



# St Wilfrid's RC College

Excellentia per fidem, per scientiam, per adiuvatum



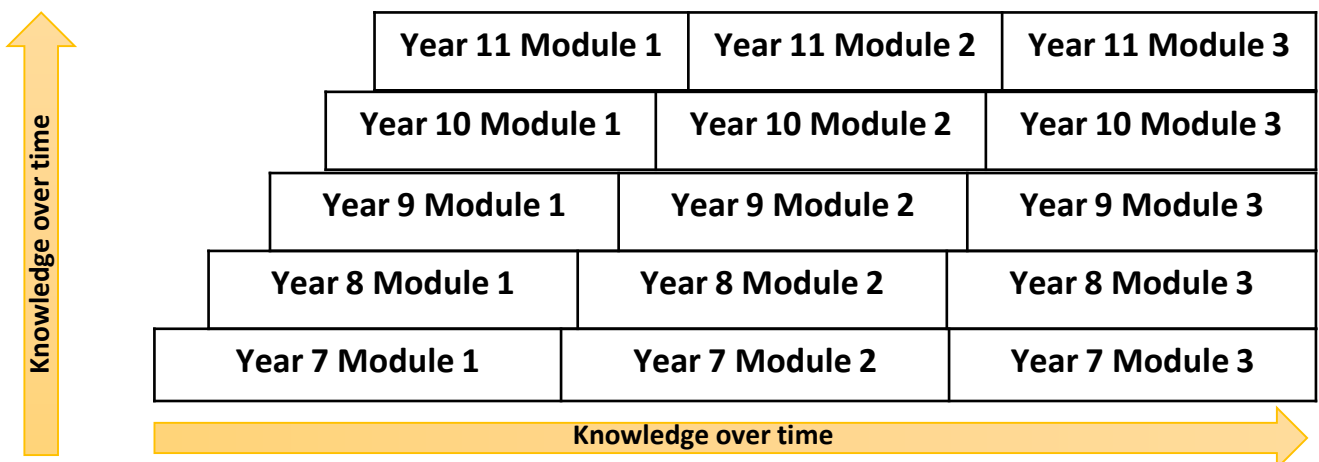
Our Vision and Values	Our college is a Christian community where respect and cooperation are reflected in everything we do. We strive to achieve excellence and overcome challenges through mutual respect and consideration, underpinned by Gospel values and the example of Christ.
Our Curriculum	<p>St Wilfrid's has a knowledge rich, rigorous, broad and balanced curriculum that is sequenced in a progression model, to ensure that learning develops over time and at the right time. As architects of the curriculum, staff have created a curriculum that is rational, forward-thinking and rooted in evidence led principles. We have a transparent curriculum that is shared frequently with our students and parents, so that they are knowledgeable about their learning journey and they feel empowered by this.</p> <p>Curriculum continuity with our feeder primaries means that key concepts are introduced early and built upon frequently, to ensure that transition is successful for our students. This is also the case at KS5 where our 7 year curriculum model ensures readiness for each stage of a student's learning and prepares them for their future careers.. Our progression model enables schema development and our T&amp;L principles (Rosenshine, retrieval, metacognition and oracy) are woven seamlessly through this, so that new information can be pinned upon existing intellectual architecture.</p> <p>The curriculum is faithful to subject disciplines, in content, skill and vocabulary. It is authentic, relevant and diverse, ensuring that it serves the community that it represents. The curriculum is inclusive and ensures that all children succeed. It is accessible but satisfyingly challenging,</p> <p>We are <b>ALL</b> teachers of literacy at St Wilfrid's. Embedded in our curriculum are five evidence informed literacy strategies which practitioners use to develop the reading and extended writing skills our of students.</p> <p>Curriculum and assessment are symbiotic. The impact of the curriculum and student progress through the curriculum is measured through a frequent diet of formative assessment and the purposeful use of summative assessments at key points. As a result, staff are experts in planning for pupil progress and the curriculum is organic and evaluated to inform future developments.</p>

### What is a Curriculum Progression Model?

The curriculum is a progression model – a journey which students take in order to get better at each subject and develop their knowledge. Like a race, a child progresses (moves) through a purposefully designed and rigorous race route with the teacher as their expert coach who trains, inspires, motivates and challenges the students to excel. Each part of the route is important and is to be mastered expertly, using assessment to measure how successfully knowledge and skills are developing. A successful curriculum is what that is a narrative – that takes prior learning and builds upon it, so that new knowledge can be understood and framed within a bigger picture.

Our teachers have skilfully created subject curriculums, just as architects of a race track would, to ensure that your child has a knowledge rich and diverse curriculum which has both breadth and depth.

- What should be studied?
  - Why should it be studied?
  - When should it be studied?
  - How do we ,measure and know when progress is being made?
- Readiness for their next step...*





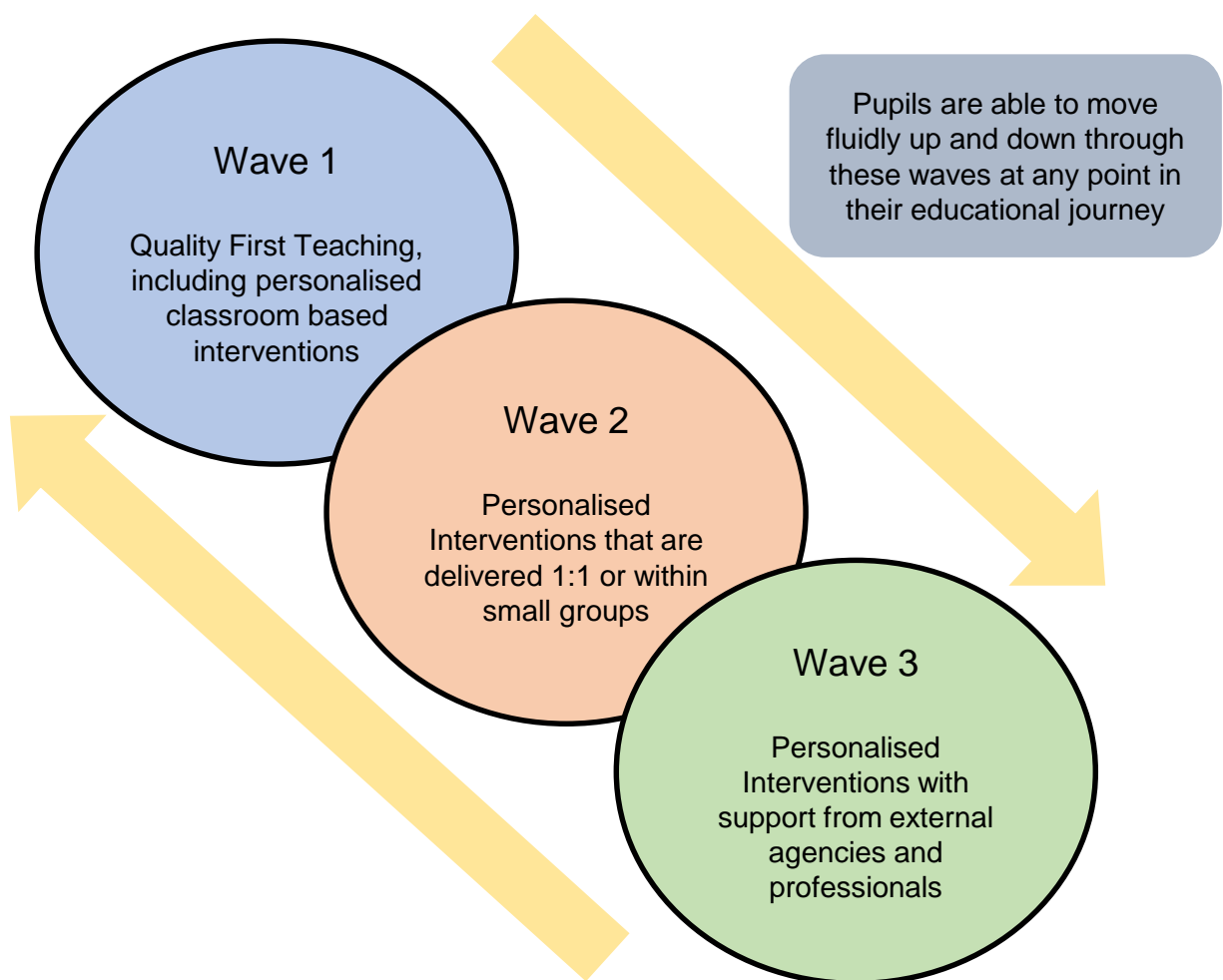
### Curriculum Overarching Intent

At St Wilfrid's we believe in an inclusive and stretching approach to teaching. Pupils who have identified SEND needs are, as per the Code of Practice 2015, entitled to **"inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education"** (SEND Code of Practice, 2015, p.25).

As a school we are committed to providing the very best education for all of our pupils, no matter their needs and we work to make adjustments to our own practice to enable the pupils to have access to an education within a mainstream setting.

Within this there are three waves of support within our school. This is a fluid system of education, that enables pupils to move from each strand without any significant impact upon their education, but which will increase or decrease the amount of support that is provided.

We are also committed to making sure that all statutory duties and expectations within EHCPs are met and we work with external agencies and professionals to ensure joined up thinking, enabling pupils to work towards their stretching, yet achievable outcomes.



# St Wilfrid's RC College



## English

### Curriculum Overarching Intent

The English curriculum aims to promote confidence, imagination and curiosity through the exploration and creation of a diverse range of literary texts. Our intent is that students develop originality, independence and critical evaluation skills in their writing by being encouraged to engage with a range of classic and contemporary fiction and non-fiction. Students develop a love of learning through reading by exploring a wealth of writing types, genres and authors.

### Prior Learning

- Reading comprehension skills
- Creative writing
- Speaking and listening skills

	Vision	Key Concepts and Key Skills
<b>Year 7</b>	In Year 7, students engage with a range of classic and contemporary fiction and non-fiction texts. Students develop the skill of reading analytically as well as being encouraged to pursue a love of reading for pleasure.	<ul style="list-style-type: none"> <li>• Introduction to analytical writing and the skill of using what, how, why paragraphs to explain their ideas.</li> <li>• Reading for different purposes: pleasure, learning and for writing.</li> </ul>
<b>Year 8</b>	Students explore the impact that social and historical context can have on literature. By engaging with the context of texts, students begin to develop their analytical approach to reading. In Year 8, students learn to emulate different writing styles through close study of different forms and genres.	<ul style="list-style-type: none"> <li>• Embedding the skills of analytical essay writing through revision of what, how, why paragraphs.</li> <li>• Considering how and why texts are written and examining how a text is successful.</li> <li>• Beginning to take inspiration from other authors and transforming this into original writing.</li> </ul>
<b>Year 9</b>	Year 9 students focus on representation and different voices that have emerged in the literary canon. Students then prepare for the spoken language element of their GCSE by engaging with key debates and studying historical speeches before delivering their own to their peers.	<ul style="list-style-type: none"> <li>• Honing the skills necessary for critical and analytical essay writing at KS4.</li> <li>• Critically evaluating the choices an author makes and being able to take inspiration from a range of different genres, authors and time periods to create successful original writing.</li> </ul>
<b>Year 10</b>	<p><b>Language-</b> after an introduction to the skills necessary to succeed in the GCSE Language examination, students begin to work through the different question types and familiarise themselves with extracts from a range of time periods. Students also complete a Spoken Language Presentation which is assessed.</p> <p><b>Literature-</b>Students build on their knowledge of different historical periods of literature in order to develop their analytical essay writing. Students study plays, prose and poetry set by the examination boards in order to prepare for their examinations at the end of Year 11.</p>	<ul style="list-style-type: none"> <li>• Analytical reading and writing skills including: <ul style="list-style-type: none"> <li>- What, how, why paragraphs</li> <li>- Considering a reader's response to texts</li> <li>- Responding to authors' messages and ideas</li> <li>- Examining writers' intentions</li> </ul> </li> <li>• Descriptive, narrative and discursive writing skills</li> <li>• Key revision skills for independent study</li> <li>• Examination skills such as: <ul style="list-style-type: none"> <li>- Timing</li> <li>- Exam stamina for writing</li> </ul> </li> </ul>
<b>Year 11</b>	<p><b>Language-</b> Interleaved skills and question types are woven throughout the course of the year. Students revisit the different skills and questions that will come up on the Language exam, engaging with a wide variety of texts in order to prepare for their summative examinations.</p> <p><b>Literature-</b>Students continue to develop their understanding of different plays, poetry and prose. Exam skills and revision strategies become the focus of our studies as we prepare for the summative examinations at the end of Year 11.</p>	<ul style="list-style-type: none"> <li>• Analytical reading and writing skills including: <ul style="list-style-type: none"> <li>- What, how, why paragraphs</li> <li>- Considering a reader's response to texts</li> <li>- Responding to authors' messages and ideas</li> <li>- Examining writers' intentions</li> </ul> </li> <li>• Descriptive, narrative and discursive writing skills</li> <li>• Key revision skills for independent study</li> <li>• Examination skills such as: <ul style="list-style-type: none"> <li>- Timing</li> <li>- Exam stamina for writing</li> </ul> </li> </ul>

