curriculum subjects.

### **Key Stage 3**

At KS3, all students study all national curriculum subjects to ensure breadth and access is maintained. There is a focus on English and Maths, with a significant amount of curriculum time given to these two subjects, to ensure that students have the greatest possible advantage in excelling in these areas, and to ensure all who are behind in these core subjects can catch up.

Science and the EBacc subjects of modern foreign languages, history and geography have a substantial share of curriculum time to embed the academic rigour needed for future success. We promote the use of modern foreign languages and have expanded the curriculum offer to French and Spanish. The arts and practical subjects remain at the heart of the curriculum at KS3 through to the end of year 9, with over 25% of time, guaranteeing that all students experience a wide range of cultural and creative experiences for as long as possible.

Students are largely taught in tutor groups in KS3, with the exception of maths and DT due to restrictions on the number of students in specialised rooms. Students also continue to follow the full range of national curriculum subjects to the end of Year 9 to ensure that they can make informed decisions when choosing their options for KS4, which begin in year 10. All of the KS3 taught curriculum is supported by an extensive enrichment programme which builds learners' cultural capital.

Every student study a GCSE in Religious Studies, which starts in Year 9 with an external examination at the end of Year 10. This underpins our commitment to developing students' wider understanding of issues, culture and the world and also allows each individual to experience the rigours of GCSE exams and assessment, including the need for independent revision, without the full demands of exams in all subjects, making them prepared for their final year.

### **Key Stage 4**

At Key Stage 4, every student studies English Language, English Literature and Mathematics and we believe all students can achieve good passes in all of these subjects. Students either follow three separate sciences or combined science, allowing each to follow the most appropriate pathway. Students choose from either Geography or History so they sustain and develop their understanding of human impact on their world. In addition, students can choose a modern foreign language and computing, as well as a range of other GCSE and vocational qualifications to suit students' interests, learning styles and range of future progression routes. Where numbers of students selecting a subject are small for a national curriculum subject and this cannot be run on site, students can access these on another OAT school site in a shared curriculum offer. Protecting access and entitlement to smaller subjects and the arts is important to us and the Trust.

All of the GCSE courses now have their examinations take place at the end of year 11 apart from Religious Studies which is examined at the end of year 10. The other vocational courses are assessed differently through a variety of examinations and controlled assessments (extended pieces of work). There has been some significant changes to the way the vocational courses have been assessed, increasing the amount of rigour and challenge in these qualifications.

### **Post 16**

At Post 16, we ensure that students of almost all ability and future aspiration have a route that provides them with a good career pathway. We are able to offer a very rich curriculum due to a longstanding partnership across Trust. The offer includes A levels, vocational

courses and GCSE re-sits and we are committed to ensuring that all students have access to high quality careers advice and guidance in deciding whether they make university, further education, advanced apprenticeships, or employment applications. Additionally, we have recently partnered with Boomsatsuma which is a post-16 education provider that specialises in the creative industries. Boomsatsuma courses are designed to replicate the professional expectations and experiences of the workplace. For example, students work on authentic industry briefs, and are taught by industry practitioners.

## HOW WE WILL MEASURE IMPACT

Through regular reviews incorporated in our framework for learning, we are able to continuously measure pupil understanding and progress and we can adapt according to the needs of each pupil. We track pupil progress to ensure that we are constantly moving pupils forward and can identify changing needs or trends in progress. Pupil premium and SEND pupils are discussed in every faculty meeting to ensure that our most vulnerable learners are making progress and that we are doing all we can to ensure that we close the attainment gap between them and their peers.

## KS3 CURRICULUM ALLOCATION

All students will have the following lessons over a 50 period two-week timetable. All lessons are 60 minutes.

Subject	No. of periods (Y7 & Y8)	No. of periods (Y9)
Art	2	2
Computing	2	2
Drama	2	2
DT	3	3
English	7	6
Geography	3	3
History	3	3
Maths	7	6
Modern Foreign Languages	5	5
Music	2	2
Physical Education	4	4
Personal Social Health Education (PSHE)	2	1
Religious Studies	2	4
Science	6	7

**KS4 CURRICULUM ALLOCATION**

<b>Subject</b>	<b>No. of periods (Y10)</b>	<b>No. of periods (Y11)</b>
English	8	10
Mathematics	8	10
Science	9	12
Option	5	5
Option	5	5
Option	5	5
Religious Studies	5	0
Physical Education	4	4
PSHE	1	1

# Subject Information

## ART AND PHOTOGRAPHY

### INTENT

Art allows students to develop thinking, communication and practical skills. The visual nature of the course allows students to engage with and interpret images, objects and cultural artefacts, making links to their place in history or contemporary culture. Students will begin to understand the impact art has on human society. Education in art allows students to make informed aesthetic choices in all aspects of their lives. The practical nature of the course allows students to develop their dexterity, their ability to use tools and manipulate materials. It allows students to explore and experiment, to create and invent, to make mistakes and learn resilience, to embrace the happy accident and value their efforts.

### IMPLEMENTATION

#### Key Stage 3

Students attend lessons in their tutor groups in year 7 and in mixed groups in year 8 and 9 where they explore a wide range of different materials and skills. This is supported by in-depth investigation into a wide range of arts and cultures. Formal approaches to painting and drawing are investigated which helps students to develop ways of observing and understanding the world around them.

#### Key Stage 4

Students can study art and design and photography at GCSE. Over the two years of key stage 4, students will produce a portfolio of work and an externally set exam unit. Units 1 (portfolio) and 2 (exam) are marked on 4 assessment objectives, Research and Analysis, Design and Development, Observing and Recording through Annotations, Drawing and/or Photography and their ability to Personal a personal response/ final outcome. Projects themes can change each year.

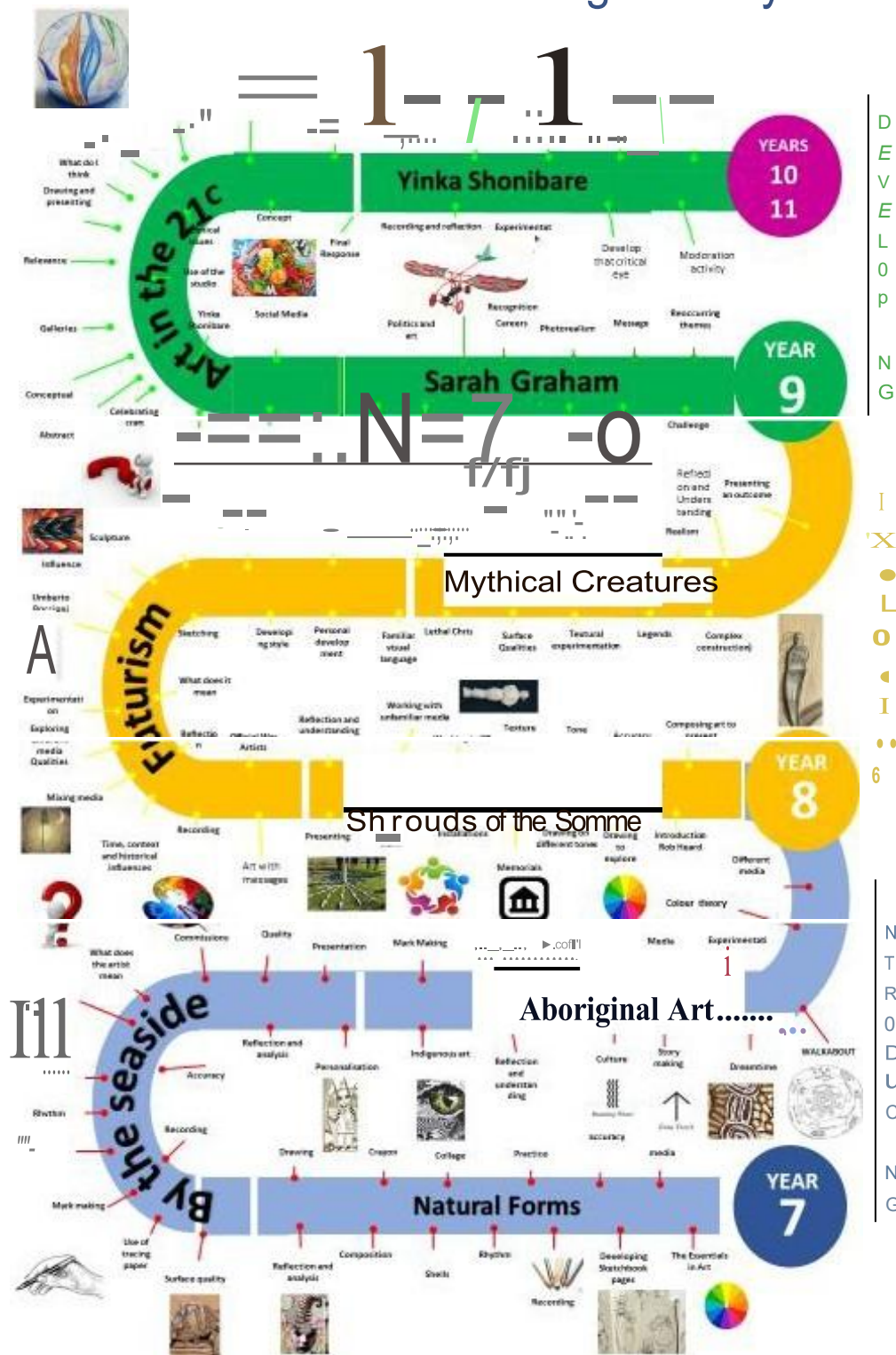
#### Post-16

At Post-16, A Levels in fine art and photography are offered across the Trust. As part of the fine art coursework, students will have the option to study a range of art processes including ceramics, photography, print making, painting and 3D design. Students will complete a portfolio of coursework in year 12. In photography, students specialise in producing high quality photographs, editing and manipulating images. In year 13 students in both courses will present a personal study portfolio and from February, an externally set exam unit.

A level art can lead to an art foundation course at any number of local colleges or entry into specialist Art Degrees other Degree courses. Art graduates can develop careers in any number of creative areas such as architecture, fashion, advertising, graphic design and product design or they can become painters, sculptors, potters, illustrators, curators.



# Our KS3 Art Learning Journey



## KS4 Fine Art

	Year 10	Year 11
<b>Term 1</b>	<b>Unit 1 Coursework</b> <b>Project 1</b> Analysing an artist's work, exploring techniques and material. Analysing a theme. Observational Drawing Design Drawing	<b>Continuation of Projects 1 and 2</b> Developing a personal response to the theme. Developing creativity and personalisation. Exploring outcomes.
<b>Term 2</b>	Exploring painting Colour mixing and blending Creating tones.	Producing final designs for a personal response/ outcome. Mock Exam. 5Hrs
<b>Term 3</b>	Exploring Sculpture and/or printmaking Mixed Media work.	<b>Externally Set Unit 2: Exam Project</b> Choosing 1 theme from 7 Starting Points Exploring the theme and collecting resources. Analysing a theme. Observational drawing Design drawing Exploring painting Colour mixing and blending Creating tones.
<b>Term 4</b>	Producing a personal response/ outcome.	Producing a personal response/ outcome.
<b>Term 5</b>	<b>Project 2</b> Exploring a second theme and collecting resources. Analysing a theme. Observational Drawing Design Drawing	Working towards the controlled text. Producing a personal response/ outcome. <b>Final timed test 10 hours</b>
<b>Term 6</b>	Exploring painting Colour mixing and blending Creating tones.	

## KS4 Photography

	Year 10	Year 11
Term 1	<b>Unit 1 Coursework</b> <b>Project 1 Exploring the rule of thirds and depth of field.</b> Camera Skills (How to use an SLR Camera) Uploading images to a file. Transferring images to a Powerpoint. Analysing the theme. Planning drawing Taking photographs, selecting and editing Creating contact sheets. Presenting a personal response. Evaluating outcomes. <b>Project 2 Sheppard Fairey</b> Researching and Analysing The Art of Sheppard Fairey	<b>Personal Project</b> <b>Choice of Texture, Colour, Surrealism</b> Exploring the theme and collecting resources. Analysing a theme. Planning drawing Taking photographs. Creating contact sheets. Selecting and editing photographs.
Term 2	The Art of Sheppard Fairey cont. Learning how to use Photoshop Producing a Shepard Fairey style image as a personal response.	Producing final designs for a personal response/ outcome. Mock Exam. 5Hrs Producing a personal response/ evaluating outcomes.
Term 3	<b>Project 3</b> Exploring light and dark Vanitas, Chiaroscuro, Bokeh, Shadows and Film Noir. Exploring the theme and collecting resources. Analysing a theme. Planning Drawing Taking Photographs. Creating Contact Sheets. Selecting and editing photographs.	<b>Externally Set Unit 2: Exam Project</b> Choosing 1 theme from 7 Starting Points Exploring the theme and collecting resources. Analysing a theme. Planning Drawing Taking Photographs. Creating Contact Sheets. Selecting and editing photographs.
Term 4	Producing a personal response/ evaluate outcomes.	Producing a personal response/ evaluating outcomes.
Term 5	<b>Project 4</b> <b>Personal Project</b> <b>Choice of Texture, Colour, Surrealism</b>	<b>10 Hour exam</b> Producing a personal response/ evaluating outcomes.
Term 6	<b>Personal Project</b> <b>Choice of Starting Points with supporting artist analysis</b> Exploring the theme and collecting resources. Using a full range of recording responses Creating contact sheets. Selecting and editing photographs.	

# COMPUTING

## INTENT

Computer science and IT should equip students with the thinking skills and creativity that enable them to adapt to the constantly changing world of technology.

The curriculum enable students to develop computational thinking and knowledge of computing fundamentals, which are the basis for past and future IT systems. Combined with lessons on ethics, computational thinking and creativity can help students to understand and change the world!

We need our students to be digitally literate so they can be discerning users of IT – able to use, express themselves and develop their ideas through information and communication technology; selecting appropriate tools and solutions to meet different needs, navigate the online world safely and be discriminating when it comes to online information.

All students need to be confident and selective when it comes to using IT so they have the skills they need now and in the future to use ICT in work and study.

We want students to leave school feeling confident with technology and inspired by being able to use, control and create using ICT that could enable them to make the world a better place and solve problems.

## IMPLEMENTATION

### Year 7

#### Unit 1-Impact of IT on our lives

##### Accessing our systems

Introduction to the basics -log in, google classroom / firefly, file management, email

5 weeks

##### Online safety

Safe and discerning use of the internet.

3 weeks

#### Unit 2 – Techniques to solve problems

##### 2- Key computational thinking concepts

Decomposition, abstraction, Pattern recognition

3 weeks

##### Algorithms

Understanding and designing basic algorithms  
Inputs, outputs and processes Application within real world scenarios

3 Weeks

#### Unit 3 – Programming

##### 3- Programming concepts

Understanding the basic concepts of programming technique: Sequence, Selection, Iteration and use of variables. Applying concepts in Scratch

7 Weeks

#### Unit 4 – Creatively meeting users needs

Graphic design (Fireworks/illustrator) –  
Creating and editing graphics, considering

7 Weeks

#### Unit 5 – How do Computers work

Computer systems (Yr7) – Control systems – events, triggers, sensors, embedded systems.

6 Weeks

## Year 8

### Unit 1-Impact of IT on our lives

**Impact of digital technology** - E-safety, reputation, impact on IT on future, Digital divide and impact of IT on the world.

7 weeks

### Unit 2 – Techniques to solve problems

**Problem solving** – cyphers, decoding, binary

Advanced – Hex, Excel based tasks (including use of formulas)

7 weeks

### Unit 3 – Programming

**Programming (Python)** – Understanding the basic concepts of programming technique within a written language: Sequence, Selection, Iteration, use of variables and using subroutines.

8 Weeks

### Unit 4 – Creatively meeting users needs

**Graphic Design (Photoshop)** – Editing existing graphics and images.

6 Weeks

### Unit 5 – How do Computers work

Computer systems (Yr8) – investigate the key hardware and software within a computer. Computer part shopping (excel). Advanced - investigate how the CPU works. How it works alongside memory.

## Year 9

### Unit 1-Impact of IT on our lives & Solving

**Online profile – into Machine learning**

Reputation, data sharing, Problem solving Using machine learning To solve problems and draw conclusions

9 weeks

### Unit 2 – Programming

**Microbits** - Coding using physical hardware. Create instructions in python / blocks, reinforce programming concepts

8 Weeks

### Unit 3 How do Computer systems work?

**Cyber security systems**

Recap on data being sent online, encryption, cryptography, ethical hacking

6 Weeks

### Unit 5 – Designing solutions

Understanding the system life cycle - analysis and design. Using wire framing, mood boards, mind maps, sourcing and referencing information

3 weeks

### Unit 4 – Creatively meet a users needs

**Multimedia website** – based on option subjects (in conjunction with subject team leaders). Online information, appropriate for audience and purpose, System life cycle

8 weeks



## **Year 10 & 11 (GCSE)**

On this course students will learn to

- Computational thinking skills
- Use algorithms to solve problems
- Practical programming using a text based language
- Fundamentals of data representation
- Computer systems and networks
- Social, legal and environmental issues of computing



The course will be assessed in three units:

### **Unit 1 Computational thinking and problem solving**

This unit is examined and worth 50%. Students will learn programming fundamentals and be able to code trace and apply programming knowledge to theoretical computing problems and issues.

### **Unit 2 Theoretical knowledge**

This unit is examined and worth 50%. Students will learn about different computer systems and architecture. Different types of network and security of networks including cyber security, the legal, ethical and environmental aspects of computing and software development.



# DESIGN TECHNOLOGY

## INTENT

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.

Design and technology aims to ensure that all students:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

## IMPLEMENTATION

### Key Stage 3

In years 7, 8 and 9 students have the opportunity of working with card, wood, metal, plastic, textiles and food. They have two terms in each of the subject areas. Students are introduced to a design process and are taught basic skills which they use in several projects throughout key stage 3. They cook a range of mainly savoury dishes. Safety in practical areas is an integral part of the course as well as creativity with lots of hands-on activities to develop young designers and makers.

### Key Stage 4

At key stage 4, from year 10, students have the opportunity to further develop their design & technology skills by specialising in one or two subjects from a choice of design & technology, textiles or hospitality & catering.

### Post-16

At Post 16, students can select either textiles, food & nutrition or product design, which prepares students further for higher education or employment in related vocational areas. These subjects are offered at other schools within the Trust.

# Our KS3 DT Learning Journey



## KS4 Product Design

Year	Term	Year 10 INTENT (Learning about...)	Year 10 REASONING (Why we are doing it)	Year 10 IMPLEMENTATION (How we are doing it)
10	1&2	<b>Theory/Exam:</b> Key ideas in DT Introduction to Materials & Systems.  <b>NEA</b> Looking at the work of others to influence designing.  Develop drawing techniques. - Stetching - 3D Isometric/perspective	To prepare students for exam and develop their knowledge in key DT content.  To prepare students on how previous designers can influence their own design thinking.  To enable students to develop their drawing skills and understanding of different types of drawings used in engineering.	Through focussed lessons and practical activities.  Practice project that focusses students to be inspired by a past design movement.  Drawing skills lessons. Different techniques used during NEA tasks.
	3&4	<b>Theory/Exam:</b> More about materials (wood, plastic & metal)  <b>NEA</b> Working to a design brief and specification to design and model a product – Practice 2  Develop drawing techniques. - Orthographic - Exploded Drawings	To prepare students for exam and develop their knowledge in key DT content.  To prepare students on how previous designers can influence their own design thinking.  To enable students to develop their drawing skills and understanding of different types of drawings used in engineering.	Through focussed lessons and practical activities.  Practice project that focusses students to work to a given brief. (modelling project only)  Drawing skills lessons. Different techniques used during NEA tasks.
	5&6	<b>Theory/Exam:</b> Detailed understanding of woods, metals and plastics. Mock Exam  <b>NEA</b> Requirements of GCSE NEA title. Introduction to NEA brief from exam board (1 <sup>st</sup> June) Complete investigation section of chosen NEA. Start Design section of NEA.	To prepare students for exam and develop their knowledge in key DT content.  Formal NEA assessment task to be investigated by students.	Through focussed lessons and practical activities.  Students begin to put their formal GCSE portfolio together for their NEA. Sections: INVESTIGATION SPECIFICATION DESIGNING DEVELOPMENT MAKING EVALUATION

Year	Term	Year 11 INTENT (Learning about...)	Year 11 REASONING (Why we are doing it)	Year 11 IMPLEMENTATION (How we are doing it)
11	1&2	<b>Theory/Exam:</b>  Detailed understanding of woods, metals and plastics. Mock Exam (November)  <b>NEA</b> Work on NEA: Design and development section.	To prepare students for exam and develop their knowledge in key DT content.  Formal NEA assessment task for their GCSE	Through focussed lessons and practical activities.  Students continue to work on their formal GCSE portfolio together for their NEA. Sections: INVESTIGATION SPECIFICATION DESIGNING DEVELOPMENT MAKING EVALUATION
	3&4	<b>Theory/Exam:</b>  Exam practice covering theory work from previous terms  <b>NEA</b> Work on NEA: Manufacture and evaluation <b>Coursework Deadline</b> (April hand in)	To prepare students for exam and develop their knowledge in key DT content.  Formal NEA assessment task for their GCSE	Through focussed lessons and practical activities.  Students continue to work on their formal GCSE portfolio together for their NEA. Sections: INVESTIGATION SPECIFICATION DESIGNING DEVELOPMENT MAKING EVALUATION
	5&6	<b>Theory/Exam:</b>  Exam practice Final Exam May/June	To prepare students for exam	

## KS4 Hospitality and Catering

Year	Term	Year 10 INTENT (Learning about...)	Year 10 REASONING (Why we are doing it)	Year 10 IMPLEMENTATION (How we are doing it)
10	1&2	<b>Theory/Exam:</b>  Health and Safety legislation Risks to employees Food related causes of ill health. Food allergies and intolerances.  <b>NEA - Non Examined Assessment</b> Practical's to develop cooking skills and knowledge Food commodities. Nutrition Menu planning	To prepare students for exam and develop knowledge to assist their own cooking and menu planning.  To allow students to gain knowledge of using different food commodities and develop different cooking skills.	Through focussed lessons and mini projects/activities.  Practical lessons to develop cooking ability and learn different techniques and presentation skills.
	3&4	<b>Theory/Exam:</b>  Hospitality & Catering industry Job requirements and working conditions.  <b>NEA - Non Examined Assessment</b> Practical's to develop cooking skills and knowledge Impact of poor nutrition	To prepare students for exam and develop knowledge of job roles and requirements within hospitality and catering.  To allow students to gain knowledge of using different food commodities and develop different cooking skills.	Through focussed lessons and mini projects/activities.  Practical lessons to develop cooking ability and learn different techniques and presentation skills.
	5&6	<b>Theory/Exam:</b>  Factors affecting the industry Operation of the kitchen Operation of the front of house Meeting customer requirements  <b>NEA - Non Examined Assessment</b> Practical's to develop cooking skills and knowledge of different food groups. Introduce NEA brief to students.	To prepare students for exam and develop knowledge of how hospitality and catering establishments operate.  To allow students to gain knowledge of using different food commodities and develop different cooking skills. To introduce students to official NEA brief.	Through focussed lessons and mini projects/activities.  Practical lessons to develop cooking ability and learn different techniques and presentation skills. Completion of NEA portfolio.