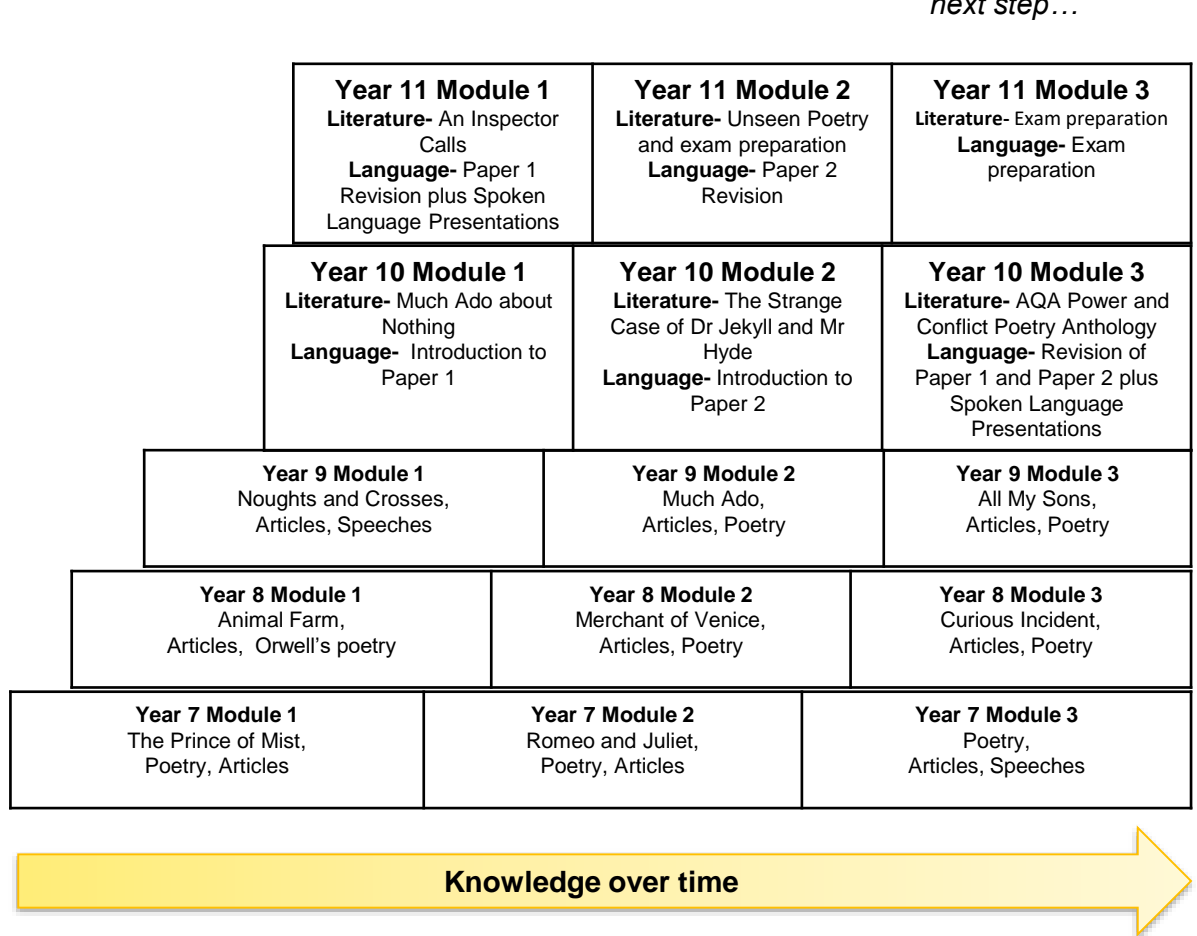
# St Wilfrid's RC College



## English

Our Curriculum Progression Model is:

*Readiness for their next step...*



Key texts and websites that you can access to support their knowledge development in this subject include:

Year 10	Year 11
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Exam Board websites: English Literature- <https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>  
English Language- <https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

For Literature revision see Mr Bruff's Youtube page= <https://www.youtube.com/user/mrbruff>

For Literature and Language revision- Madame Anglaise's blog is useful  
<https://madameanglaise.wordpress.com/>

Any revision guide would be useful for your child. Make sure it is specific to the AQA exam board. Here are some suggested titles:



Year 7	Year 8	Year 9
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- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/bitesize/subjects/z3kw2hv">BBC BITESIZE</a><br/><a href="https://www.bbc.co.uk/bitesize/subjects/z3kw2hv">https://www.bbc.co.uk/bitesize/subjects/z3kw2hv</a></li> <li>• Oak Academy lessons about creative writing:<br/><a href="https://classroom.thenational.academy/units/creative-writing-short-stories-cb59">https://classroom.thenational.academy/units/creative-writing-short-stories-cb59</a></li> <li>• Romeo and Juliet Summary:<br/><a href="https://www.youtube.com/watch?v=dRrvQ1vZxcg">https://www.youtube.com/watch?v=dRrvQ1vZxcg</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/bitesize/subjects/z3kw2hv">BBC BITESIZE</a><br/><a href="https://www.bbc.co.uk/bitesize/subjects/z3kw2hv">https://www.bbc.co.uk/bitesize/subjects/z3kw2hv</a></li> <li>• Oak Academy lessons- recapping the basics of SPAG:<br/><a href="https://classroom.thenational.academy/units/recapping-the-basics-simple-sentences-statements-paragraphs-capital-letters-and">https://classroom.thenational.academy/units/recapping-the-basics-simple-sentences-statements-paragraphs-capital-letters-and</a></li> <li>• The Merchant of Venice Summary:<br/><a href="https://www.youtube.com/watch?v=nOloyMBD_6Q">https://www.youtube.com/watch?v=nOloyMBD_6Q</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/bitesize/subjects/z3kw2hv">BBC BITESIZE</a><br/><a href="https://www.bbc.co.uk/bitesize/subjects/z3kw2hv">https://www.bbc.co.uk/bitesize/subjects/z3kw2hv</a></li> <li>• <a href="https://www.bbc.co.uk/bitesize/topics/znkdm3">https://www.bbc.co.uk/bitesize/topics/znkdm3</a></li> <li>• Oak Academy Lessons- writing with accuracy:<br/><a href="https://classroom.thenational.academy/units/avoiding-fragments-fused-sentences-and-comma-splices-using-capital-letters-and-w">https://classroom.thenational.academy/units/avoiding-fragments-fused-sentences-and-comma-splices-using-capital-letters-and-w</a></li> <li>• Much Ado About Nothing Summary-<br/><a href="https://www.youtube.com/watch?v=gbsY5V4PlpM">https://www.youtube.com/watch?v=gbsY5V4PlpM</a></li> </ul> |
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# St Wilfrid's RC College

## Maths



### Curriculum Overarching Intent

The intent of the curriculum is to build on what the students can do already and produce students with high levels of mathematical fluency and reasoning skills. The curriculum is clear on what the students need to be able to do at the end of each unit, module, year and key stage. The curriculum is sequenced clearly so that new knowledge and skills build on what has been taught previously, we will use a detailed baseline assessment in each year group to assess the strengths and areas for development of each student. The curriculum will be amended accordingly so that each class will be following their own bespoke scheme of learning, the curriculum will be continually reviewed throughout the year. We will also address gaps in the student's knowledge and real life skills; many of our students don't have bank accounts so weren't familiar with GCSE questions where terms such as credit and debit are used. We found similar challenges on questions involving booking holidays, reading timetables and more. This content will be embedded into our curriculum, the curriculum will also work alongside other subjects where there are transferrable knowledge and skills, for example when and how we teach drawing and interpreting graphs must draw parallels with Science.

### Prior Learning

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The curriculum for key stage 3 is organised into distinct domains; shape, handling data, number and algebra where pupils will build on key stage 2 knowledge and make deeper connections between mathematical concepts to develop fluency, mathematical reasoning and problem solving. They will also have the opportunity to apply their mathematical knowledge in other subjects such as Science, Computing and Geography.

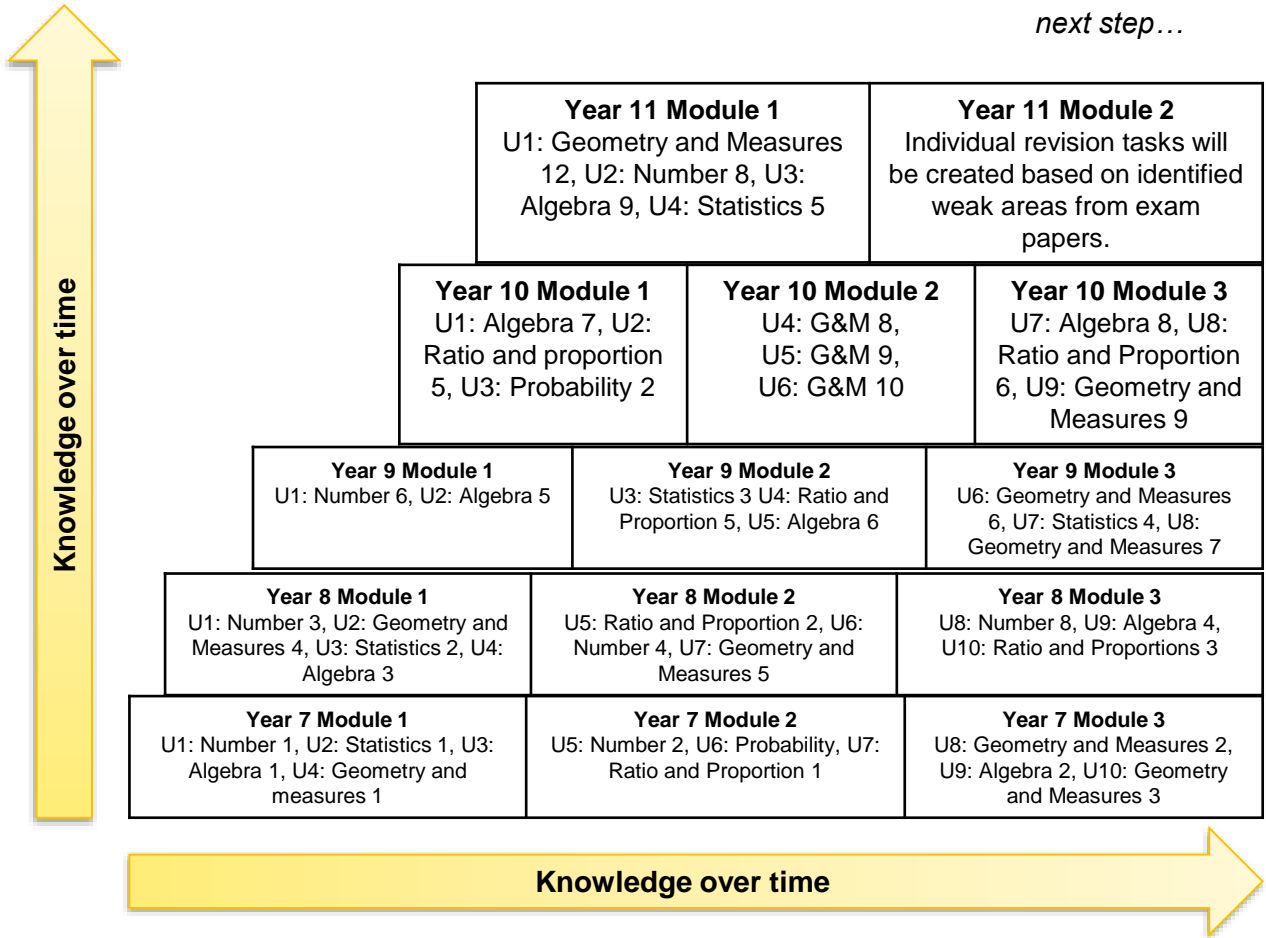
	Vision	Key Concepts and Key Skills
<b>Year 7</b>	In Year 7 students will focus on their maths transition for KS2 topics. Building on skills they already have and learning new methods and approaches for key mathematical concepts.	Students meet topics from the core areas of shape, handling data, number and algebra with references across the whole school curriculum.
<b>Year 8</b>	Year 8 students will be taught using an evidence-based approach to ensure they have a depth of understanding in basic mathematical concepts.	Students meet topics from the core areas of shape, handling data, number and algebra with references across the whole school curriculum. There is also a focus on applying their knowledge to practical situations.
<b>Year 9</b>	Students in year 9 will be taught how to mathematically reason and embed problem-solving skills in all areas of the KS3 curriculum, as well as develop as passion for mathematics.	Students meet topics from the core areas of shape, handling data, number and algebra with references across the whole school curriculum. There is also a focus on applying their knowledge to practical situations. Our curriculum, resources and lessons foster fluency, resilience, mastery, reasoning and problem solving skills.
<b>Year 10</b>	In year 10 students will develop their understanding from KS3 topics by facing challenging mathematical problems which build in difficulty.	Through our curriculum, we aim to meet the needs and demands to prepare our students for GCSE and our ever-changing society by delivering a curriculum that will allow students to develop fluent knowledge, acquire and apply mathematical techniques to solve problems and draw mathematical conclusions.
<b>Year 11</b>	Year 11 students will develop exam techniques by being exposed to a variety of question styles for each topic.	Students will follow a unique class-specific curriculum based from key misconceptions identified by the teacher.



## Maths

Our Curriculum Progression Model is:

*Readiness for their next step...*



Key texts and websites that you can access to support their knowledge development in this subject include:

Year 10	Year 11
Exam Board website: <a href="https://www.aqa.org.uk/">https://www.aqa.org.uk/</a>	
<a href="https://www.hegarty.com/">HegartyMaths</a>	<a href="https://www.hegarty.com/">HegartyMaths</a>
<a href="https://corbettmaths.com/">https://corbettmaths.com/</a>	<a href="https://corbettmaths.com/">https://corbettmaths.com/</a>
<a href="https://www.drfrostmaths.com/">https://www.drfrostmaths.com/</a>	<a href="https://www.drfrostmaths.com/">https://www.drfrostmaths.com/</a>
<a href="https://diagnosticquestions.com/">https://diagnosticquestions.com/</a>	<a href="https://diagnosticquestions.com/">https://diagnosticquestions.com/</a>

Year 7	Year 8	Year 9
<a href="https://www.hegarty.com/">HegartyMaths</a>	<a href="https://www.hegarty.com/">HegartyMaths</a>	<a href="https://www.hegarty.com/">HegartyMaths</a>
<a href="https://www.white-rose-maths.com/">Home Learning   White Rose Maths</a>	<a href="https://www.white-rose-maths.com/">Home Learning   White Rose Maths</a>	<a href="https://www.white-rose-maths.com/">Home Learning   White Rose Maths</a>
<a href="https://www.thenational.academy/">Maths lessons for Key Stage 3 students - Oak National Academy (thenational.academy)</a>	<a href="https://www.thenational.academy/">Maths lessons for Key Stage 3 students - Oak National Academy (thenational.academy)</a>	<a href="https://www.thenational.academy/">Maths lessons for Key Stage 3 students - Oak National Academy (thenational.academy)</a>

# St Wilfrid's RC College



## Religious Education

### Curriculum Overarching Intent

To produce religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life.

### Prior Learning

- Knowledge and understanding of a range of religious beliefs.
- An exploration of own and other people's responses to questions of meaning and purpose.
- How to express a point of view and give reasons for it.

	Vision	Key Concepts and Key Skills
<b>Year 7</b>	To present engagingly a comprehensive content, which is the basis of knowledge and understanding of the Catholic faith.	AT1: Developing knowledge and understanding. AT2: Compare their own and others' responses to the questions of meaning and purpose, leading to reasonable explanations of their own and others views, in the light of religious teaching. AT3: Use sources of wisdom and authority appropriately to explain religious beliefs and as evidence for particular points of view.
<b>Year 8</b>	To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively.	AT1: Make relevant connections between different areas of study (doctrine, sources, worship and life), showing how one area influences the other. AT2: Compare their own and others' responses to the questions of meaning and purpose, leading to reasonable explanations of their own and others views, in the light of religious teaching. AT3: Present an argument for a particular point of view, showing an awareness of different points of view.
<b>Year 9</b>	To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them.	AT1: Demonstrate a comprehensive knowledge and understanding of common and divergent views and practices within and between religions. AT2: Evaluate their own response to questions of meaning and purpose. AT3: Construct a sustained argument, based on critical analysis of different views.
<b>Year 10</b>	To enable students to demonstrate detailed understanding of the significance and influence of common and divergent views and practices within Catholicism and between different Christians faiths.	AT1: Make detailed and relevant connections between different areas of study correctly explaining the causal connections between them. AT2: Evaluate their own response to questions of meaning and purpose, in light of religious and nonreligious views and beliefs. AT3: Form reasoned judgements that are supported by evidence, weighing the strengths and weaknesses of different positions and arriving at convincing conclusions.
<b>Year 11</b>	To enable students to deconstruct information, leading to competent analyses of concepts, questions and controversies within the disciplines of Theology, Philosophy or Ethics.	AT1: Demonstrate comprehensive knowledge and understanding of questions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitments. AT2: Evaluate their own response to questions of belief and values, leading to a well-informed account of their own and others' views. AT3: Deconstruct information, leading to competent analyses of concepts, questions and controversies within the disciplines of Philosophy and Ethics.

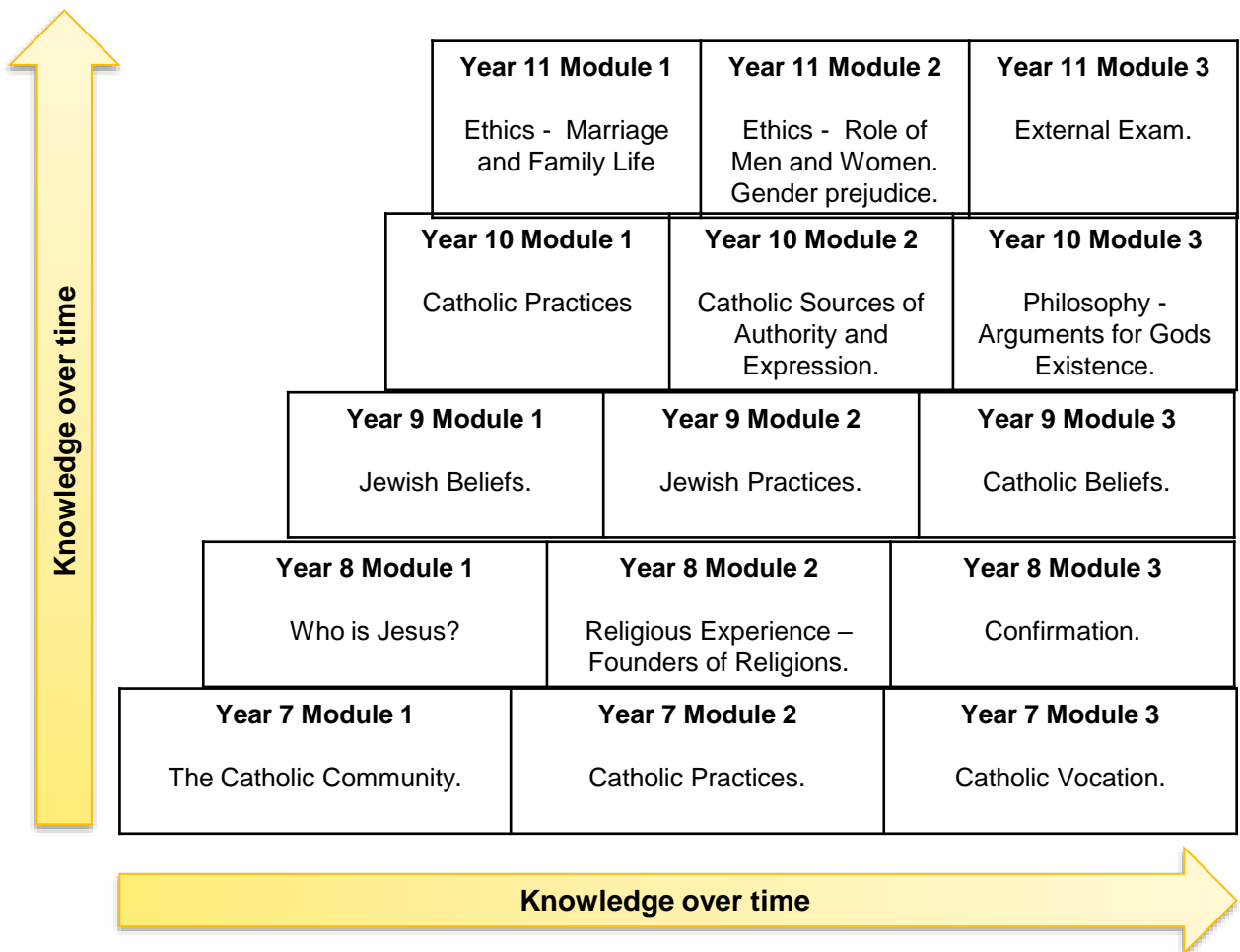
# St Wilfrid's RC College



## Religious Education

Our Curriculum Progression Model is:

*Readiness for their next step...*



Key texts and websites that you can access to support their knowledge development in this subject include:

Year 10	Year 11
Exam Board website: <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-a-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-a-2016.html</a>	
<a href="https://app.senecalearning.com/classroom/course/30a2515b-e135-4ab3-b4f5-75e929043e83/section/7b0b6690-3609-495d-b8a8-a1c44046243c/session">https://app.senecalearning.com/classroom/course/30a2515b-e135-4ab3-b4f5-75e929043e83/section/7b0b6690-3609-495d-b8a8-a1c44046243c/session</a>	<a href="https://app.senecalearning.com/classroom/course/b4589dc8-d36c-4449-b81c-47c53f350d6e/section/a6a14101-5aa4-46c3-a9db-6a70f1dcb8d2/session">https://app.senecalearning.com/classroom/course/b4589dc8-d36c-4449-b81c-47c53f350d6e/section/a6a14101-5aa4-46c3-a9db-6a70f1dcb8d2/session</a>

Year 7	Year 8	Year 9
<a href="https://cafod.org.uk/Education/Secondary-and-youth-resources/RE-curriculum-Catholic-schools">https://cafod.org.uk/Education/Secondary-and-youth-resources/RE-curriculum-Catholic-schools</a>	<a href="https://cafod.org.uk/Education/Secondary-and-youth-resources/RE-curriculum-Catholic-schools">https://cafod.org.uk/Education/Secondary-and-youth-resources/RE-curriculum-Catholic-schools</a>	<a href="https://cafod.org.uk/Education/Secondary-and-youth-resources/RE-curriculum-Catholic-schools">https://cafod.org.uk/Education/Secondary-and-youth-resources/RE-curriculum-Catholic-schools</a>
<a href="http://edurcdhn.org.uk/school/cur_re_sec/cur_re_sec_2019.php">http://edurcdhn.org.uk/school/cur_re_sec/cur_re_sec_2019.php</a>	<a href="http://edurcdhn.org.uk/school/cur_re_sec/cur_re_sec_2019.php">http://edurcdhn.org.uk/school/cur_re_sec/cur_re_sec_2019.php</a>	<a href="http://edurcdhn.org.uk/school/cur_re_sec/cur_re_sec_2019.php">http://edurcdhn.org.uk/school/cur_re_sec/cur_re_sec_2019.php</a>



# St Wilfrid's RC College

## Biology



### Curriculum Overarching Intent

Ensure students are given the opportunity to develop as mature young scientists with the ability to relate the importance of science to the world around them and make informed decisions

### Prior Learning

- An understanding of how to work scientifically, asking relevant questions and using different types of scientific enquiries to answer them.
- Students learn in year 4 that living things can be grouped in a variety of ways. They have already considered in year 2 that things can be living, none living or have never been alive.
- Students have already learned to describe the simple functions of the basic parts of the digestive system in humans

	Vision	Key Concepts and Key Skills
<b>Year 7</b>	<p>Students are introduced to the fundamentals of biology including cell structure, and how these cells build up into tissues, organs, systems and organisms. They will become competent in using microscopes.</p> <p>Students then use knowledge of cells and build upon this to see how two single cells (gametes) give rise to offspring. Students take a mature approach to learning the biology behind human development. Finally, students look at how organisms connect to each other in the environment and food webs.</p>	<p>Students will be able to use a microscope and set up a slide to view a specimen. They will be able to calculate magnification and produce a scientific drawing of cells. They will be able to construct paragraphs using biological terminology and debate the use of fertilisers and pesticides in industry.</p>
<b>Year 8</b>	<p>From Year 7, students can appreciate how we develop from an embryo, but they are now gaining understanding of how diet and biological molecules play a role in our development. Students are introduced to the concept of respiration – their first chemical reaction in biology. They will see how the glucose obtained from our diet in module 1 is used for this process. They will build on their knowledge of organs from Year 7 to see how an organ, the lungs, functions in detail. Students will then look at another reaction in biology in Module 3 – photosynthesis. They will see how plants obtain their food and compare this to humans. They will also build on knowledge from Year 7 to see how plants reproduce.</p>	<p>Students will make links to explain how organs and organ systems play a role in key processes such as digestion and respiration. They will plan an experiment to investigate the effect of exercise on respiration, and be able to record their results in a scientific format. Students will also carry out an ecological sampling practical, and develop their skills using quadrats to estimate a population size.</p>
<b>Year 9</b>	<p>Students already have an understanding of how living organisms reproduce, but module 1 of Year 9 aims to build on this by teaching them how genetic information is involved in reproduction. They will understand the structure of chromosomes and DNA, and why offspring do not look identical. They will also be able to predict inheritance of single traits and speak the language of genetics including appropriate use of all key words.</p> <p>Module 2 focuses on health and disease, a topic that has not yet been fully covered at key stage 3. Built into this will be scientific skills such as investigation planning, graph reading and evaluation and debate. Module 3 will reintroduce the fundamentals of biology to build on their knowledge of the basics; cells, organs, organ systems and enzymes.</p>	<p>Students in year 9 will be able to draw and interpret genetic crosses and label the structure of DNA. They will be able to debate the topic of genetic engineering and write an extended answer using key genetic terminology. Students will be able to explain how antibiotic resistance arises and investigate the effectiveness of antimicrobial substances on bacterial growth using appropriate equipment.</p>
<b>Year 10</b>	<p>In year 10 students embark on their journey of GCSE Biology. They will use their fundamental knowledge of cells in KS3 to see how cells grow by mitosis. They will understand how we all begin from one single cell, and grow into full organisms. Students will study the science behind inheritance, and see how organisms have evolved through natural selection. They will see how genetic information can be altered by the processes of genetic engineering and selective breeding. Finally, students end their year 10 studies by focussing on health and disease.</p>	<p>Our intent is to develop scientific skills, literacy and numeracy skills to prepare students for GCSE examinations. Students will become practically competent, and question the world around them. We will allow their oracy skills to flourish, through the means of debate, while also being able to appreciate other points of view. We aim to build resilient young scientists who can reflect on their performance and learn from their mistakes.</p>
<b>Year 11</b>	<p>Year 11 is the final part of their GCSE journey. Students will revisit the concept of photosynthesis in greater depth, and link this to how plants grow. Students will then focus on how hormones control and coordinate the responses of organisms, particularly animals. They will then study the circulatory system, and learn about the key organs involved in maintaining bodily functions. The final topic focuses on ecosystems, and how nutrients are recycled through organisms and the environment to link biological processes together.</p>	<p>We want students to appreciate where all of the biology they have learned from previous years fits in to the bigger picture. They should be able to link together concepts from both KS3 and KS4. We also intend to develop them as mature young scientists, ready to send them off into the outside world with inquisitive young minds.</p>