Year	Term	Year 11 INTENT (Learning about...)	Year 11 REASONING (Why we are doing it)	Year 11 IMPLEMENTATION (How we are doing it)
11	1&2	<b>Theory/Exam:</b>  Personal Safety including risks and control measures. Role and responsibility of the Environmental Health Officer. Hospitality and catering provision for specific requirements  <b>NEA - Non Examined Assessment</b> NEA: Function of Nutrients NEA: compare nutritional needs of different groups.	To prepare students for exam and develop knowledge of different risks in the hospitality and catering industry. To have an awareness of the roles and responsibilities of the EHO  To allow students to continue to work through their official NEA.	Through focussed lessons and mini projects/activities.  Practical lessons to develop cooking ability and learn different techniques and presentation skills. Completion of NEA portfolio.
	3&4	<b>Theory/Exam:</b>  Exam practice covering theory work from previous terms  <b>NEA - Non Examined Assessment</b> Completion of NEA students to complete final NEA cook.	To prepare students for exam.  To allow students to continue to work through their official NEA.	Through focussed lessons and mini projects/activities.  Students to complete their formal NEA cook (3hrs – 2 dishes) Completion of NEA portfolio.
	5&6	<b>Theory/Exam:</b>  Exam practice Final Exam May/June	To prepare students for exam	Exam practice / past papers



# ENGLISH

## INTENT

We aim to deliver a rich and engaging English curriculum and to develop students' enjoyment and enthusiasm for all areas of the subject, developing competence and creativity in the skills of reading, writing and speaking and listening whilst allowing students to develop their critical thinking skills and independence.

We aim to create a positive and stimulating environment where students develop their confidence, are willing to take risks, and have regular opportunities to be successful. We believe it is crucial that students develop cultural capital and wider understanding of the world through exposure to a range of texts, thereby building understanding of human values, emotions and ideologies.

## IMPLEMENTATION

### Key Stage 3

The English KS3 curriculum accurately reflects the needs of our students and incorporates multiple opportunities for our students to explore and develop a love of English. Throughout the three year course, students will explore a rich variety of literature. In addition to this, students will be provided with the opportunity to develop their reading, writing and oracy skills. For year 7 students who require additional literacy support when they arrive at the school, we provide an adapted English curriculum, focusing on building students' reading fluency, comprehension and inference skills. Above all, we aim to build our KS3 students' enjoyment of English, providing opportunities to develop creativity and independence, whilst strengthening their foundation of knowledge ahead of starting the AQA GCSE courses in English Language and English Literature in year 10.

All of our units incorporate interesting and challenging texts that will complement GCSE texts through allowing students to immerse themselves in similar themes and ideas so that they feel prepared for GCSE English Language and English Literature. In addition, all of our new units are planned to ensure a high level of challenge for all students to ensure each individual can progress and achieve their potential within English.

We use the Accelerated Reader Programme which further supports students' reading skills. This programme enables students to read a wide range of texts suitable for their personal interests and reading age as well as encouraging a love of literature and encouraging them to read for pleasure. Students have a library lesson once a fortnight to take quizzes on books, read and review their learning and also engage in 15 minutes of silent reading at the beginning of every English lesson.

### Key Stage 4

In years 10 and 11, students take two GCSEs leading to qualifications in English language and English literature. These courses are assessed through exams at the end of year 11. In English language, students are taught to analyse features of fiction and non-fiction texts and to develop their skills in persuasive and narrative writing. In English literature, students read and respond to a play by William Shakespeare, a poetry anthology, a novel and a play.

### Post-16

Students have the opportunity to continue studying English at 'A' level with a choice of English language and English literature offered across the Trust. These exciting courses allow students to draw on their individual skills and interests.

Our KS3 Curriculum aims to prepare students for their GCSE course through a spiral based curriculum that allows them to revisit skills and explore themes and ideas that will be learnt in greater depth in GCSE. Key AQA GCSE skills developed at KS3 are outlined below:

## Literature

- AO2 – Analysis, quote selection and inference
- AO5 – Writing and content
- AO6 – Technical accuracy

- AO2 – Analysis, quote selection and inference
- AO3 – Historical and social context
- AO6 – Technical Accuracy



## KS4 English language and literature

Term	Year 10	Year 11
<b>Term 1</b>	<b>Social Class and Cultural Identity.</b> Study of a modern text: Lord of the Flies or An Inspector Calls or Blood Brothers.	<b>Conflict – heroes and villains.</b> Study Shakespeare's Macbeth.
<b>Term 2</b>	<b>Villains</b> Non-fiction reading and writing.	<b>Language skills revision.</b> Macbeth.
<b>Term 3</b>	<b>Villains:</b> Pre 19 <sup>th</sup> century text: Jekyll and Hyde (Stevenson) or A Christmas Carol (Dickens).	<b>Revision</b>
<b>Term 4</b>	<b>Villains:</b> Pre 19 <sup>th</sup> century text: Jekyll and Hyde (Stevenson) or A Christmas Carol (Dickens). English Language Paper 1 skills.	<b>Revision</b>
<b>Term 5</b>	<b>Conflict – heroes and villains.</b> Poems from the Anthology and creative writing.	<b>Revision</b>
<b>Term 6</b>	<b>Conflict – heroes and villains.</b> An introduction to Shakespeare's Macbeth.	

# GEOGRAPHY

## INTENT

Our young people learn Geography because it helps them to understand the world they live in and the roles they can play within it both presently and in the future. As a subject it develops the skills of evaluation, explanation and critical analysis, which equip children to identify how natural processes have shaped human societies and how humans have, in turn, changed the planet. Running through each part of this journey is the theme of inequality and its impact on the lives of people from different countries and cultures challenging students to build the skills necessary to be the decision makers of tomorrow. Contemporary themes including overpopulation, climate change, migration, hazards and global inequalities are explored to develop in depth local and global awareness of these challenges. Students will be familiar with vital concepts such as sustainability, globalisation and economic development. They will gain a strong sense of global citizenship.

## IMPLEMENTATION

### Key Stage 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	<b>We are Geographers</b>  What is Geography?	<b>Wider world</b>  How am I connected to the wider world?	<b>Rainforest</b>  Should we be allowed to chop down the rainforest?	<b>Hydrology</b>  How does water shape our land?	<b>Tourism</b>  Does tourism bring more problems or benefits?	<b>Awe and Wonder</b>  What makes the world so fantastical?
<b>Year 8</b>	<b>Tectonics</b>  Can people live with volcanoes?	<b>Population</b>  Are there too many people on the planet?	<b>Coasts</b>  Should we protect the coastline?	<b>Migration</b>  Why do people migrate?	<b>Weather</b>  How challenging is the weather?	<b>The Geography of Food</b>  Can we eradicate hunger?
<b>Year 9</b>	<b>Climate change</b>  What is the climate crisis?	<b>Development</b>  Why do we live in an unequal world?	<b>Extreme environments</b>  How can we protect our extreme environments?	<b>Resources</b>  Is there enough water for the future?	<b>Conflict</b>  How does conflict impact our environment?	<b>Oceans</b>  Do our oceans have a plastic problem?

## Key Stage 4

At KS4 students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), high income countries (HICs), newly emerging economies (NEEs) and low income countries (LICs). Topics of study include climate change, natural hazards, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	<b>The Living World</b>  Ecosystems  Tropical rainforests  Cold environments	<b>The Changing Economic World</b>  Development classification  Measures of development  Demographic Transition Model  Uneven Development  Development gap  Case Study: Nigeria	<b>Physical Landscapes in the UK</b>  River processes River landforms Flood risk  Flood management	<b>The Changing Economic World (UK)</b>  Economic change Modern industry and sustainability Rural changes Transport improvements North-South divide  UK and the wider world	<b>Physical Landscapes in the UK</b>  Coastal processes Coastal landforms  Coastal management	<b>Urban Issues and Challenges</b>  Urbanisation Case Study: Rio de Janeiro Case Study: Bristol Sustainability
<b>Year 11</b>	<b>The Challenge of Natural Hazards</b>  Natural hazard types and risk Plate tectonics Earthquakes Global atmospheric circulation Tropical storms UK weather hazards Climate change		<b>The Challenge of Resource Management</b>  Significance of food, water and energy Global supply and consumption inequalities Food, water and energy in the UK Energy surplus and deficit Energy insecurity Increasing energy supply Sustainable resource future	<b>Issue Evaluation</b>  A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material	<b>Revision and Exam Practice</b>	<b>Revision and Exam Practice</b>

## **Post – 16**

The A level is a qualification offered within the Olympus Academy Trust, which enables our students to engage critically with real world issues and places and to apply their own geographical knowledge, understanding and skills to make sense of the world around them. The specification offers an issues-based approach to studying Geography, enabling students to explore and evaluate contemporary geographical questions and issues such as the consequences of globalisation, responses to hazards, water insecurity and climate change. Students have the opportunity to develop an in-depth understanding of physical and human geography, the complexity of people and environment questions and issues, and to become critical, reflective and independent learners.



# HISTORY

## INTENT

We aim to provide a high-quality History education that equips students with a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to provide students with the ability to question the past, think critically, weigh evidence, sift arguments, and develop perspective and judgement. The study of History helps students to understand the complexity of people's lives, the process of change, cause and consequence and the diverse nature of societies and relationships between different groups over time.

### Key Stage 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	<b>Migration</b>  Who are the British?	<b>Norman conquest</b>  Do winners get to write history?	<b>The Black Death</b>  How did the Black Death change English society?	<b>Medieval Monarchs</b>  Could Medieval monarchs do whatever they liked?	<b>Medieval Baghdad</b>  Was Medieval Baghdad the greatest city in the world?	<b>Wars of the Roses</b>  Who deserved the English throne?
<b>Year 8</b>	<b>The Reformation</b>  What was the main factor in the break from Rome?	<b>African Kingdoms</b>  Was Mansa Musa the greatest?	<b>Trans-Atlantic Slave Trade</b>  Was it right to remove Colston's statue?	<b>British Empire</b>  How did the British Empire change the countries involved?	<b>Industrial Revolution</b>  Did the Industrial Revolution bring positive change?	<b>The United Kingdom</b>  What was the impact of uniting our nations?
<b>Year 9</b>	<b>World War One</b>  What really caused the outbreak of WW1?	<b>Votes for Women</b>  Were the suffragettes terrorists?	<b>America 1920s</b>  Was America the land of the free?	<b>Fascism in Europe</b>  How was the Third Reich radicalised?	<b>The Holocaust</b>  Who was responsible for the Holocaust?	<b>The Home Front</b>  How did World War 2 affect the lives of everyday people?

## Key Stage 4

At GCSE, a study of History covers four specific areas in depth and over time. A thematic study of Britain and the History of Health and Medicine looks at the significance of individuals, inventions and chance in the development of medicine. A depth study addressing the impact of the Norman invasion of Britain focuses on cause and impact. A period study of the USA in the years 1920 – 1973 address social and economic change in the states within these turbulent years. A world depth study looks at the many causes of the Cold War and indeed the events as that war unfolded.