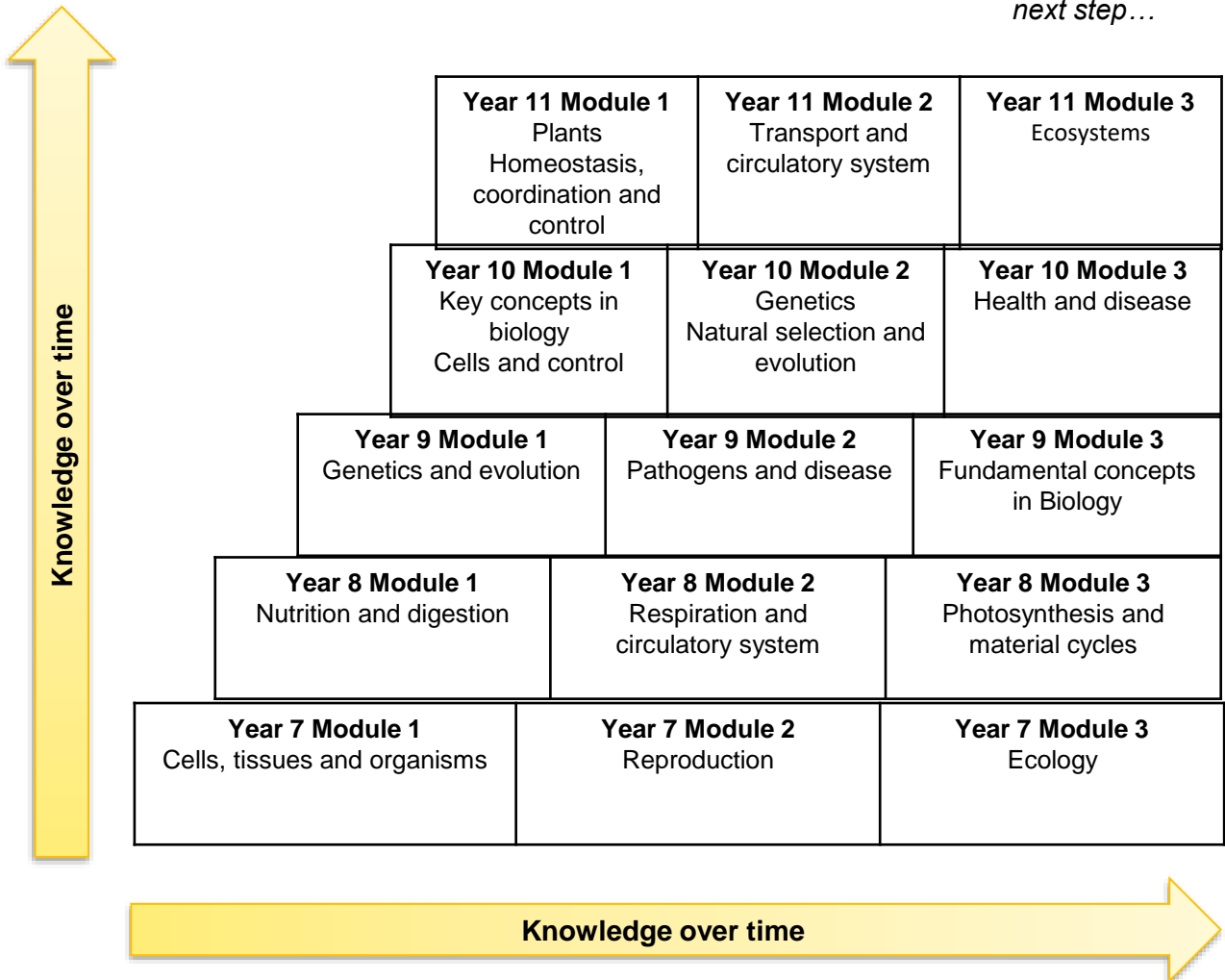
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## Biology

Our Curriculum Progression Model is:

*Readiness for their next step...*



Key texts and websites that you can access to support their knowledge development in this subject include:

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Exam Board website: <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html</a>	
BBC Bitesize Oak Academy Kay science Knowledge organisers Seneca Learning YouTube – Primrose Kitten, FreeScienceLesson	BBC Bitesize Oak Academy Kay science Knowledge organisers Seneca Learning YouTube – Primrose Kitten, FreeScienceLesson

Year 7	Year 8	Year 9
<a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a> <a href="http://www.youtube.com">www.youtube.com</a> - science channels Oak Academy Knowledge organisers (provided by school)	<a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a> <a href="http://www.youtube.com">www.youtube.com</a> - science channels Oak Academy Knowledge organisers (provided by school)	<a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a> <a href="http://www.youtube.com">www.youtube.com</a> - science channels <a href="http://www.genome.gov">www.genome.gov</a> Oak Academy Knowledge organisers (provided by school) Seneca learning



## Chemistry

### Curriculum Overarching Intent

Ensure students are given the opportunity to develop as mature young scientists with the ability to relate the importance of science to the world around them and make informed decisions

### Prior Learning

- An understanding of how to work scientifically, asking relevant questions and using different types of scientific enquiries to answer them.
- A good knowledge of the three states of matter, and how we change from one to the other.
- A grasp of how we can separate different types of mixtures, including filtration.

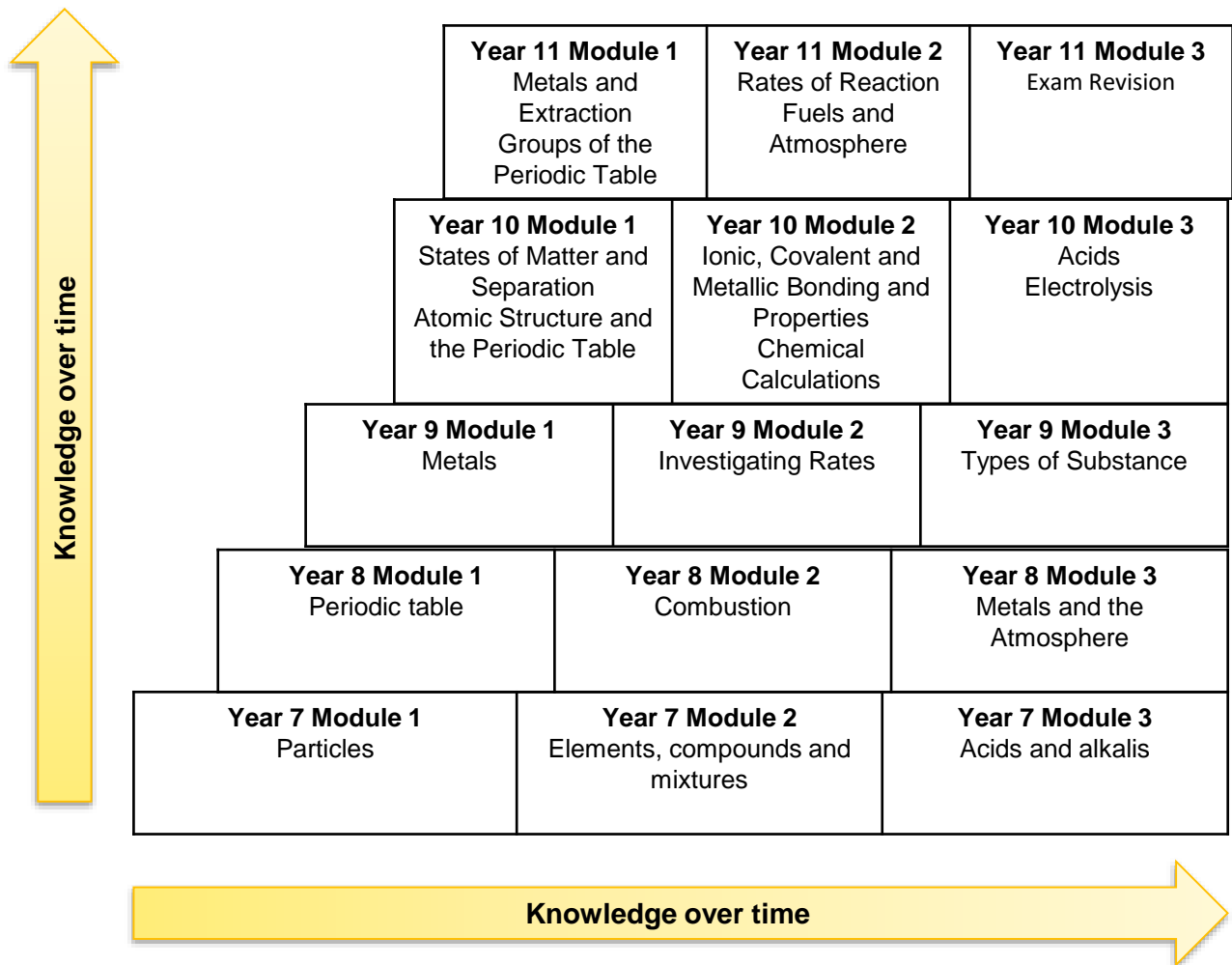
	Vision	Key Concepts and Key Skills
<b>Year 7</b>	Students are introduced to the core principles of chemistry, including particle theory, atoms elements & compounds, and basic separation techniques. In the acids and alkalis topic they will explore hazard symbols, the scientific method, how to risk assess, and the principle of concentration.	<ul style="list-style-type: none"> <li>• Particles in solids, liquids and gases</li> <li>• How atoms make up elements and compounds</li> <li>• How to carry out a safe experiment</li> </ul>
<b>Year 8</b>	Students will begin to explore the periodic table. They will learn how it was built, and how to gather information from it. They will also start to develop their chemical calculation skills through calculating relative formula mass. Through studying combustion they will enhance their idea of what occurs during a chemical reaction. In this module we will introduce the empirical formulae calculation by asking students to discover the formula of magnesium oxide. Finally, through looking at materials from the Earth, they will further understand the link between the fundamental ideas of chemistry and the materials and products they use every day.	<ul style="list-style-type: none"> <li>• How to gather as much information as possible from the periodic table</li> <li>• The advantages and disadvantages of the combustion reaction</li> <li>• How we extract materials from the Earth and atmosphere, and why they are useful for their functions</li> </ul>
<b>Year 9</b>	In Module 1 students will explore chemical reactions more deeply, in particular those involving metals. In Module 2 students will develop their ability to communicate chemical reactions using word and symbol equations. They will also develop their practical skills by undertaking various experiments. In Module 3 students will look at the three main types of substances, their bonding and their properties	<ul style="list-style-type: none"> <li>• The reactions between metals and various other substances</li> <li>• How to write word and symbol chemical equations</li> <li>• The similarities and differences between ionic, covalent and metallic substances</li> </ul>
<b>Year 10</b>	Students in Year 10 start studying GCSE science. In chemistry we begin by exploring particle theory and the states of matter. We investigate the differences between pure substances and mixtures, and how we can separate different mixtures. We then look further into atomic structure and the periodic table, and the bonding and properties of different substances. Finally we study how acids react with different substances, and how we can separate ionic compounds using electrolysis.	<ul style="list-style-type: none"> <li>• How to separate varieties of mixtures</li> <li>• Atomic and electronic structure</li> <li>• Chemical calculations</li> <li>• Explaining the properties of ionic, covalent and metallic substances</li> <li>• Writing word, symbol and ionic equations</li> </ul>
<b>Year 11</b>	Continuing on the GCSE course, we link how metals' reactivity links to their method of extraction, and we evaluate the recycling of metals. We delve further into groups 1, 7 and 0 of the periodic table, and use displacement reactions to prove the reactivity of group 7 elements. We use collision theory to explain how we can manipulate the rates of different reactions. We finish our studies by looking at how fuels are derived from crude oil, and the effect these fuels can have on our atmosphere.	<ul style="list-style-type: none"> <li>• Linking metals' extraction to the reactivity series</li> <li>• How reactivity links to periodic table position</li> <li>• Collision theory</li> <li>• Environmental impacts of fuel usage</li> </ul>



## Chemistry

Our Curriculum Progression Model is:

*Readiness for their next step...*



Key texts and websites that you can access to support their knowledge development in this subject include:

Year 10		Year 11
Exam Board website: <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html</a>		
BBC Bitesize Oak Academy Kay science Knowledge organisers Seneca Learning YouTube – Primrose Kitten, FreeScienceLessons		BBC Bitesize Oak Academy Kay science Knowledge organisers Seneca Learning YouTube – Primrose Kitten, FreeScienceLessons
Year 7	Year 8	Year 9
BBC Bitesize Oak Academy Knowledge organisers (modular)	BBC Bitesize Oak Academy Knowledge organisers (modular)	BBC Bitesize Oak Academy Knowledge organisers (modular) Seneca

# St Wilfrid's RC College

## Physics



### Curriculum Overarching Intent

Ensure students are given the opportunity to develop as mature young scientists with the ability to relate the importance of science to the world around them and make informed decisions

### Prior Learning

- An understanding of how to work scientifically, asking relevant questions and using different types of scientific enquiries to answer them.
- A good knowledge on the concept of Light and how it reflects off surfaces and can form shadows.
- An introductory awareness of other scientific concepts such as Space, Sound, Forces, Magnets and Electricity

	Vision	Key Concepts and Key Skills
<b>Year 7</b>	Students develop a basic understanding of core scientific skills and concepts. They learn to use simple mathematical equations to model physical processes and understand that to investigate the world you need to change one variable, measure another and keep all other variables constant	Students will look at the relationships between speed, distance and time to begin to develop skills of both drawing and analysing graphs of motion. The wave speed equation is also introduced to aid the use of mathematical equations in a number of physical situations. Retrieval of real life situations relating to states of matter is used to give some context to the new concept of particle theory.
<b>Year 8</b>	Continue to develop the basic understanding of core scientific skills and concepts. Learn to apply algebraic processes to mathematical modelling of physics concepts. Begin to develop an ability to apply physics concepts to decision making on a local, national and global basis. Students can graphically analyse experimental data	Students should be able to build and construct simple series and parallel circuits with a good understanding of circuit components and their symbols. A deeper understanding of gravity, weight, air resistance and friction is developed. Students explore further details of the solar system and how the ways in which we have observed it has changed over time.
<b>Year 9</b>	Students build on their scientific understanding to a level where they can understand moderately complex scientific concepts with increasing levels of abstraction. Students can approach complex mathematical modelling in a systematic manner to draw correct conclusions. Students understand how to limit the error and uncertainty in an experiment.	Students begin to write up core practical's such as refraction to help develop skills in preparation for GCSE KS4 studies. A summary of the electromagnetic spectrum is produced to broaden the students knowledge about its uses/dangers and frequencies. Students build upon their prior knowledge of the particle model and learn about key concepts such as specific heat capacity and specific latent heat.
<b>Year 10</b>	Students develop their understanding of the physical universe to a level where they can understand complex scientific concepts, making links between concepts from different areas of the course. Students can approach complex mathematical modelling in a systematic manner to draw correct conclusions, with occasional support.	Students in Year 10 start studying GCSE science. In physics we continue to develop out understanding of 'Forces'. We investigate Newtons Laws in more depth including calculations involving momentum and impulse. We then look further into 'Energy', specifically in relation to moving vehicle and safety. We also deepen out understanding of radioactivity and the changing atomic model. Finally we study wave theory and make links to everyday applications such as waves in medicine. Separate Scientists also study aspects of cosmology when looking at 'The Universe', drawing in other all aspects of the course.
<b>Year 11</b>	Students excel in understanding of the physical universe to a level where they can understand complex scientific concepts, making links between concepts from different areas of the course. Students can approach complex mathematical modelling in a systematic manner to draw correct conclusions. Students can qualitatively analyse the error and uncertainty in an experiment.	Continuing on the GCSE course, materials and their properties. We build on theoretical concepts to look at practical investigations such as Hooke's Law and specific heat capacity. We delve further into electricity, looking at Ohm's Law, transformers and the National Grid. Throughout the course we build on key mathematical and physical skills and concepts – including mathematical manipulation of data, data analysis and practical skills.

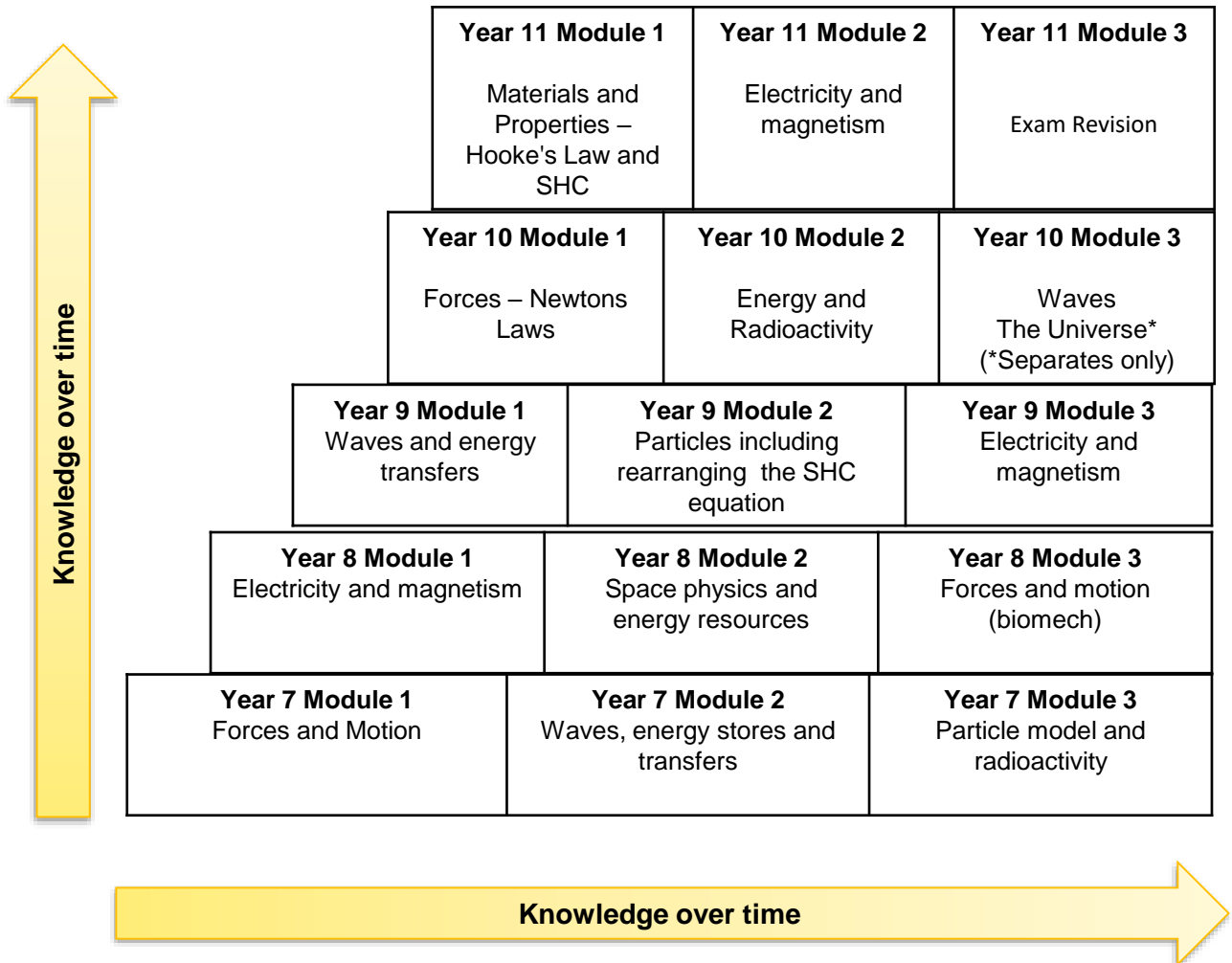
# St Wilfrid's RC College



## Physics

**Our Curriculum Progression Model is:**

*Readiness for their next step...*



**Key texts and websites that you can access to support their knowledge development in this subject include:**

Year 10	Year 11
Exam Board website: <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html</a>	
BBC Bitesize Oak Academy Kay science Knowledge organisers Seneca Learning YouTube – FreeScienceLessons, <a href="#">The whole of Edexcel Physics Paper 1 in only 56 minutes!</a> <a href="#">GCSE 9-1 revision - YouTube</a>	BBC Bitesize Oak Academy Kay science Knowledge organisers Seneca Learning YouTube – FreeScienceLessons, <a href="#">The whole of Edexcel Physics Paper 1 in only 56 minutes!</a> <a href="#">GCSE 9-1 revision - YouTube</a>

Year 7	Year 8	Year 9
BBC Bitesize Oak Academy Knowledge organisers (modular)	BBC Bitesize Oak Academy Knowledge organisers (modular)	BBC Bitesize Oak Academy Knowledge organisers (modular) Seneca

# St Wilfrid's RC College



## History

### Curriculum Overarching Intent

History students have a rich knowledge and understanding of the past and how it has shaped present day society, enabling them to think critically, sift arguments and weigh evidence to reach well-informed judgements.

### Prior Learning

- Changes in Britain from the Stone Age to the Iron Age, Roman Britain, Anglo-Saxons, Scots and Vikings.
- The achievements of the earliest civilizations.
- Ancient Greece

	Vision	Key Concepts and Key Skills
<b>Year 7</b>	To explore change and continuity in Medieval and Early Modern British history and its place in the context of the wider world, looking at themes including power, beliefs, ideas, society, empire, conflict and the economy.	<b>Historical concepts:</b> Change and continuity, cause and consequence, similarity, difference and significance.  <b>Source analysis:</b> Analysing and evaluating contemporary historical sources.
<b>Year 8</b>	To explore the African Kingdom of Benin and compare and contrast to medieval England. To explore 18 <sup>th</sup> and 19 <sup>th</sup> century British history and its place in the context of the wider world, looking at themes including power, beliefs, ideas, society, empire (including the slave trade), conflict and the economy.	<b>Interpretations:</b> Analysing and evaluating different interpretations of the past.
<b>Year 9</b>	To explore key themes in 20 <sup>th</sup> century British and World History including the two world wars and their significance and impact, the rise of dictatorships and the Holocaust. Overarching themes include power, beliefs, ideas, society, empire, conflict and the economy.	
<b>Year 10</b>	To explore change and continuity in Medicine in Britain from 1250 to present as well as an in-depth study of injuries and treatments in the British sector of the Western Front.  To evaluate significant themes in Weimar and Nazi Germany, exploring the impact of the First World War on Germany, Hitler's rise to power and consolidation of power, and his impact on life in Germany.	
<b>Year 11</b>	To evaluate significant events in the Cold War from 1941 to 1991 and the changing relations between the Superpowers.  To analyse Elizabeth I's early reign, including the impact of her religious policies, challenges to her throne and significant aspects of Elizabethan society.	

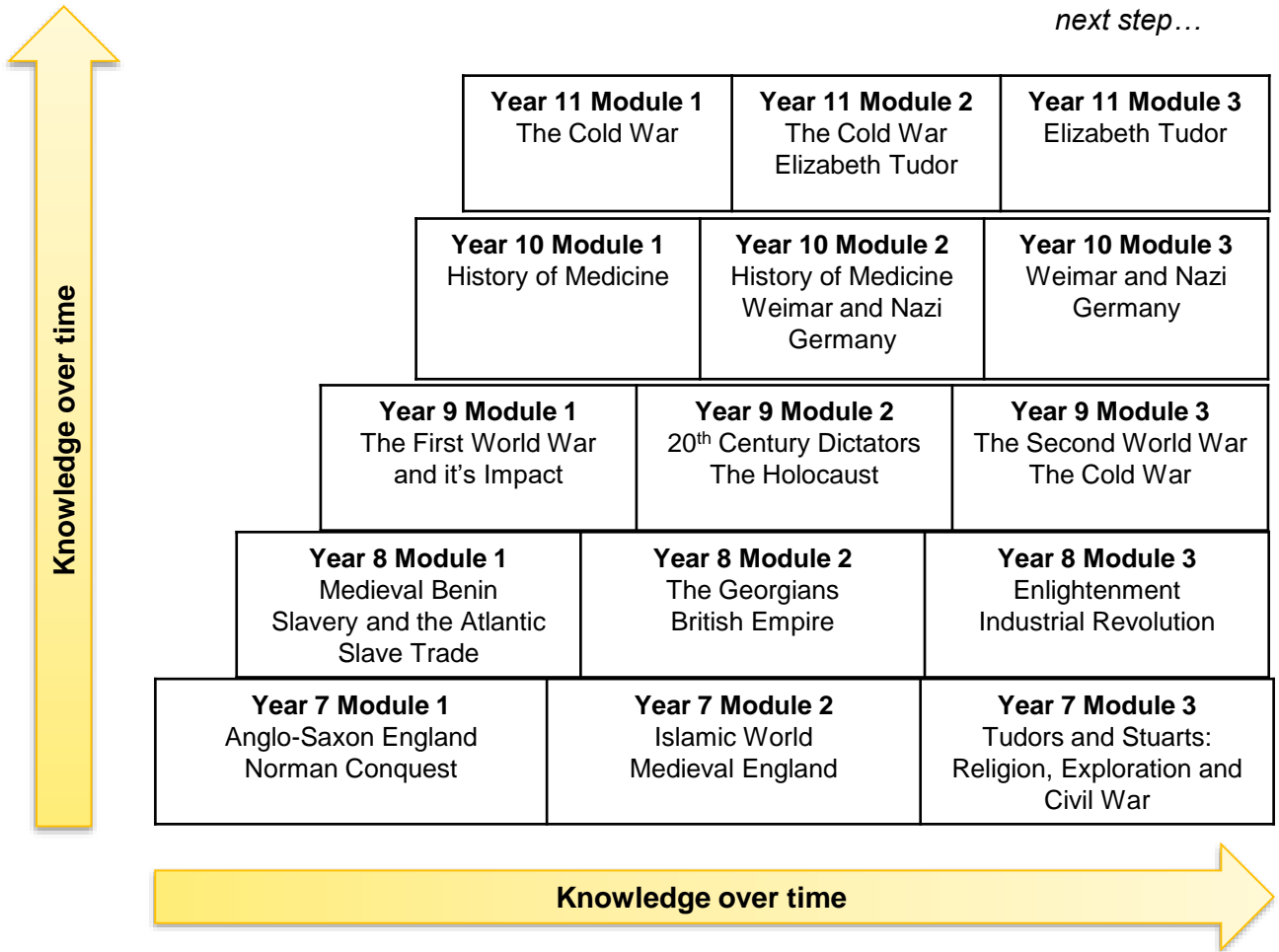
# St Wilfrid's RC College



## History

Our Curriculum Progression Model is:

*Readiness for their next step...*



Key texts and websites that you can access to support their knowledge development in this subject include:

Year 10	Year 11
Exam Board website: <a href="#">Edexcel GCSE History (2016)   Pearson qualifications</a>	
<a href="https://www.bbc.co.uk/teach/class-clips-video/medicine-through-time/zdcy8xs">https://www.bbc.co.uk/teach/class-clips-video/medicine-through-time/zdcy8xs</a>	<a href="https://www.bbc.co.uk/bitesize/topics/z29rbk7">https://www.bbc.co.uk/bitesize/topics/z29rbk7</a>
<a href="https://www.bbc.co.uk/bitesize/topics/zymqwx">https://www.bbc.co.uk/bitesize/topics/zymqwx</a>	<a href="https://www.bbc.co.uk/bitesize/topics/zwbysg8">https://www.bbc.co.uk/bitesize/topics/zwbysg8</a>

Year 7	Year 8	Year 9
BBC Bitesize: <ul style="list-style-type: none"> <li><a href="https://www.bbc.co.uk/bitesize/topics/zp6xsbk/articles/zphysk7">https://www.bbc.co.uk/bitesize/topics/zp6xsbk/articles/zphysk7</a></li> <li><a href="https://www.bbc.co.uk/bitesize/topics/ztjrbqt">https://www.bbc.co.uk/bitesize/topics/ztjrbqt</a></li> <li><a href="https://www.bbc.co.uk/bitesize/topics/zhqcg7h">https://www.bbc.co.uk/bitesize/topics/zhqcg7h</a></li> </ul>	BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/topics/zp74r2p">https://www.bbc.co.uk/bitesize/topics/zp74r2p</a>  <a href="https://www.english-heritage.org.uk/learn/story-of-england/georgians">https://www.english-heritage.org.uk/learn/story-of-england/georgians</a>	BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/topics/zn29cmn">https://www.bbc.co.uk/bitesize/topics/zn29cmn</a>  <a href="https://www.bbc.co.uk/teach/world-war-two-video-resources/zhfff4j">https://www.bbc.co.uk/teach/world-war-two-video-resources/zhfff4j</a>





## Geography

### Curriculum Overarching Intent

Geography will endow students with the knowledge to interpret the world around them. As well as supply them with the skills to understand and question the physical and human environment that they inhabit now and in the future.