Student's ability to recall, select, organise and use information; describe, analyse, and explain events, people and issues; understand, analyse and assess differing views and interpretations; understand, and use different types of sources of information are assessed.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<b>Period Study</b>  America 1920-1973, Opportunity and Inequality			<b>World Depth Study</b>  Conflict and Tension, East vs West		
Year 11	<b>Thematic Study</b>  Britain - Health and the People 1000 to the present		<b>British Study in Depth</b>  Norman England 1066 - 1100		<b>Revision and Exam Practice</b>	<b>Revision and Exam Practice</b>

## Post-16

Students have the opportunity to continue studying History at A-level within the Olympus Academy Trust. The world in which we live today has been shaped by the world that is now behind us. A study of History at Post 16 teaches students about some significant turning points, such as the English Reformation and the rise of the Nazi Party in Germany, but also the skills of enquiry and analysis. The course allows students to complete research and analyse evidence to judge its usefulness to a historical enquiry.

# MATHEMATICS

## INTENT

Mathematical skills and a grasp of numeracy are vital tools to survive and succeed in the world. Learning mathematics gives people key skills needed for everyday life such as the ability to manage their time and be financially literate. Studying mathematics, however, gives people far more than a set of numeracy skills.

The study of mathematics provides students with many skills which are transferable across a variety of subjects. Through the course, students will learn the skills of problem solving whilst developing their resilience and ability to adapt their approach to be successful.

Mathematics teaches students how to reason and communicate logically and concisely as well as equipping them with a toolkit for analysing and solving problems. These communication and reasoning skills are essential in many other curriculum areas. The study of mathematics also cultivates enquiring minds and a love of learning allowing students to spot patterns in the world around them. In today's world, the ability to critically analyse data and figures and reflect on the validity and accuracy of these is a skill which is in increasing demand. These skills of analysis and questioning of data are taught explicitly throughout the course allowing students to be more aware of reports and facts promoted in the news and on social media.

Finally, studying mathematics develops students' cultural capital, giving those from all backgrounds the key concepts in maths to help them succeed in life.

## IMPLEMENTATION

### Key Stage 3

In years 7, 8 and 9, we offer the curriculum by White Rose Maths. The White Rose curriculum embraces the National Curriculum aims, to help pupils understand mathematics and to make connections between different representations. We use a structured approach that is necessary to ensure that the curriculum aligns with its principles and provides a comprehensive learning experience.

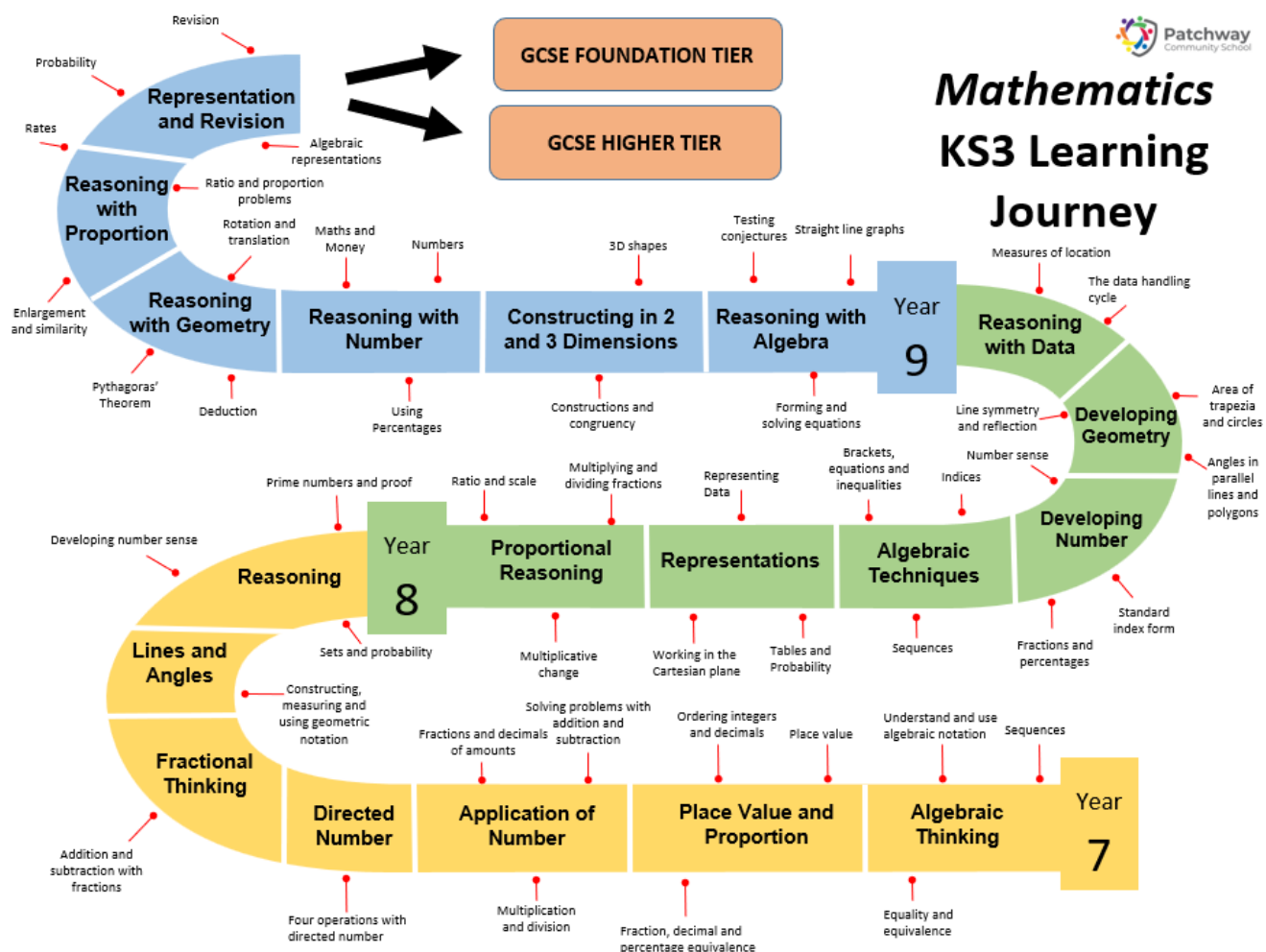
Rigorous assessment and homework tasks are used to ensure that all students make progress in line or above age-related expectations.

### Key Stage 4

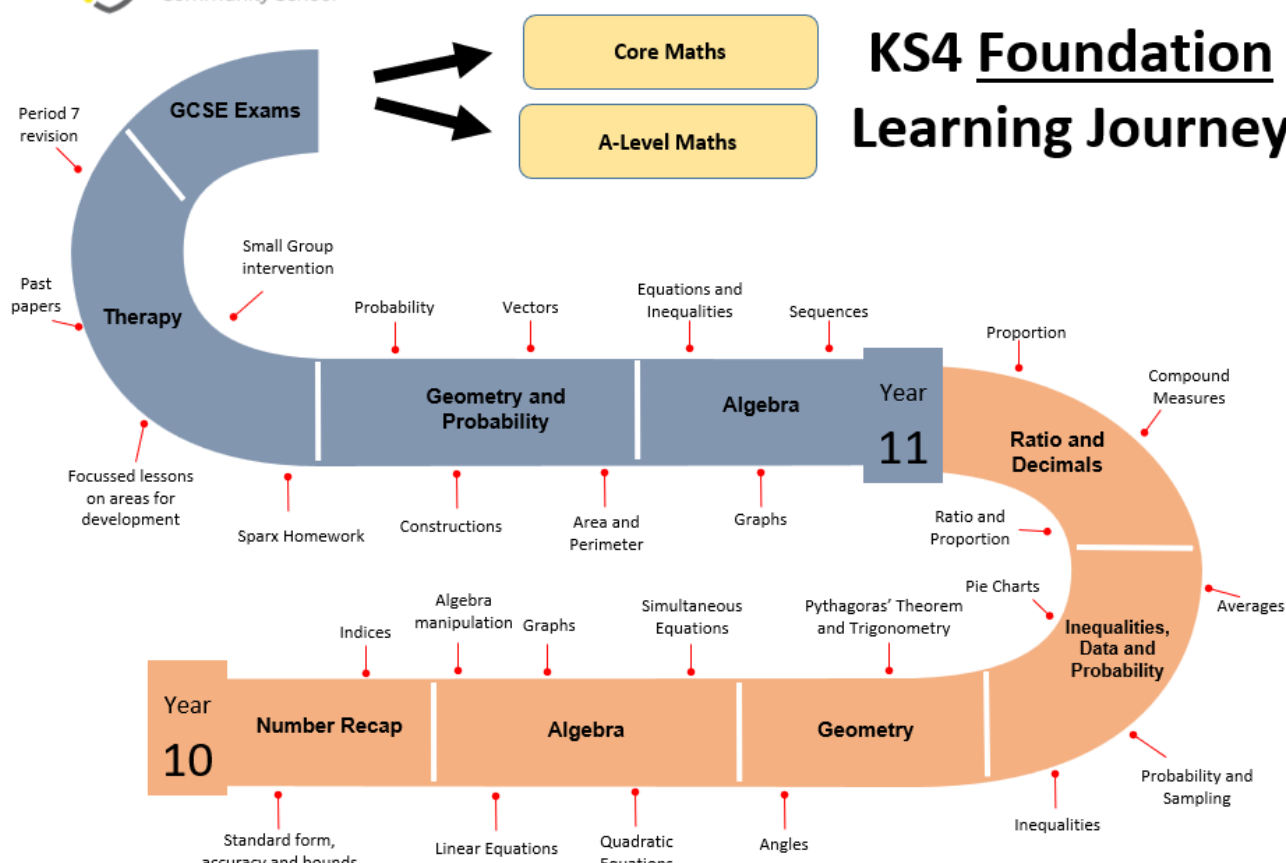
At Key Stage 4, we use the Edexcel GCSE exam board. We follow a linear course where students take their final exams at the end of year 11; there are three examination papers, 2 calculator paper and 1 non-calculator paper, each being 1 hour 30 minutes in duration.

Short assessments are given to each student after each unit of work is completed to consolidate the learning that has taken place in the classroom. Homework is based around current learning objectives, retrieval and exam question practice. There are two tiers of entry (higher and foundation). The foundation tier entry enables students to achieve grades 1 – 5 and the higher tier allows students to achieve grades 3 – 9.