### Prior Learning

- Biomes & North America
- Settlements & Natural resources
- Rivers & Coasts

	Vision	Key Concepts and Key Skills
<b>Year 7</b>	Build upon and extend the knowledge already learnt during Key Stage 2 Geography. First module will bring students into the key physical and human processes that have a unique look at the north east area in which the students live. Starting with Water on the Land (including the importance of glaciation) has shaped the United Kingdom "Water on the Land" looking at the importance of glaciation. They will learn key geographical skills during Non-Modular weeks and then built upon during M2 and M3. By the end of Yr 7 students should have a better understanding of the local area whilst studying each concept of physical and human geography.	Location and place knowledge Geographical skills and communication Physical landscapes and processes Human interactions with the environment
<b>Year 8</b>	Extending knowledge already acquired in Yr 7 by moving scale to local, national and global whilst still learning about local geography e.g. coasts. During non-modular lessons students will be taught the skills - 4 & 6 figure grid references, Ordnance Survey maps, UK cities, mountains and rivers and then these are to be built upon in M2 and M3.	Location and place knowledge Geographical skills and communication Physical landscapes and processes Human interactions with the environment
<b>Year 9</b>	Focus very much on the interconnectedness between local, national and global geography "our place in the world". Students learning the fundamental aspects of geography e.g. Tectonics whilst finishing Yr 9 developing their interpretation of contemporary geographical issues that we are facing in the 21st century. Skills taught in Non-Modular throughout Yr 7 and 8 are brought into modules whilst bringing in more graphical and statistical skills.	Location and place knowledge Geographical skills and communication Physical landscapes and processes Human interactions with the environment
<b>Year 10</b>	A focus on consolidating KS3 learning and developing knowledge in greater depth for GCSE. Landscapes and physical processes is building upon content from Yr 7 M1 and Yr 8 M2, while Rural-urban links, Yr 7 M2 and Yr 8 M1 and M3. Finally Tectonic processes and landscapes is building on learning from Yr 9 M2. Learning at GCSE continues to follow our 4 threshold concepts helping students to link knowledge and understanding as a journey throughout the subject.	Location and place knowledge Geographical skills and communication Physical landscapes and processes Human interactions with the environment
<b>Year 11</b>	This year, modules have a larger conceptual focus – based on processes and landforms well out of student personal experience. Students have a firm foundation of threshold concepts to support with this learning from Yr 10. Weather, climate and ecosystems is building on content from Yr 9 M1 and Development, resource and social issues are based on learning from Yr 7 M3, Yr 8 M1 and Yr 9M3.	Location and place knowledge Geographical skills and communication Physical landscapes and processes Human interactions with the environment



# St Wilfrid's RC College

## Spanish



### Curriculum Overarching Intent

We hope to have fostered an interest in another language (or two), and pupils will be interested in learning more about how the language works. They have respect and tolerance for the differences between countries. They should be competent in skills of listening, reading, writing and speaking, at a level appropriate to their age and ability.

### Prior Learning

- An understanding of other cultures and societies
- A linguistic knowledge of sentence structure and grammar
- An awareness of types of tenses.

	Vision	Key Concepts and Key Skills
<b>Year 7</b>	For pupils to develop an interest and passion in learning and appreciating another language and cultures. We want all pupils, regardless of background and prior learning to feel successful and valued in their Spanish lessons.	Using the Gianfranco Conti EPI methodology, pupils will be introduced to new language in chunks, allowing them to effectively use up to 5 tenses. Pupils will understand the concept of gender and plurality, and how this affects language; know how word order may differ from English. Pupils will understand and use basic classroom target language (TL). They will develop their reading, listening, speaking, writing and translation skills and will be exposed to range of authentic materials including songs and poems.
<b>Year 8</b>	For pupils to build on an excellent start in learning Spanish in year 7 by expanding their knowledge of the Hispanic world. This year, a focus is placed on learning about popular culture, food and festivals in Spanish speaking countries and we want pupils to feel confident in this knowledge and appreciate its diversity.	Using the Gianfranco Conti EPI methodology, pupils will be introduced to new language in chunks, allowing them to effectively use up to 6 tenses. Pupils will build on their knowledge from year 8 by extending their sentences and fully developing and justifying their opinions. They will engage in debate on polemic issues such as bullfighting in Spain and appreciate the culturally sensitive nature of some festivals. They will develop their reading, listening, speaking, writing and translation skills and will be exposed to range of authentic materials including songs, poems, videos and texts.
<b>Year 9</b>	For pupils to develop into confident linguists able to tackle the demands of the challenging GCSE course. For them to develop their knowledge of the Hispanic world through our study of different cities and to understand the challenges faced by Latin American communities through our study of the environment.	Explicit teaching of tenses begins to occur in year 9 Spanish. Pupils will use the models and examples they have banked throughout years 7 and 8 to help minimise the cognitive load when learning the range of tenses they will encounter in year 9. There will be significant repetition of key vocabulary both topics specific and more general. Pupils will develop their confidence in spoken and written Spanish in their productions tasks and will be exposed to a range of authentic reading and listening resources through the use of songs, poems, videos and articles.
<b>Year 10</b>	For pupils to develop a positive start to the GCSE course, building on the foundational knowledge taught at KS3 and revisiting and developing upon key tenses, phonics and vocab. Pupils should be avid language learners by this point, keen to broaden existing knowledge on the Hispanic world and eager to apply more challenging grammatical concepts to their learning.	Pupils will become familiar with the question styles and exam board requirements of the AQA GCSE course. They will cover 5 of the 8 GCSE topics with a particular emphasis on developing their spoken competency using the exam skills needed to help them communicate.
<b>Year 11</b>	Pupils will challenge themselves to rise to our high expectations of GCSE linguists at St Wilfrid's by engaging in all aspects of the course. In their mock examinations, they will be exposed to the style of exams they will finally sit that summer. Upon completing their GCSE Spanish, pupils will have a strong understanding of the Hispanic world and be able to communicate on a range of topics in Spanish.	Builds will build upon their previous 4 years of Spanish study with an emphasis on key exam skills of reading, writing, listening, speaking and translation. Pupils will be exposed to a range of complex, authentic material texts and a range of voices and accents in full preparation for the final exams.

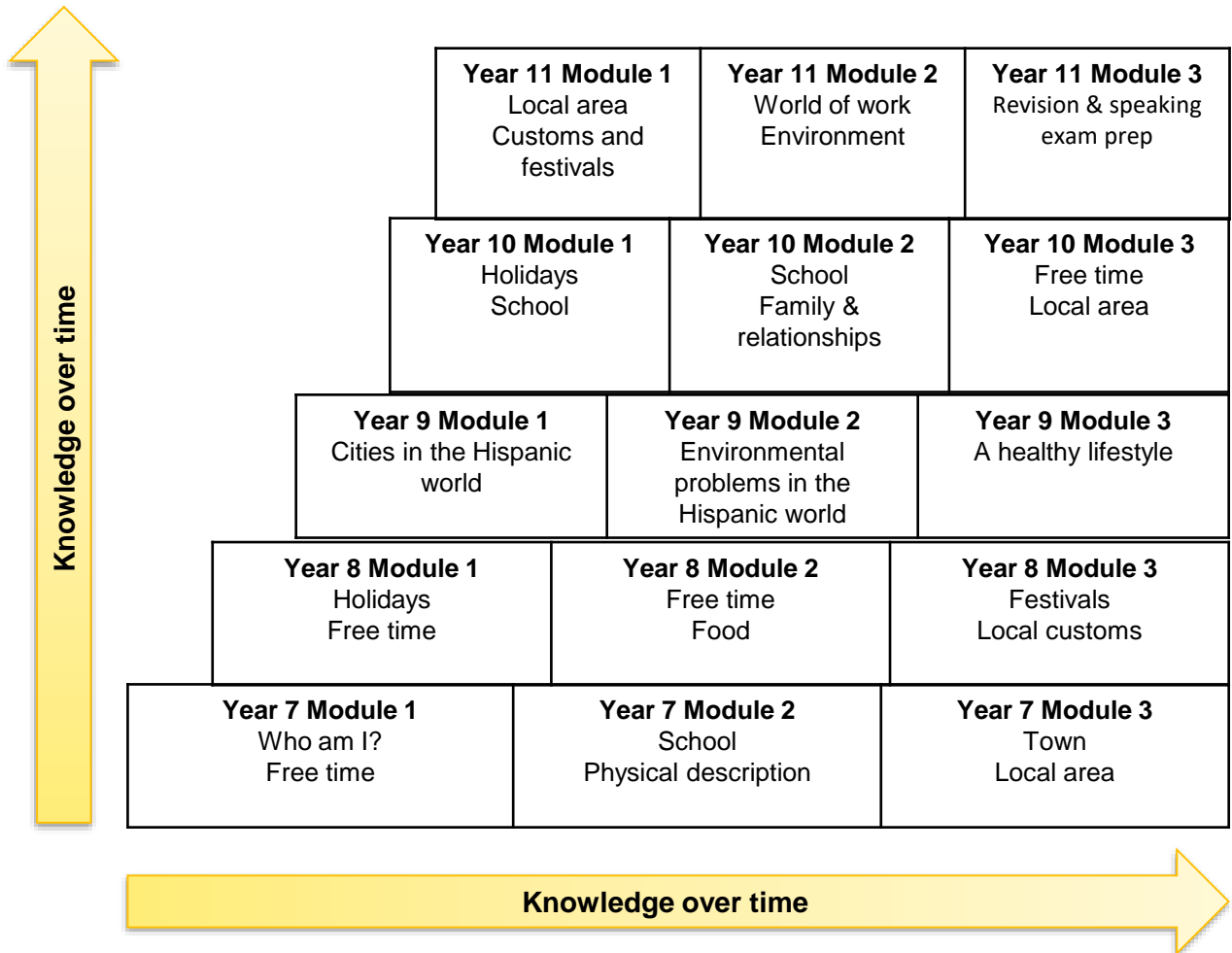
# St Wilfrid's RC College



## Spanish

Our Curriculum Progression Model is:

*Readiness for their next step...*



Key texts and websites that you can access to support their knowledge development in this subject include:

Year 10	Year 11
<b>Exam Board website:</b> <b>AQA Spanish: <a href="https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698">https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698</a></b>	
BBC Bitesize GCSE Spanish Seneca AQA GCSE Spanish Oak National Academy online lessons Notes in Spanish beginner/pre-intermediate podcast Coffee Break Spanish Duolingo podcast School provided sentence builders in their Knowledge Organiser	

Year 7	Year 8	Year 9
Oak Academy BBC Bitesize School provided sentence builders in their Knowledge Organiser	Oak Academy BBC Bitesize School provided sentence builders in their Knowledge Organiser Tio Spanish You Tube videos	Oak Academy BBC Bitesize School provided sentence builders in their Knowledge Organiser Tio Spanish You Tube videos Easy Spanish You Tube videos



## French

### Curriculum Overarching Intent

We hope to have fostered an interest in another language (or two), and pupils will be interested in learning more about how the language works. They have respect and tolerance for the differences between countries. They should be competent in skills of listening, reading, writing and speaking, at a level appropriate to their age and ability.

### Prior Learning

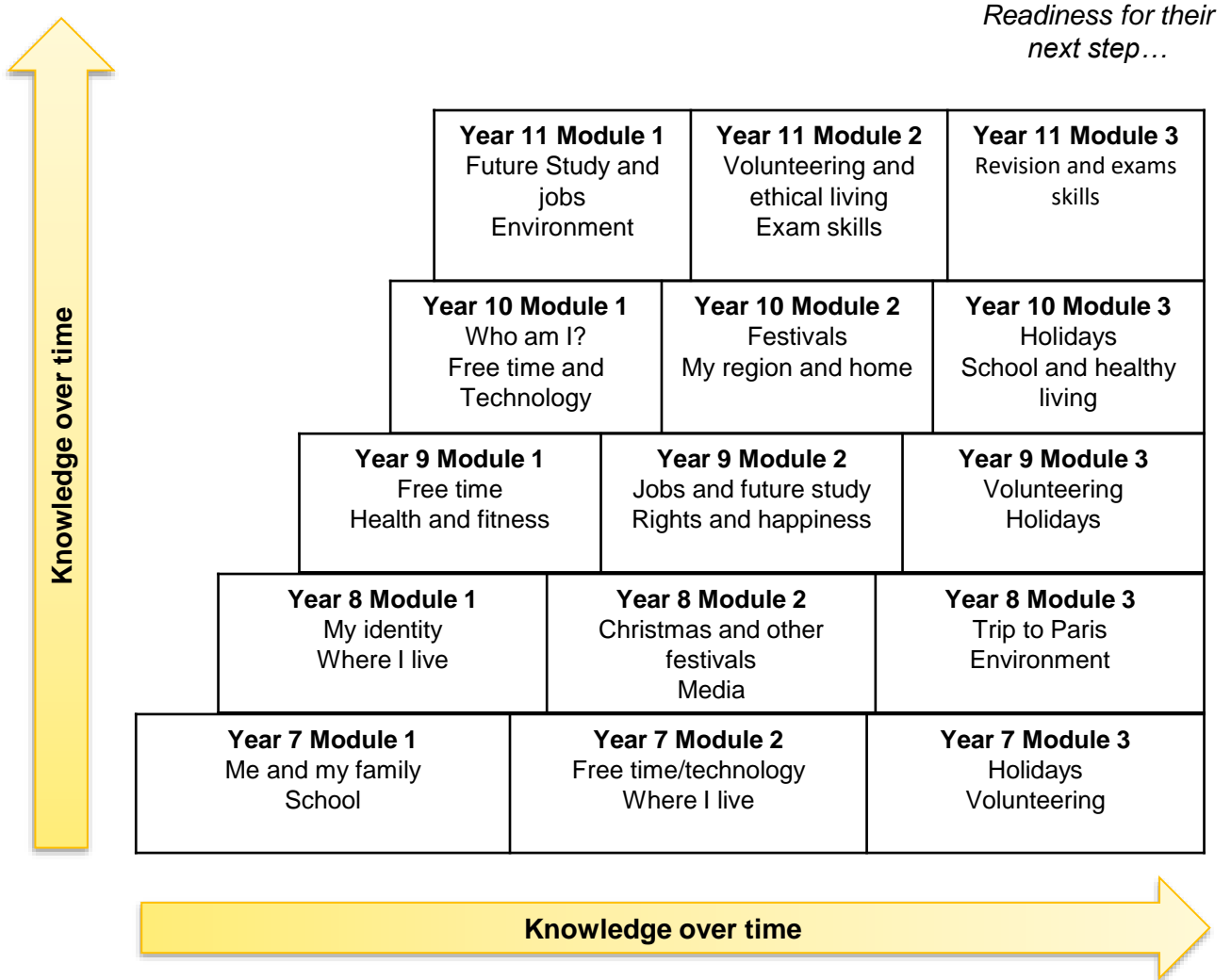
- An understanding of other cultures and societies
- A linguistic knowledge of sentence structure and grammar
- An awareness of types of tenses.

	Vision	Key Concepts and Key Skills
<b>Year 7</b>	For pupils to develop an interest and passion in learning and appreciating another language and cultures. All pupils, irrespective of background and prior knowledge, will feel successful and valued in languages.	Using the Gianfranco Conti EPI methodology, pupils will be introduced to new language in chunks. Pupils will understand the concept of gender and plurality, and how this affects language; know how word order may differ from English. Pupils will understand and use basic classroom target language (TL). They will develop their reading, listening, speaking, writing and translation skills and will be exposed to a range of authentic materials including songs and poems.
<b>Year 8</b>	For pupils to build on an excellent start to learning French in year 7 by expanding their knowledge of Francophone countries. Pupils will learn about cultural differences in celebrations and daily life. Another focus continues to be expressing information about oneself and caring for the environment.	Using the Gianfranco Conti EPI methodology, pupils will be introduced to new language in chunks. Pupils will build on their knowledge from year 7 by extending their sentences and fully developing and justifying their opinions. They will engage in debate on issues such as the environment, and learn to appreciate and celebrate cultural differences between countries. They will develop their reading, listening, speaking, writing and translation skills and will be exposed to range of authentic materials including songs, poems, videos and texts.
<b>Year 9</b>	For pupils to develop into confident linguists able to tackle the demands of the challenging GCSE course. For them to develop their knowledge of French and deepen their understanding of how language works, through a wide variety of topics.	Explicit teaching of tenses begins to occur in year 9. Pupils will use the models and examples they used throughout years 7 and 8 to help minimise the cognitive load in year 9. There will be repetition of key vocabulary and phrases, both topic-specific and more general. Pupils will develop their confidence in spoken and written French in production tasks and will be exposed to a range of authentic reading and listening resources through the use of songs, poems, videos and articles.
<b>Year 10</b>	For pupils to deepen their understanding of the language and also that of francophone countries. To develop knowledge of a range of themes which are relevant to their lives, immersing themselves in the culture and participating fully in French-speaking activities.	Alongside teaching of key topic themes and essential grammar, pupils will be exposed to exam skills that are specific to the GCSE course. This will cover all four skill areas of Listening, Speaking, Reading and Writing. As in Years 7-9, pupils will be expected to develop their independent learning skills, taking ownership of their vocabulary learning and memorisation of key terms and grammatical rules.
<b>Year 11</b>	For pupils to deepen their understanding of the language and also that of francophone countries. To develop knowledge of a range of themes which are relevant to their lives. To look ahead to becoming a global citizen, and broadening horizons by looking ahead to study of a language at A-level and beyond.	Alongside teaching of key topic themes and essential grammar, pupils will be exposed to exam skills that are specific to the GCSE course. This will cover all four skill areas of Listening, Speaking, Reading and Writing. As in Years 7-9, pupils will be expected to develop their independent learning skills, taking ownership of their vocabulary learning and memorisation of key terms and grammatical rules.



## French

Our Curriculum Progression Model is:



Key texts and websites that you can access to support their knowledge development in this subject include:

Year 10	Year 11
Exam Board website: <a href="https://www.aqa.org.uk/subjects/languages/qcse/french-8658">https://www.aqa.org.uk/subjects/languages/qcse/french-8658</a>	
BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/examspecs/zr8bmf">https://www.bbc.co.uk/bitesize/examspecs/zr8bmf</a>	
Oak Academy: <a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/french">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/french</a>	
Coffee Break podcast beginners: <a href="https://coffeebreaklanguages.com/tag/cbf-season-1/">https://coffeebreaklanguages.com/tag/cbf-season-1/</a>	
Coffee Break podcast intermediate: <a href="https://coffeebreaklanguages.com/tag/cbf-season-2/">https://coffeebreaklanguages.com/tag/cbf-season-2/</a>	
News in Slow French for beginners: <a href="https://www.newsinslowfrench.com/french-for-beginners">https://www.newsinslowfrench.com/french-for-beginners</a>	
Duolingo: <a href="https://www.duolingo.com/">https://www.duolingo.com/</a>	

Year 7	Year 8	Year 9
School provided sentence builders in their Knowledge Organiser BBC Bitesize Oak Academy Alain le Lait songs on Youtube Coffee Break French podcast	School provided sentence builders in their Knowledge Organiser BBC Bitesize Oak Academy Coffee Break French podcast Duolingo app	School provided sentence builders in their Knowledge Organiser BBC Bitesize Oak Academy Coffee Break French podcast News in Slow French podcast



## Mandarin

### Curriculum Overarching Intent

Learning a foreign language is an empowering experience. It provides an opening to other cultures. A high-quality language education at St Wilfrid's will foster pupils' curiosity and deepen their understanding of the world. The teaching will enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It will also provide opportunities for pupils to communicate for practical purposes through the recycling of core structures, learn new ways of thinking and the strategies needed to interact with authentic materials in the original language. Language teaching in year 7 to 9 will provide the foundation for learning further languages and to begin to manipulate language for creative means.

### Prior Learning

- An understanding of other cultures and societies
- A linguistic knowledge of sentence structure and grammar
- An awareness of types of tenses.

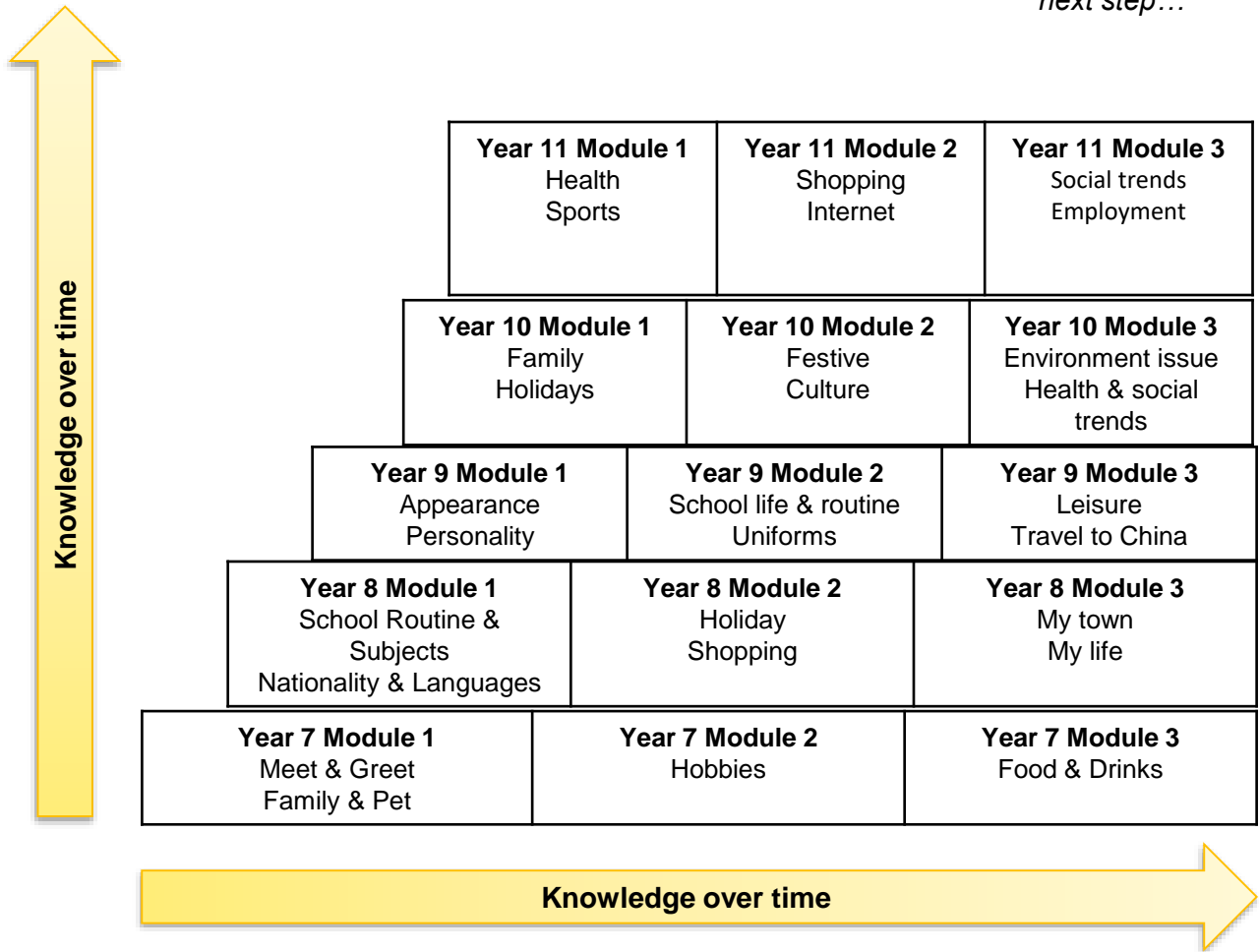
	Vision	Key Concepts and Key Skills
<b>Year 7</b>	To understand and respond to spoken and written language from a variety of authentic sources.	Pinyin, intonation, basic characters, Chinese radicals, basic sentence structures.
<b>Year 8</b>	To speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.	Chinese characters, connection of radicals and vocabulary, usage of two tenses, complex sentences with simple connectives, usage of adverbs in frequency.
<b>Year 9</b>	To write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. To discover and develop an appreciation of a range of writing in the language studied.	Chinese characters, forming of vocabulary and words, usage of three tenses, complex sentences with varies connectives, usage of adverbs in frequency and degree
<b>Year 10</b>	To review comparatives, superlatives, relative clauses and prepositions. Students will begin to be more creative and less structured. They will ask and answer a variety of unprepared questions. To interact with a variety of materials, authentic and exam based, begin to enrich their vocabulary with more complex language suitable to GCSE.	Chinese characters writing, creativity in forming sentences with varies connectives, usage of adverbs in frequency and degree, writing structured paragraph to discuss on a certain topic, usage of three tenses, usage of higher level grammar with challenging phrases
<b>Year 11</b>	To use indirect object pronouns in complex sentences with varied tenses, connectives and will use varied vocabulary to give arguments for and against. To follow a bespoke scheme of work as designed by the class teacher, following the mock examinations and address learning gaps, as identified in the mock exams.	Examination skill in listening, reading, speaking and writing



## Mandarin

**Our Curriculum Progression Model is:**

*Readiness for their next step...*



**Key texts and websites that you can access to support their knowledge development in this subject include:**

Year 10		Year 11	
Exam Board website: <a href="https://www.aqa.org.uk/subjects/languages/gcse/chinese-spoken-mandarin-8673">https://www.aqa.org.uk/subjects/languages/gcse/chinese-spoken-mandarin-8673</a>			
Mandarinmatrix.com Quizlet.com Blooket.com Duolingo		Mandarinmatrix.com Quizlet.com Blooket.com Duolingo	
<a href="http://www.secondaryschoolchinese.com/flipbooks/A_QA_flipbook/flip-book.html">www.secondaryschoolchinese.com/flipbooks/A_QA_flipbook/flip-book.html</a>		<a href="http://www.secondaryschoolchinese.com/flipbooks/A_QA_flipbook/flip-book.html">www.secondaryschoolchinese.com/flipbooks/A_QA_flipbook/flip-book.html</a>	
<a href="http://www.secondaryschoolchinese.com/flipbooks/A_QA_B2_flipbook/flip-book.html">www.secondaryschoolchinese.com/flipbooks/A_QA_B2_flipbook/flip-book.html</a>		<a href="http://www.secondaryschoolchinese.com/flipbooks/A_QA_B2_flipbook/flip-book.html">www.secondaryschoolchinese.com/flipbooks/A_QA_B2_flipbook/flip-book.html</a>	
Year 7	Year 8		Year 9
Gochinese.com Quizlet.com Blooket.com	Gochinese.com Mandarinmatrix.com Quizlet.com Blooket.com		Gochinese.com Mandarinmatrix.com Quizlet.com Blooket.com Duolingo





## Design Technology

### Curriculum Overarching Intent

We aim to use an iterative and explorative design cycle to empower students to become creative and critical thinkers. To find solutions to everyday problems that meet users' needs and make the world a better environment for all in an inclusive way.