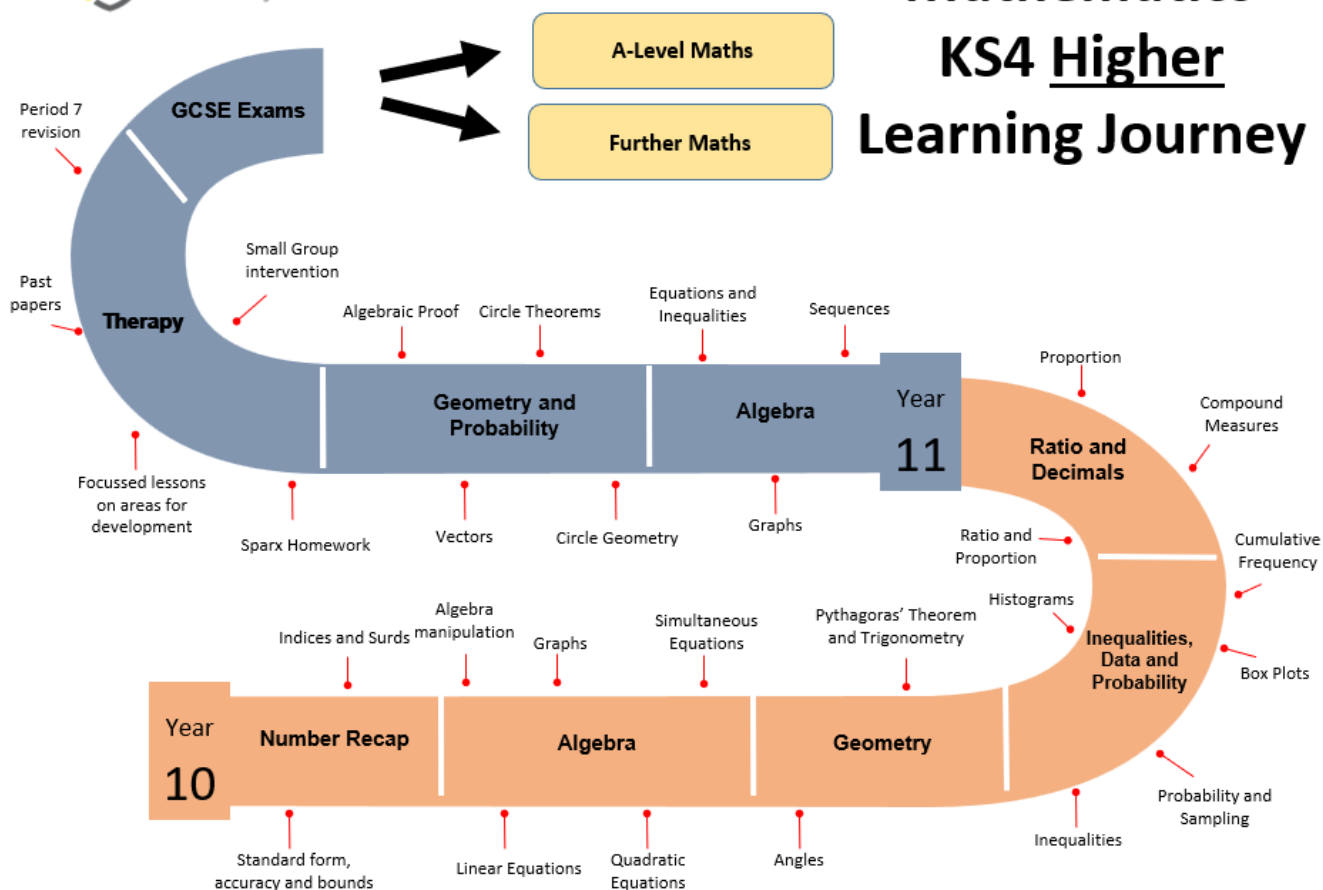
# Mathematics KS3 Learning Journey



# Mathematics KS4 Foundation Learning Journey



# Mathematics KS4 Higher Learning Journey



# MODERN FOREIGN LANGUAGES

## INTENT

At Patchway, we aim to:

- promote open-mindedness, tolerance and curiosity towards others in a multicultural world and celebrate diversity
- provide students with an enjoyable and enriching experience of learning languages and exploring other cultures
- equip students with the key life skills to become effective communicators

Students who study a language will:

- develop communication skills through speaking, listening, reading and writing
- gain an enhanced understanding of their own language and make links with other languages
- acquire transferable skills and knowledge which broaden personal and professional opportunities such as travel, study, employment and living abroad

## IMPLEMENTATION

### Key Stage 3

Year 7 students will study either French or Spanish, depending on their tutor group allocation. They will continue with this language throughout KS3.

They will:

- learn about the sounds and spellings of the language to help them read aloud
- learn phonics to support them as they learn new vocabulary
- learn important skills needed to decode texts and work out meaning

In Year 8, students will build on the skills they have learned:

- build on their knowledge of verbs and grammar to be able to talk about future and past events and increase their vocabulary
- be able to understand more of what they hear
- develop strategies to help them read and understand a variety of texts
- be able to apply their knowledge to speak and write with reasonable accuracy and creativity

Additionally, one class of more able students from each half of the year group will begin studying a second language. The additional language will be either French or Spanish, depending on their starting language.

In Year 9, as well as continuing to refine the skills learned in Year 7 and 8, students will see more GCSE style tasks than before to get them ready for the GCSE course, regardless of whether or not they opt to continue with it.

### Key Stage 4

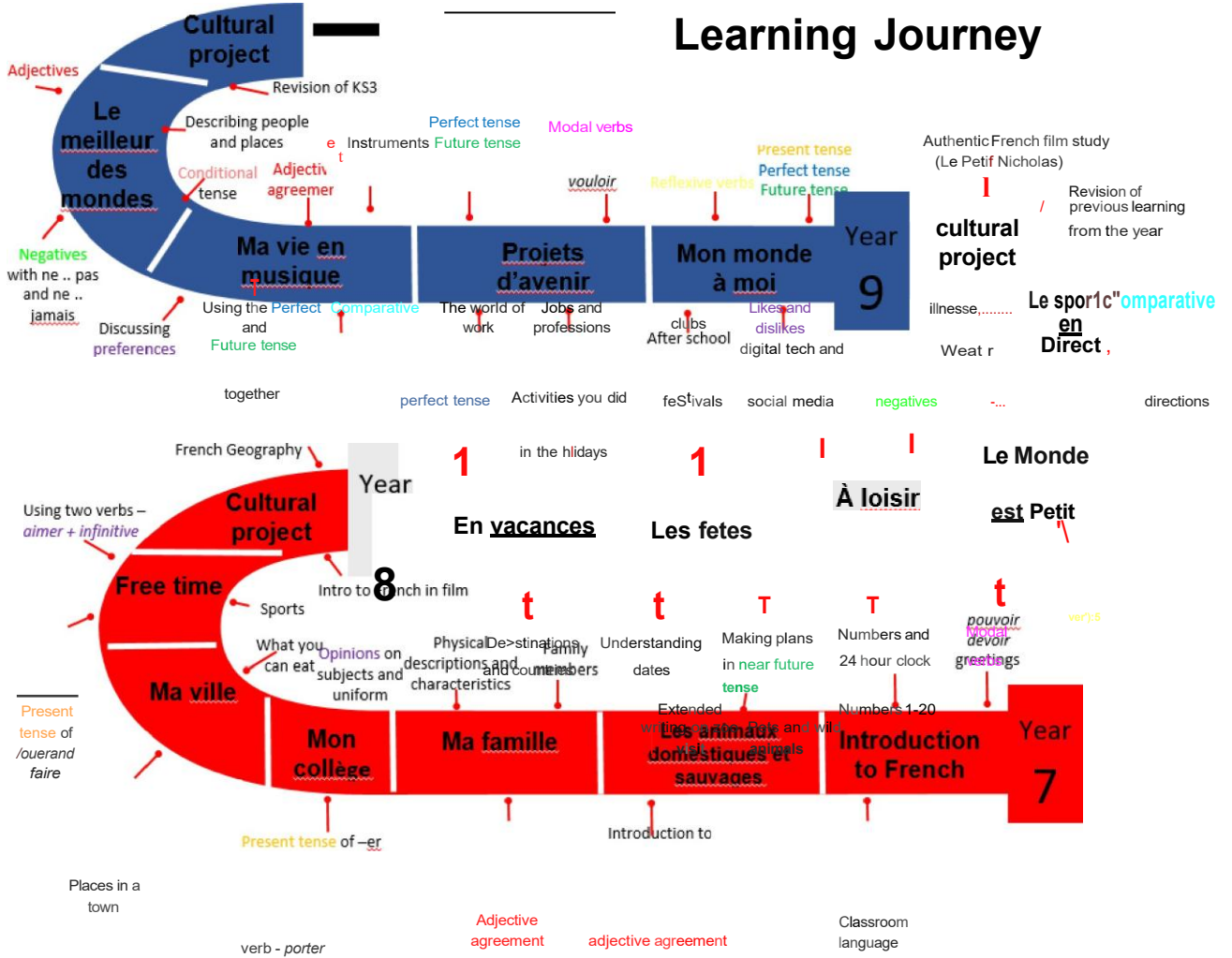
In Year 10, students have the option to continue their study of MFL. Students are entered for the Edexcel GCSE and study ten units across five themes as part of this qualification. The four skills of listening, speaking, reading and writing are key. With the release of the new MFL curriculum in 2024, there is more emphasis on pronunciation and dictation, hence the focus on phonics throughout Key Stage 3.

### Post 16

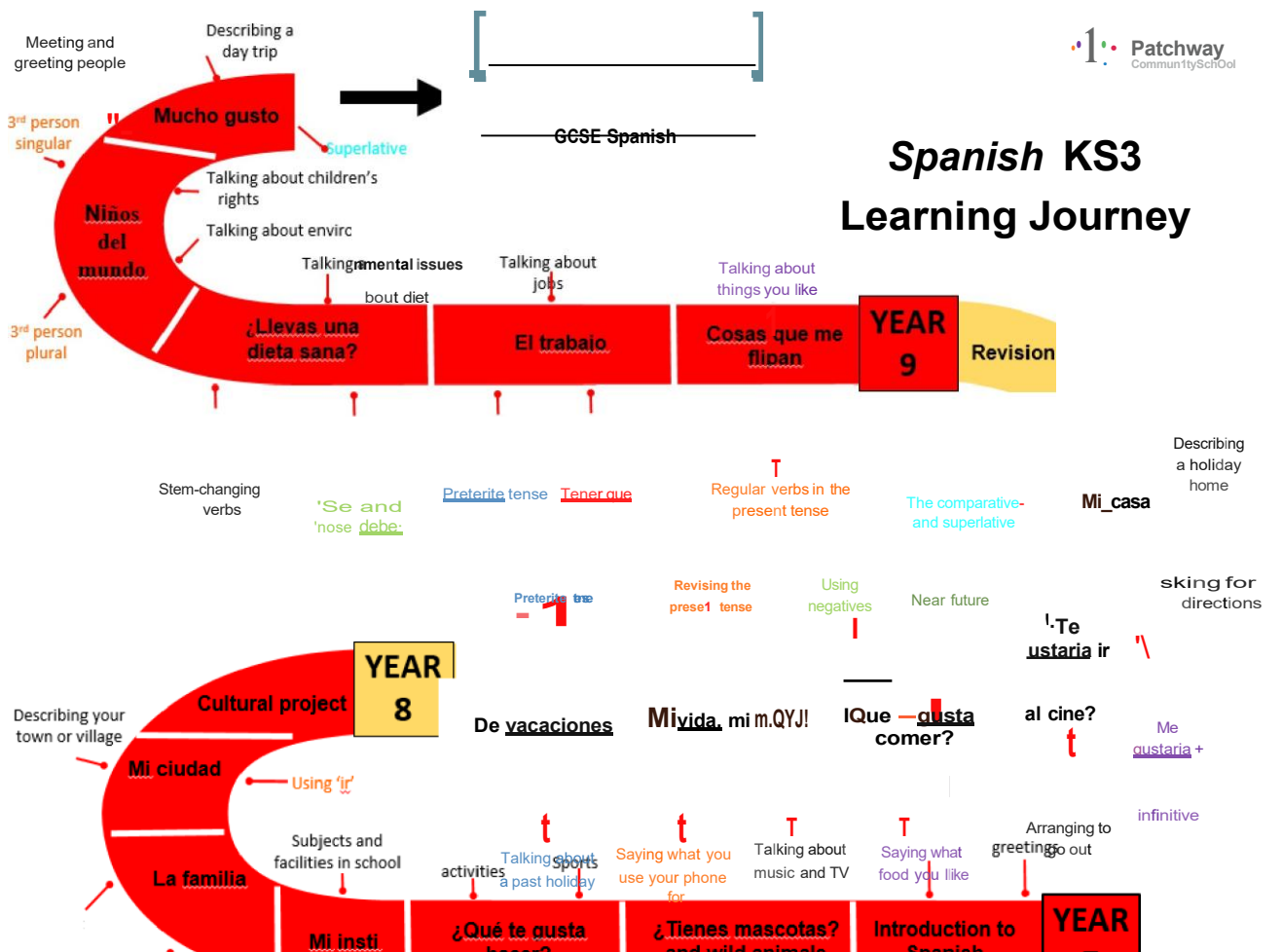
As part of OAT, students have the opportunity to continue studying a language in Post-16 to A Level.



## Learning Journey



# Spanish KS3 Learning Journey



Describing:  
family

Using  
and

Using -ing verbs to  
say what 'we' do

Opinions +  
infinitive

Introduction to  
adjective agreement

Classroom  
language

Free time

Extended writing  
on zoo visits

Pets and wild  
animals

Numbers 1-20

Term	Year 7	Year 8	Year 9
1	<b>People, Places and Me/Identity</b> Phonics/alphabet, name age, birthday, months, days, numbers 1-31 and routine classroom instructions.	<b>Leisure:</b> Revisit sports, hobbies, opinions and justifications, introduce perfect (past) tense with avoir and etre.	<b>Home and town:</b> Rooms in the house, chores around the house, types of houses and description. Places in the town, description of town, directions and prepositions, saying what you can do in town.
2	<b>Family and pets:</b> Family (brothers and sisters etc), pets and colours, physical description (hair, eyes, height), character description (chatty, friendly), opinions and reasons	<b>Holidays:</b> Where you go, who you go with and how you get there, where you stay, holiday activities, near future tense.	<b>Leisure:</b> Revisit sports, hobbies, opinions and justifications, consolidate perfect (past) tense with avoir and etre, revisit present and future.
3	<b>School:</b> School subjects, opinions, school facilities, time, timetable, uniform.	<b>Home and town:</b> Rooms in the house, chores around the house, types of houses and description. Places in the town, description of town, directions and prepositions, saying what you can do in town.	<b>Healthy lifestyle:</b> Parts of the body, illnesses, at the doctor, remedies, how to stay healthy, giving advice on a healthy lifestyle, healthy food, sport and exercise
4	<b>The Present Tense with free time:</b> Sports, justified opinions revisited, 'er' verbs endings (all pronouns), 'ir' and 're' verbs (I and you only)	<b>Home and Town (cont..) Technology and Social Media–</b> Smartphones, types of technology, advantages/disadvantages, social media.	<b>School:</b> School subjects, opinions, school facilities, time, timetable, rules, uniform.
5	<b>The Present Tense (cont..) Food and drink:</b> Food, meals, menus, quantities, planning a party, ordering food at a restaurant, opinions, conditional tense (je voudrais, ce serait)	<b>Healthy lifestyle:</b> Parts of the body, illnesses, how to stay healthy, at the doctor, remedies, giving advice on a healthy lifestyle, healthy food, sport and exercise	<b>My Future:</b> Part-time jobs, jobs, future plans, future study, near future tense revisited, introduce simple future, the conditional tense.
6	<b>Food and drink (cont..) Revisit and Recap Year 7 content</b> Talking about our town and going out to eat.	<b>Healthy lifestyle (cont..) Revisit and Recap Year 8 content</b> Tour de France project to incorporate learning on sport, towns, healthy eating and the media.	<b>Le monde francophone</b> Learning about French speaking countries and planning holidays to different destinations. Discovering famous people and places in the French speaking world.

Term	Year 10	Year 11
1 & 2	<p><u>Theme 1 – Identity and Culture</u> (Unit 1 – Me, my family and friends / Unit 2 – Technology in everyday life)</p> <p>Content – talking about friends and getting on with others, describing family relationships, talking about current and future relationships, talking about the use of social media, discussing the pros and cons of social media, uses and opinions about mobile technology, the benefits and dangers of technology</p> <p>Grammar – Revision of present tense (regular and irregular) including reflexive verbs, opinions, adjectival agreements, comparative/superlative, direct and indirect pronouns</p>	<p><u>Theme 2 – Local, national, international and global areas of interest</u> (Unit 8 – Travel and tourism / Unit 5 – Home, town, neighbourhood and region)</p> <p>Content – describing holidays, holiday activities, describing holiday accommodation, preferences and locations, describing your home and local area, saying what there is to see and do, the advantages and disadvantages of living in the town and country</p> <p>Grammar – past, present, future and conditional tenses including mixing tenses, sequencing words and phrases, possessive pronouns, prepositions French – negative + DE</p>
3 & 4	<p><u>Theme 1 – Identity and Culture</u> (Unit 3 – Free time activities / Unit 4 – Customs and festivals)</p> <p>Content – talking about free time and leisure activities, talking about eating out, talking about sport and the wider world of sport, talking about celebrations and customs, TL country-specific customs and traditions, describing an event,</p> <p>Grammar – future tense (near and true future), using 2 verbs together, imperfect tense</p> <p>French - demonstrative pronouns, using the perfect infinitive, using perfect/imperfect together</p>	<p><u>Theme 2 – Local, national, international and global areas of interest</u> (Unit 6 – Social issues / Unit 7 – Global issues)</p> <p>Content – talking about charities and voluntary work, understanding the importance of charities, talking about and giving opinions of healthy lifestyles, discussing environmental problems and solutions, discussing global issues, inequality and poverty</p> <p>Grammar - conditional tense, present subjunctive, negative structures, relative clauses, formation and use of the gerund, Si clauses, modal verbs, pluperfect tense</p>
5 & 6	<p><u>Theme 3 – Current and future study and employment</u> (Unit 9 – My studies / Unit 10 – Life at school / Unit 11 – Education (post 16) / Unit 12 – Jobs, career choices and ambitions)</p> <p>Content – talking about life at school, talking about school rules and uniform, talking about the good and bad aspects of school and your ideal school, talking about choices at 18, benefits of Higher Education, looking for work, your ideal job</p> <p>Grammar – conditional tense, modal verbs, Si clauses</p> <p>French – passive and how to avoid it, Quand + future tense</p>	<p>Focus on speaking exam early in Term 5, skills-based revision for other 3 exam papers.</p>

# MUSIC

## INTENT

We aim to develop and inspire all students to be able to perform, compose, listen to, review and evaluate music across a range of genres styles and traditions; through this they develop an understanding and empathy of cultures, context, time and place. In music, students develop transferable skills such as collaboration, independence, and nurture working memory both in the classroom and beyond.

We teach music in a practical and engaging way with every student having an equal opportunity to learn a musical instrument through making it inclusive and accessible for all. Students will learn to understand and explore how music is created, produced and communicated using the elements of music and appropriate notation in order to appreciate the universal language of music.

## IMPLEMENTATION

### Key Stage 3

Music at KS3 is taught in a practical and engaging way. We are committed to nurturing new and developing musicians and there are many opportunities for students to participate in a wide variety of activities in curriculum time and through extra-curricular work. The range of music covered is extensive and gives extraordinary scope for raising students' awareness and appreciation of music from around the world, past and present.

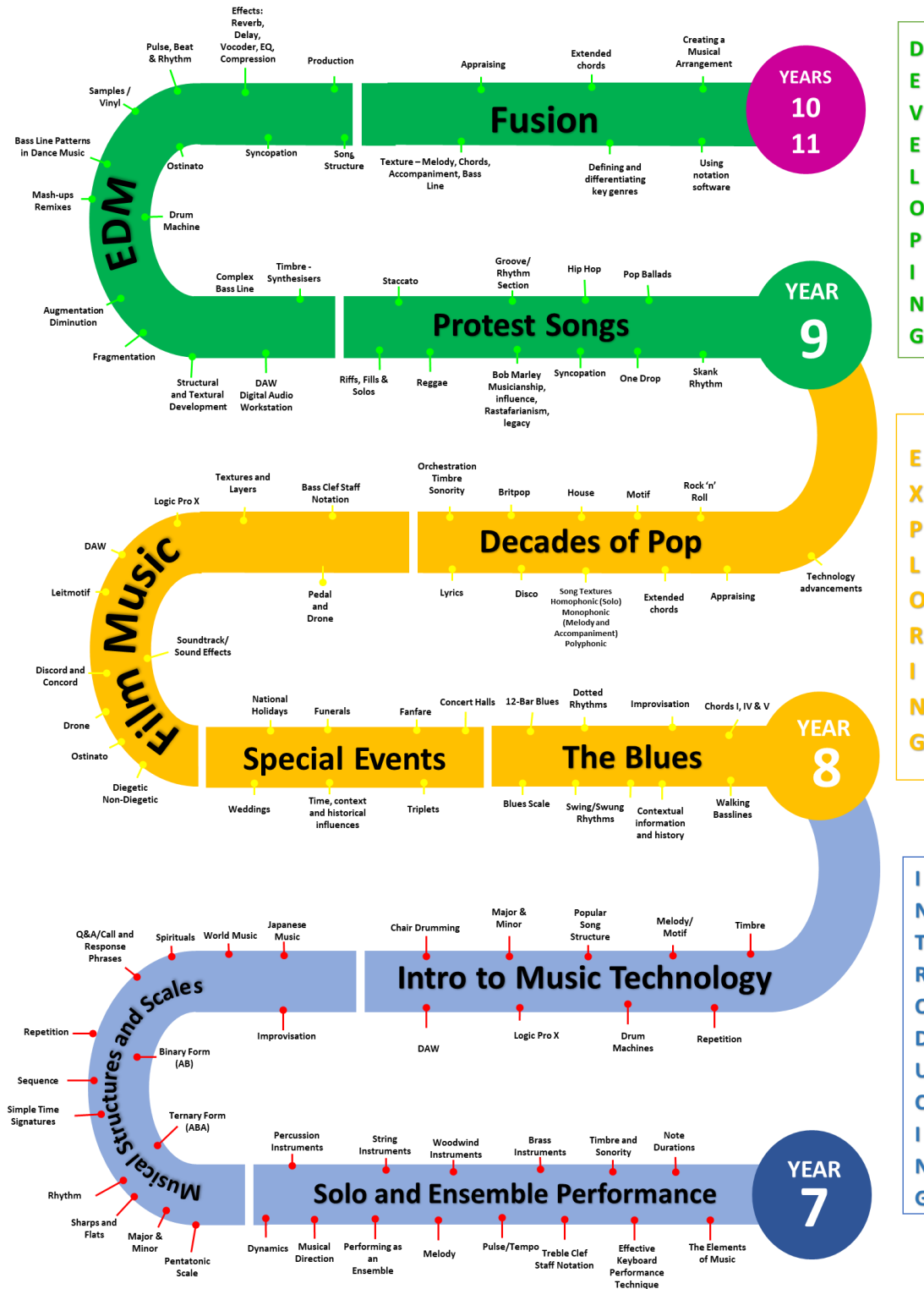
### Key Stage 4

At KS4, students have the choice of studying GCSE music. The course builds on and extends the knowledge and skills learnt in key stage 3 in the three disciplines of performing, composing and listening and appraising music.

### Post - 16

At Post-16, courses in Level 3 BTEC music performance and BTEC music technology are offered within the Trust.

# Our KS3 Musical Learning Journey





# PERFORMING ARTS

## INTENT

Learning in the performing arts allows students to work in new and creative ways and share these experiences with each other. Through a range of theatrical styles and a rigorous, practical and theoretical programme of study, students will develop integral and transferable life-skills, using drama and dance as a tool to better understand the world, emotions, empathy and motivation, and develop the 5Cs: Confidence, Communication, Co-operation, Commitment and Concentration.

Students have the freedom to take risks in a safe and experimental environment, to explore their strengths and develop new and surprising skills. We aim to foster a culture for appreciation of the arts which makes links to other areas of the curriculum; the local community; and the wider world.

We want students to develop through learning that is fun, focused and centred around creativity, which prepares them for the demands and opportunities of the 21st Century.

## IMPLEMENTATION

### Key Stage 3

Students are taught drama and dance in Key Stage 3, have one lesson per week in years 7 and 8, and undertake modules in year 9 on a carousel with music. In drama, there is an emphasis on working collaboratively and creatively to explore a range of texts or issues to enhance their understanding of drama and their command of a variety of theatrical techniques. In dance, students work on three key areas – composing, performing and evaluating and cover a range of styles and stimuli as they develop an appreciation of dance to support self-esteem and body image.

### Key Stage 4

Currently, the school offers students the opportunity to study GCSE drama and BTEC dance at a partner school within the Trust. These courses build on and extend the knowledge and skills learnt in key stage 3.

### Post 16

At Post-16, A Level Drama is offered within the Trust.

## KS3 CURRICULUM OVERVIEW

	Year 7	Year 8	Year 9 (2021-22 only)
<b>Topic 1</b>	Teenage Stereotypes (Tableaux/Thought Tracking/Character/Stage directions/creating a short play/Performance)	Murder Mystery (Teacher in Role/Characterisation/ Direct Address/Split stage)	TIE (Theatre in Education/planning/devising/marking the moment/rehearsal/ performance)
<b>Topic 2</b>	The Really Bad Day (Commedia dell'arte/Clowning/ Mime/Creation/Performance/music for atmosphere)	Dance through time (6 Basic Actions/ Street/Bhangra/ Contemporary)	Script and design (design elements in theatre - lighting, sound, scenery, costume, props, S F/X)
<b>Topic 3</b>	Script work - Given circumstances (What, where, why, when, who?/Creating a character/rehearsal/ performance)	Harry Potter (Character development/creating atmosphere/script writing/learning lines/rehearsal/ performance)	Dance - Frantic Assembly (Physical Theatre/6 Basic Actions/choreography/call and response/rehearsal/ performance)
<b>Topic 4</b>	Dance - Matilda! (6 Basic Actions in Dance/ following instructions /choreography/character in dance/Rehearsal/Performance)	Physical theatre (history/style/storytelling/ Performance/Drama and Movement)	*Carousel with music
<b>Topic 5</b>	Devising Theatre (creation/devising/storytelling/ character/planning/rehearsal/ performance)	Sweeney Todd (Taking direction/ensemble theatre/rehearsal/ performance)	*Carousel with music

# PHYSICAL EDUCATION

## INTENT

We aim to provide a healthy, enjoyable and balanced programme that promotes physical emotional and social well-being. Our curriculum offers every student the opportunity to reach their full potential through a comprehensive and differentiated range of activities aligned with the National Curriculum. We strive to foster lifelong participation in physical activity.

We also promote parental involvement and community engagement, forging links with local clubs and organisations to expand opportunities beyond school.

## IMPLEMENTATION

### Key Stage 3

Students receive 4 hours of PE over a two-week cycle. The curriculum develops physical fitness, skills, techniques, tactics, analysis, leadership, independence, resilience and teamwork. Activities fall under six categories:

- Health-Related Exercise
- Invasion Games (e.g. Football, Rugby, Netball, Basketball, Handball)
- Net/Wall Games (e.g. Badminton, Tennis, Squash, Table Tennis)
- Striking and Fielding Games (e.g. Cricket, Rounders, Softball, Dodgeball)
- Inclusive Games (e.g. Dodgeball, Kinball, Boccia, Tchoukball, Parachute Games)
- Accurate Replication (e.g. Athletics, Gymnastics, Parkour)

Activities are taught in 4-week (8-lesson) blocks. Students may participate in different activities at different times based on facility availability. Assessment focuses on:

1. Skills, Techniques and Tactics (ongoing)
2. Teamwork and Leadership (ongoing)
3. Physical Fitness (tested twice yearly using MSFT, Grip Strength, and 30m Sprint, benchmarked against national norms)

### Key Stage 4

Students will continue 4 hours of PE every two weeks. The focus shifts to fostering lifelong physical activity habits through increased student choice. Students select weekly options, allowing consistency or variety in participation. The three core assessment areas remain:

1. Skills, Techniques and Tactics
2. Teamwork and Leadership
3. Physical Fitness

Fitness testing occurs twice yearly. Students also receive ongoing teacher and peer feedback.

KS4 also includes: Optional BTEC Tech Award in Sport (Level 1 / 2) – an additional five lessons per fortnight.

### Post – 16

Students can progress to the Cambridge Technical Level 3 Sport & Physical Activity, a continuation from BTEC Level 2 Sport, supporting progression into Higher Education.

## Core PE curriculum map:

<b>Group 1 (Boys)</b>	T1/T2 - Rugby, Basketball, Badminton T3/T4 - Football, Gym/Parkour, HRE T5/T6 - Athletics, Cricket, Inclusive Games
<b>Group 2 (Girls)</b>	T1/T2 - Netball, Gymnastics/Parkour, HRE T3/T4 - Badminton, Inclusive Games, Football/Rugby T5/T6 - Athletics, Rounders, Inclusive Games 2
<b>Group 3 (Mixed)</b>	T1/T2 - Basketball, HRE, Parkour/Gym T3/T4 – Inclusive Games, Badminton, Dodgeball/Inclusive games T5/T6 - Athletics, Softball, Inclusive Games 2
<b>KS4</b>	<p>Grouped into:</p> <ol style="list-style-type: none"> <li>1. Striking/Fielding/Target Games: Rounders, Cricket, Softball, Boccia, Archery</li> <li>2. Invasion Games: Football, Rugby, Netball, Handball</li> <li>3. Net/Wall Games: Badminton, Tennis, Squash, Table Tennis, Volleyball</li> <li>4. Accurate Replication: Athletics, Dance, Cross Country, Parkour, Yoga, Pilates</li> <li>5. Health-Related Education: Fitness testing, training methods, healthy eating, lifestyle habits</li> <li>6. Outdoor Activities: Orienteering, Capture the Flag</li> <li>7. Inclusive Games: Boccia, New Age Curling, Kinball, Tchoukball, Darts, Parachute Games</li> </ol> <p>BTEC coursework filming is supported during Core PE. Groups are split (boys, girls, BTEC) for registration only.</p>

## **BTEC Level 1/2 Tech Award in Sport**

A two-year course comprising three components:

**Component 1** – Preparing Participants: Types of provision, barriers to participation, equipment and physical preparation.

**Component 2** – Improving Performance: Fitness components, practical participation, officiating and coaching.

**Component 3 (exam)** – Developing Fitness: Importance of fitness, types of fitness, fitness testing, body systems.

Component 1 and 2 are internally assessed while Component 3 is extensively assessed.

### **PE Enrichment Offer**

#### **Lunch times (All year round):**

- Daily Basketball (Gym room)
- Football (Upper courts/Astroturf, weather permitting)

#### **After school – Term 1–2**

Monday – Girls Football, Girls Sports club

Tuesday – Netball club (All), Football (All)

Thursday – Multi sports club (All)

#### **After school – Term 3–4**

Monday – Girls Football, Girls Sports club

Tuesday – Racquet Sports (All), Football (All)

Thursday – Multi sports club (All)

#### **After school – Term 5–6**

Monday – Girls Football, Girls Sports club

Tuesday – Rounders, Cricket, Multi-sports club (All)

Thursday – Multi sports club (All)

Note: Fixtures may occur on any weekday and could affect club availability. PE staff will coordinate accordingly.

# RELIGIOUS STUDIES

## INTENT

We aim to provide a rich and diverse Religious Studies (RS) education that equips students with a coherent knowledge of a range of beliefs and cultures as well as providing opportunities to reflect upon moral issues and debates. We aim to provide students with the ability to understand ways of life, think critically, self-reflect, develop empathy and form judgements. The study of RS enables students to understand the complexity of Britain's diverse population.

## IMPLEMENTATION

### Key Stage 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	<b>People, Places and Me</b> How does religion shape Bristol and Britain?	<b>Judaism</b> How do Jewish beliefs influence practices today?	<b>Christianity</b> What does it mean to be a Christian today?	<b>Islam</b> What does it mean to be a Muslim?	<b>Ethics</b> Does God exist?	<b>Religion and animals</b> How should we treat all animals?
<b>Year 8</b>	<b>Civil Rights and Prejudice</b> How does religion influence change and social justice?	<b>Sikhism</b> What does it mean to be a Sikh?	<b>Philosophy - Life After Death</b> What happens when we die?		<b>Buddhism</b> Is Buddhism a religion or a way of life?	<b>Alternative Religions</b> What are the differences between cults and religions?

### Key Stage 4

In years 9 and 10, students study GCSE Religious Studies. This means that students will have an early experience of the demands and skills needed as they approach key stage 4. The GCSE will explore Christianity and Islam as well as a range of non-religious belief such as Humanism, requiring pupils to describe beliefs and practices, recall and organise knowledge into persuasive arguments to present a strong judgement.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 9</b>	<b>Paper 2</b> Christian beliefs	<b>Paper 3</b> Islamic beliefs	<b>Paper 1</b> Issues of Human rights and Issues of Good and Evil			<b>Paper 2</b> Christian practices
<b>Year 10</b>	<b>Paper 3</b> Islamic practices	<b>Paper 1</b> Issues of Life and Death	<b>Paper 1</b> Issues of Relationships	<b>Revision and Exam Practice</b>	<b>Revision and Exam Practice</b>	



## **Post 16**

Many students continue their interest in the humanities post-16. A range related subjects can be studied at AS and at A level across the Olympus Academy Trust. These include Philosophy and Religion, Psychology and Sociology.

# SCIENCE

## INTENT

Our students learn science because it helps them to understand where we have come from, gaining an understanding of the world around us and how we fit into it. We believe that our science curriculum develops students' skills of enquiry, through the acquisition of knowledge and the understanding and application of concepts. Our curriculum supports and develops how students use practical equipment, conduct experiments, build arguments, solve problems and explain abstract concepts confidently. We aim to encourage curiosity and inspire students to learn more about and question the world around them.

## IMPLEMENTATION

### Key Stage 3

The learning cycles for years 7, 8 and 9 are constructed to provide a strong foundation for pupils so we prepare them as much as possible to embrace the challenge of GCSE. All year 7 students begin their secondary science education by completing a transition project called People, places and me to introduce them to the subject. This is designed to provide them with the basic skills for working safely in a laboratory and being able to plan and deliver scientific investigations. Students spend the remainder of KS3 working through several biology, chemistry or physics units, all focusing on content which will accelerate their progression into GCSE science. This content is re-visited throughout their science career to deepen their understanding of key principles. We also focus on the key skills required for undertaking science at all levels – measuring, recording, interpreting, plotting, planning, analysing, and evaluating, as well as many “soft skills” which will be invaluable in the workplace. Regular formative and summative assessment allows staff, students and parents to keep a check progress. There is also a “science week” and opportunities to gain skills in practical work similar to that required for GCSE practical assessed grades (PAGs).

### Key Stage 4

At KS4, our students follow the new OCR Gateway suite of GCSE Science courses with opportunities to study combined science (2 GCSEs) or triple science (3 GCSEs). Triple science covers the same basic themes, but with additional work within each focus to provide a wider range of scientific ideas. Both options also have mandatory practical components (PAGs) which are examined as part of the normal exams. All exams for all students are at the end of year 11, and care is taken to provide multiple opportunities for practice and mastery through the course to account for this. Ideas are regularly reviewed and recapped throughout the curriculum from years 7 to 11.

### Post – 16

Courses in A-Level biology, chemistry and physics are available at P16 within the Trust. Students can also study Level 3 BTEC Applied Science at P16 which is predominantly coursework based, covering topics across the three sciences with a strong vocational focus. This course provides the skills and opportunities for students to move onto employment or higher education in a variety of fields, including lab- and field-based scientific work in for example, water treatment or biomedical sciences, or onto courses such as forensic science, nursing, environmental science or oncology.

## Y10 LEGACY COURSE

	Year 7	Year 8	Year 9
Term 1	Transition Project, P1.1 Forces, C1.1 Particles	B2.1 Tissues and Organs, C2.1 Chemical changes,	Cell-level systems – cells and cell structures, respiration, photosynthesis
Term 2	C1.1 Particles continued, B1.1 Cells, B1.2 Reproduction	C2.1 Chemical changes continued, P2.1 Movement and Pressure, B2.2 Respiration	Particles – particle model, atomic structure
Term 3	B1.2 Reproduction continued, C1.2 Atoms, Elements and Compounds, P1.2 Gravity and Space	B2.2 Respiration continued, C2.2 Acids and Alkalis, P2.2 Magnetism	Matter – the particle model, changes of state Scaling up – supplying the cell
Term 4	P1.2 Gravity and Space continued, B1.2 Interdependence	B2.3 Genetics C2.3 Rocks	Scaling up (cont.) – transport systems, Elements, compounds, and mixtures
Term 5	P1.3 Energy, C1.3 Separation	P2.3 Electricity 2, P2.4 Light	Elements, compounds, and mixtures (cont.), Electricity – static
Term 6	C1.3 Separation continued, P1.4 Electricity 1	Practical skills – PAG preparation for GCSE	Electricity (cont.) – circuits, Revision for biology, chemistry, physics End of year assessment

	Year 10 Combined	Year 11 Combined
Term 1	B4 Community level systems P4 Wave Behaviour and electromagnetic spectrum C3 Energetics B3 Organism Level Systems	P5 Power and Efficiency C6 Processes, Products and Earth Systems Mock Revision
Term 2	P5 Energy Analysis B6 Monitoring and Maintaining Health B6 Non-Communicable Diseases	Mock Exams Feedback B5 Genetics and Evolution P4 Radiation C5 Rates of Reaction
Term 3	C4 Predicting Chemical Reactions C3 Introducing chemical reactions and types of chemical reactions	C5 Rates of Reaction B6 Monitoring and Maintaining The environment B6 Feeding the Human Race Mock Revision
Term 4	P3 Static and Introduction to Circuits C3 Electrolysis P2 Forces	Mock Exams Feedback Bespoke Revision
Term 5	P2 Forces P3 Circuits and Magnets	Bespoke Revision

<b>Term 6</b>	Revision and End of Year Assessment P6 Physics on the Move and Powering Earth Exam Practice and Revision	Bespoke Revision
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	<b>Year 10 Triple</b>	<b>Year 11 Triple</b>
<b>Term 1</b>	B4 Community Level Systems Triple Top Up Topic P5 Waves and the Electromagnetic Spectrum C3 Energetics	C6 Processes, Products and Earth Systems P8 Beyond Earth Triple Top up Topic B6 Monitoring and maintaining the environment
<b>Term 2</b>	B3 Organism level systems P5 Energy Analysis P7 Power and Efficiency	Mock Exams B5 Genetics and Evolution P6 Radiation C5 Rates of Reaction
<b>Term 3</b>	P6 Physics on the Move and Powering Earth C3 Introducing Chemical Reactions C3 Types of chemical reactions	C5 Rates of Reaction B6 Monitoring and maintaining health, non-communicable disease and feeding the human race
<b>Term 4</b>	P3 Static and introduction to circuits C3 Electrolysis P2 Forces	Mock Exams Feedback Bespoke Revision
<b>Term 5</b>	P2 Forces P3 Circuits and Magnets	Bespoke Revision
<b>Term 6</b>	End of Year Exam C4 Predicting Chemical Reactions Exam Practice and Revision	Bespoke Revision

## Y9 Onward

	Year 7	Year 8	Year 9
<b>Term 1</b>	Transition Project, P1.1 Forces, C1.1 Particles	B2.1 Tissues and Organs, C2.1 Chemical changes,	- Monitoring and Maintaining the environment - Wave Behaviour and the electromagnetic spectrum
<b>Term 2</b>	C1.1 Particles continued, B1.1 Cells, B1.2 Reproduction	C2.1 Chemical changes continued, P2.1 Movement and Pressure, B2.2 Respiration	- The particle model - Cells, DNA and Enzymes
<b>Term 3</b>	B1.2 Reproduction continued, C1.2 Atoms, Elements and Compounds, P1.2 Gravity and Space	B2.2 Respiration continued, C2.2 Acids and Alkalis, P2.2 Magnetism	- Synoptic Test - Energy Analysis - Purity and Separating Mixtures
<b>Term 4</b>	P1.2 Gravity and Space continued, B1.2 Interdependence	B2.3 Genetics C2.3 Rocks	- Static and Introduction to circuits - Respiration and Photosynthesis
<b>Term 5</b>	P1.3 Energy, C1.3 Separation	P2.3 Electricity 2, P2.4 Light	- End of Year Exam - Chemical Energetics
<b>Term 6</b>	C1.3 Separation continued, P1.4 Electricity 1	Practical skills – PAG preparation for GCSE	- Organism Level Systems

	Year 10 Combined	Year 11 Combined
<b>Term 1</b>	B1/B6 DNA and Engineering P6 Physics on the move and powering earth C2 Bonding and Properties of metals	C6 Processes, Products and Earth Systems Revision for Mocks
<b>Term 2</b>	B2 Transport P3 Circuits and Magnets	Mocks B5 Genetics
<b>Term 3</b>	C3 Chemical reactions and types of reaction B6 Monitoring and Maintaining health and Non-communicable disease	P4 Radiation C5 Rates of Reaction P5 Power and Efficiency
<b>Term 4</b>	B6 Monitoring and Maintaining health and Non-communicable disease P1 Changes of State C3 Electrolysis	Mocks Feedback Bespoke Revision
<b>Term 5</b>	P2 Forces B1 Respiration and Photosynthesis	Bespoke Revision
<b>Term 6</b>	End of Year Exam C4 Predicting Chemical Reactions B4 Community Level Systems	Bespoke Revision

	Year 10 Triple	Year 11 Triple
	B1 Cells, DNA and Enzymes Triple Top Up Topic	C6 Processes, Products and Earth systems
	P3 Static and introduction to circuits	Triple Top up Revision
	C2 Bonding and Properties of Materials B2 Scaling Up	Mocks B5 Genetics and Evolution P6 Radiation
	B2 Scaling Up P3/4 Circuits and Magnets	C5 Rates of Reaction P7 Power and Efficiency P8 Beyond Earth
	C3 Introducing Chemical Reactions and Types of Reactions P1 Changes of State and Pressure	Mocks Bespoke Revision
	C3 Electrolysis P2 Forces	Bespoke Revision
	B1 Respiration and Photosynthesis End of Year Exam C4 Predicting Chemical Reactions B4 Community Level Systems	Bespoke Revision



# VOCATIONAL: BUSINESS AND HEALTH

## INTENT

We aim to:

- Develop and stimulate an interest and enthusiasm for the world of business and health;
- Encourage students to understand the link between the world of business or health and the classroom;
- Develop opportunities for independent learning;
- Equip students with the skills they need to succeed in life;
- Develop a sense of responsibility in their work and their environment.

## IMPLEMENTATION

Students can study an OCR National in Enterprise and Marketing or BTEC Tech Award in Health and Social Care. Enterprise teaches students about developing their own business product and develops their enterprise skills. Students will learn about:

- Marketing
- Finance
- Enterprise and the Business Environment

Health and social care teaches students about how we develop at the different life stages, and how to look after the health and wellbeing of a person. Students will learn about:

- Human Lifespan Development
- Health and Well Being
- Health and Social Care Services and Values

## Post-16

Within the Trust students can study OCR Cambridge Technical in Business which teaches students about the business environment, from how it's resourced to marketing within business. Students will learn about the business environment, business resources and marketing.

Students can also study level 3 BTEC in Health and Social Care. Some of the units students will study include: working in health and social care, meeting individual care and support needs; and principles of safe practice.

## **Key Stage 4 Business Overview**

Business students in Year 10 study for an OCR National in Marketing and Enterprise. There are three units – one exam and two coursework units.

Students study their first coursework unit throughout terms 1 to 3 of year 10, and complete assignment work to build a portfolio. This unit is entitled “Design a Business Proposal” and students complete assignments to cover four learning outcomes:

- **Be able to identify the customer profile for a business challenge**  
*This learning outcome covers the benefits of market segregation by, for example, age, gender, or occupation, and supports students to apply market segmentation.*
- **Be able to complete market research to aid decisions relating to a business challenge**  
*This learning outcome supports students to complete market research, including the analysis and review of this research to develop a business proposal.*
- **Be able to develop a design proposal for a business challenge**  
*This learning outcome teaches students to produce and review product designs.*
- **Be able to review whether a business proposal is viable**  
*This learning outcome is about calculating costs, applying appropriate pricing strategies, identifying the challenges when launching a new product, and reviewing the likely success of a business challenge.*

The second coursework unit, entitled “Market and Pitch a Business Proposal” The Market and Pitch a Business Proposal unit also sees students completing assignments to meet the criteria of four learning outcomes:

- **Be able to develop a brand identity and promotional plan to target a customer profile**  
*This learning outcome teaches students about branding, and using branding to promote a product*
- **Be able to plan a pitch for a proposal**  
*This learning outcome teaches students to plan a pitch, considering the objectives, audience, venue, appropriate media, and structure of the pitch*
- **Be able to pitch a proposal to an audience**  
*This learning outcome supports students to use and develop personal and presentation skills to deliver a professional pitch*
- **Be able to review the strengths and weaknesses of a proposal and pitch**  
*This learning outcome teaches students to compare the outcomes of a pitch to their initial objectives, and review a business proposal.*

Throughout year 11, students are taught content for their exam in Enterprise and Marketing Concepts. The learning outcomes which are covered are:

- Understand how to target a market
- Understand what makes a product or service financially viable
- Understand product development
- Understand how to attract and retain customers
- Understand factors for consideration when starting up a business
- Understand different functional activities needed to support a business start-up

## **KS4 Health and Social Care Overview**

Health and social care students in Year 10 and 11 study for a Level 2 BTEC Tech. Award in Health and Social Care.

There are two coursework units and one examined unit.

During the first three terms of year 10, students complete assignments from the first coursework unit, Human Lifespan Development. They cover the theory for learning aim A, Understand human growth and development across life stages and the factors that affect it.

This learning aim covers human growth and development across life stages (infant, early childhood, adolescence, early adulthood, middle adulthood, later adulthood); and factors affecting growth and development (including genetic inheritance, social and cultural factors, and economic factors).

During terms 3 and 4 of year 10, students complete the theory of the second learning aim of Human Lifespan Development, learning aim B Investigate how individuals deal with life events.

This learning aim covers different types of life event (for example, accident/injury or ill health, marriage, divorce, redundancy, imprisonment, retirement); and coping with the change caused by these life events.

In May of Year 10 students then sit the controlled assessment for the whole of Component One.

In term six of year 10, students begin the second coursework unit, Health and Social Care Services and Values. During this term and term one of year eleven, they complete practice assignment work which helps them to understand the different types of health and social care services, and barriers to accessing them. They will learn about different health care services e.g. GPs, dental care, physiotherapy, dieticians, and how they meet service user needs. This covers services for children and young people, adults or children with specific needs, and services for older adults. They also investigate care values and review this practice.

In the January, students complete the final Controlled Assessment from the component Health and Social Care Services and Values.

At the start of year 11, students also start studying for the examined unit, Health and Well Being.

In this learning aim, students will produce work to explore and practise applying different care values, such as empowering and promoting independence, respect for the individual, confidentiality, preserving dignity of service users, safeguarding, and promoting anti-discriminatory practice. As part of this learning aim, students will also review their own application of care values to identify their own strengths and areas for development, and receiving and responding to feedback from teachers and/or service users.

This exam is then sat in the May of Year 11.