### Prior Learning

- Awareness of the design cycle. We want you to try to always be improving your ideas and looking for new solutions.
- Meeting user needs. We want you to think about what your users need every step of the way so your design is 'human centred.'
- Making the world a better environment. We want you to help protect and improve the world for future generations to come.

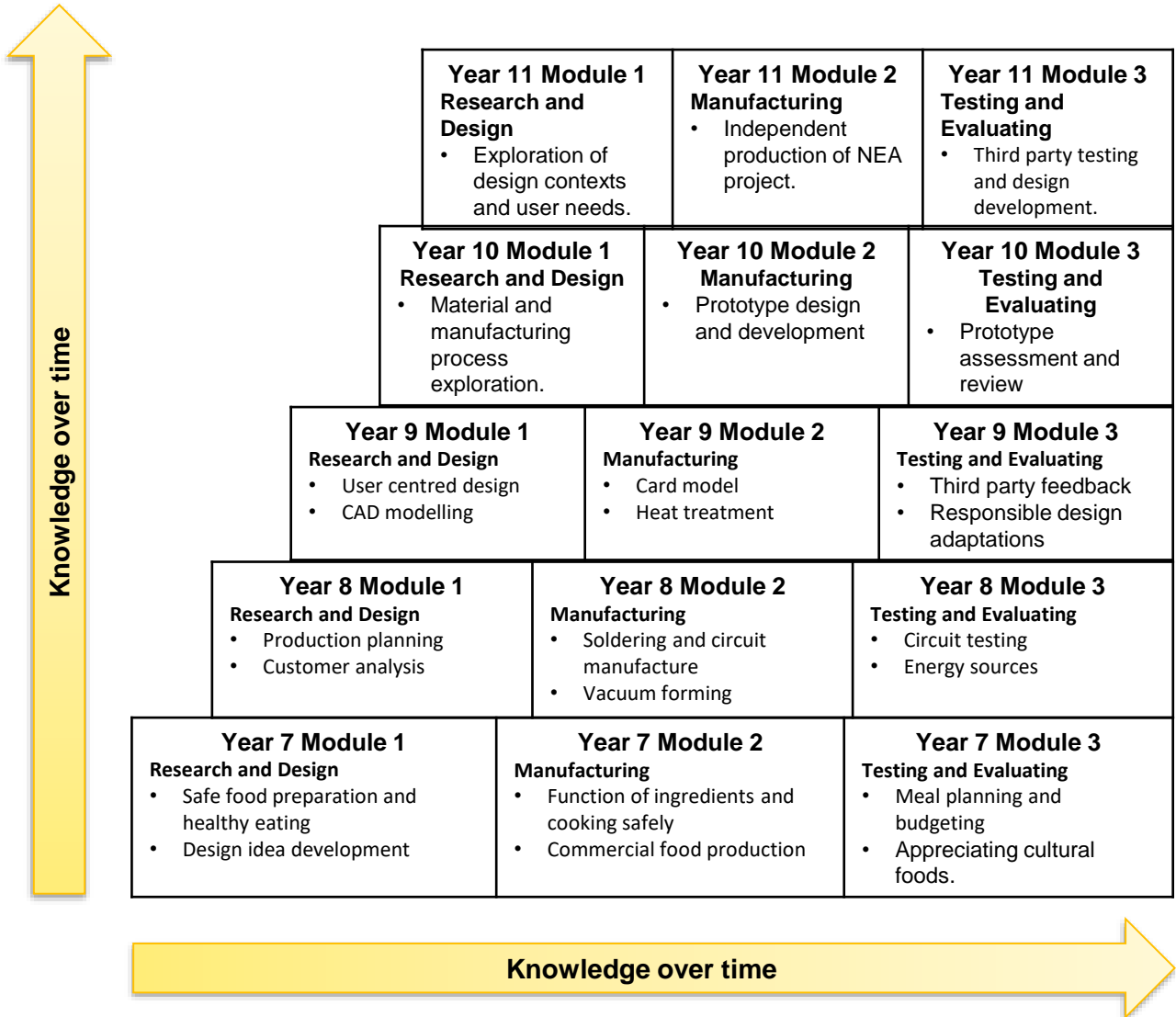
	Vision	Key Concepts and Key Skills
<b>Year 7</b>	Pupils will explore the design process through food technology. They will work with a range of ingredients and equipment to produce a range of dishes considering other cultures and individual dietary needs.	<ul style="list-style-type: none"> <li>• Healthy Eating</li> <li>• Cook a range of dishes</li> <li>• Cooking techniques</li> <li>• Appropriate ingredients</li> <li>• Taste, smell and texture</li> <li>• Food Sourcing</li> </ul>
<b>Year 8</b>	Pupils will develop their understanding of the design process through the design and manufacture of an electronic product. They will work with resistant materials and hand tools to produce a functional and personalised product.	<ul style="list-style-type: none"> <li>• Structural knowledge – shape and form</li> <li>• Material and Component Properties – timbers and polymers</li> <li>• Manufacturing Processes – vacuum forming, laser cutting and hand tools</li> <li>• Power Sources</li> </ul>
<b>Year 9</b>	Pupils will consolidate their knowledge of the design process through engineering and computer aided drawing. They will work with engineering materials and equipment to produce an inclusive design and user centred product.	<ul style="list-style-type: none"> <li>• Structural knowledge – strength and durability</li> <li>• Material and Component Properties – ferrous and non-ferrous metals</li> <li>• Manufacturing Processes – heat treatment and engineering hand tools</li> <li>• Design Communication and realisation</li> </ul>
<b>Year 10</b>	Pupils will broaden their awareness of new technologies, sustainability and user centred design through a mini NEA project and investigate a wider range of material properties and manufacturing processes in a real work shop environment.	<ul style="list-style-type: none"> <li>• New and emerging technologies</li> <li>• Energy generation and storage</li> <li>• Materials and their working properties</li> <li>• Selection of materials and components</li> <li>• Ecological issues in the design and manufacture of products.</li> <li>• Developments in new materials</li> </ul>
<b>Year 11</b>	Pupils will action their learning from Y10 by choosing a live task to carry out for their NEA project. They will independently develop design solutions and manufacture prototypes to solve a design challenge whilst reinforcing their transferrable skills and knowledge of products for the examination.	<ul style="list-style-type: none"> <li>• Systems approach to designing</li> <li>• Mechanical devices</li> <li>• Specialist techniques and processes</li> <li>• A range of tools, equipment and processes that can be used to shape, fabricate, construct and assemble high quality prototypes, as appropriate to the materials and/or components being used.</li> </ul>



## Design Technology

**Our Curriculum Progression Model is:**

*Readiness for their next step...*



**Key texts and websites that you can access to support their knowledge development in this subject include:**

Year 10		Year 11	
<b>Exam Board website:</b> <a href="https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552">https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552</a>			
<a href="https://www.data.org.uk/news/">https://www.data.org.uk/news/</a> <a href="https://www.vam.ac.uk/">https://www.vam.ac.uk/</a> <a href="http://www.kupper.org.uk/">http://www.kupper.org.uk/</a>		<a href="https://www.stem.org.uk/design-technology">https://www.stem.org.uk/design-technology</a> <a href="https://www.instructables.com/">https://www.instructables.com/</a> <a href="https://www.theiet.org/about/">https://www.theiet.org/about/</a>	
Year 7	Year 8	Year 9	
<a href="http://www.BBC.co.uk/bitesize">www.BBC.co.uk/bitesize</a> : Food technology <a href="http://helenhudspith.easycgi.com">http://helenhudspith.easycgi.com</a> - food technology <a href="http://www.bbc.co.uk/food">www.bbc.co.uk/food</a> CGP books: Food prep and Nutrition	<a href="http://www.BBC.co.uk/bitesize">www.BBC.co.uk/bitesize</a> : Electronics <a href="http://Technologystudent.com">http://Technologystudent.com</a> - Materials technology <a href="http://www.electronics-tutorials">www.electronics-tutorials</a> - logic circuits	<a href="http://www.BBC.co.uk/bitesize">www.BBC.co.uk/bitesize</a> : Design engineering <a href="http://Technologystudent.com">http://Technologystudent.com</a> - equipment and processes <a href="http://www.bsigroup.com">www.bsigroup.com</a> - engineering drawing standards	



## ICT & Computing

### Curriculum Overarching Intent

Students will build upon ICT and Computing knowledge from Key Stage 2. They will be introduced to logical thinking and the use of programming. Learners will gain a deeper understanding of word processing and spreadsheet modelling that can be used throughout their further study.

### Prior Learning

- Scratch game development
- E-safety
- Word processing

	Vision	Key Concepts and Key Skills
Year 7	Students will learn how to use computers and safely and effectively. They will build upon previous knowledge of e-safety from Key Stage 2 e.g. how to use email and websites securely. They will also use graphical programming language to help students learn to write code and engage in creative thinking using Scratch	<ul style="list-style-type: none"> <li>• Using email</li> <li>• Web security</li> <li>• Creating sprites and scripts</li> <li>• Making Variables</li> </ul>
Year 8	Students will learn how use word processing skills and features effectively using Microsoft Word. They will Explore the use of copyright and target audience to design a game. Students will also be introduced into text-based programming with Python.	<ul style="list-style-type: none"> <li>• Word processing styles, formatting and inserting elements</li> <li>• Game planning and user interfaces</li> <li>• Python programming concepts</li> </ul>
Year 9	Students will learn about the different elements of a computer, including binary conversions. They will develop spreadsheet modelling skills that can help in further education and the real world. They will learn about algorithms and ciphers and the use of decomposition and abstraction	<ul style="list-style-type: none"> <li>• Computer hardware</li> <li>• Number conversions</li> <li>• Networking</li> <li>• Spreadsheet formatting and formulae</li> <li>• Abstraction and decomposition</li> <li>• Binary addition</li> </ul>
Year 10	<p><u>GCSE Computer Science</u> Students will learn about the purpose of the CPU and its functionality as well as embedded systems. Develop knowledge on primary and data storage, secondary storage. Students will start to develop hands on programming skills using basic programming constructs in Python and sub programs and string manipulation. They will learn about computational thinking and designing algorithms. Also, they will develop knowledge of networking e.g. client and P2P, encryption, addressing and protocols</p> <p><u>BTEC Technical Digital IT</u> Students will cover a wider range of devices, factors which affect choice and use of language. Students need to appreciate the importance of planning and will develop an understanding of a range of tools. Students use their theoretical understanding of UI design to develop a system for a given scenario. They will develop an understanding of cloud storage and introduce the cloud, cyber security and the impacts of modern technologies.</p>	<ul style="list-style-type: none"> <li>• Computer hardware</li> <li>• Embedded systems</li> <li>• Primary and secondary storage</li> <li>• Programming constructs</li> <li>• Sub programs and string manipulation</li> <li>• Computational thinking</li> <li>• Algorithms</li> <li>• Networking</li> <li>• Devices</li> <li>• Types of interface</li> <li>• Planning</li> <li>• Interface development</li> <li>• Cloud storage and computing</li> <li>• Cyber security</li> </ul>
Year 11	<p><u>GCSE Computer Science</u> Students will develop their practical skills to implement more robust programming, leading to testing and refining programs, Boolean logic, circuits and truth tables. Build on network knowledge, looking at network security and risks and identifying and preventing vulnerabilities. Students will learn about system software and operating system responsibilities. Build upon logical skills to look at additional programming techniques e.g. file handling and arrays</p> <p><u>BTEC Technical Digital IT</u> Develop student's knowledge of digital systems and the broader implications of their use. Investigate a range of data collection methods and how each can affect the quality of the data and how they can be used. Develop spreadsheet skills e.g. formatting, formula, functions, graphs, macros. Produce a data dashboard which analyses and presents data in a user-friendly format. Create a series of data summaries.</p>	<ul style="list-style-type: none"> <li>• Robust programming</li> <li>• Boolean logic</li> <li>• Circuits</li> <li>• Truth tables</li> <li>• Network risks and security</li> <li>• System software</li> <li>• File handling and arrays</li> <li>• Data collection and methods</li> <li>• Data sources</li> <li>• Data quality</li> <li>• Spreadsheet modelling skills</li> <li>• Produce a dashboard</li> <li>• Data analysis</li> <li>• Data summaries</li> </ul>

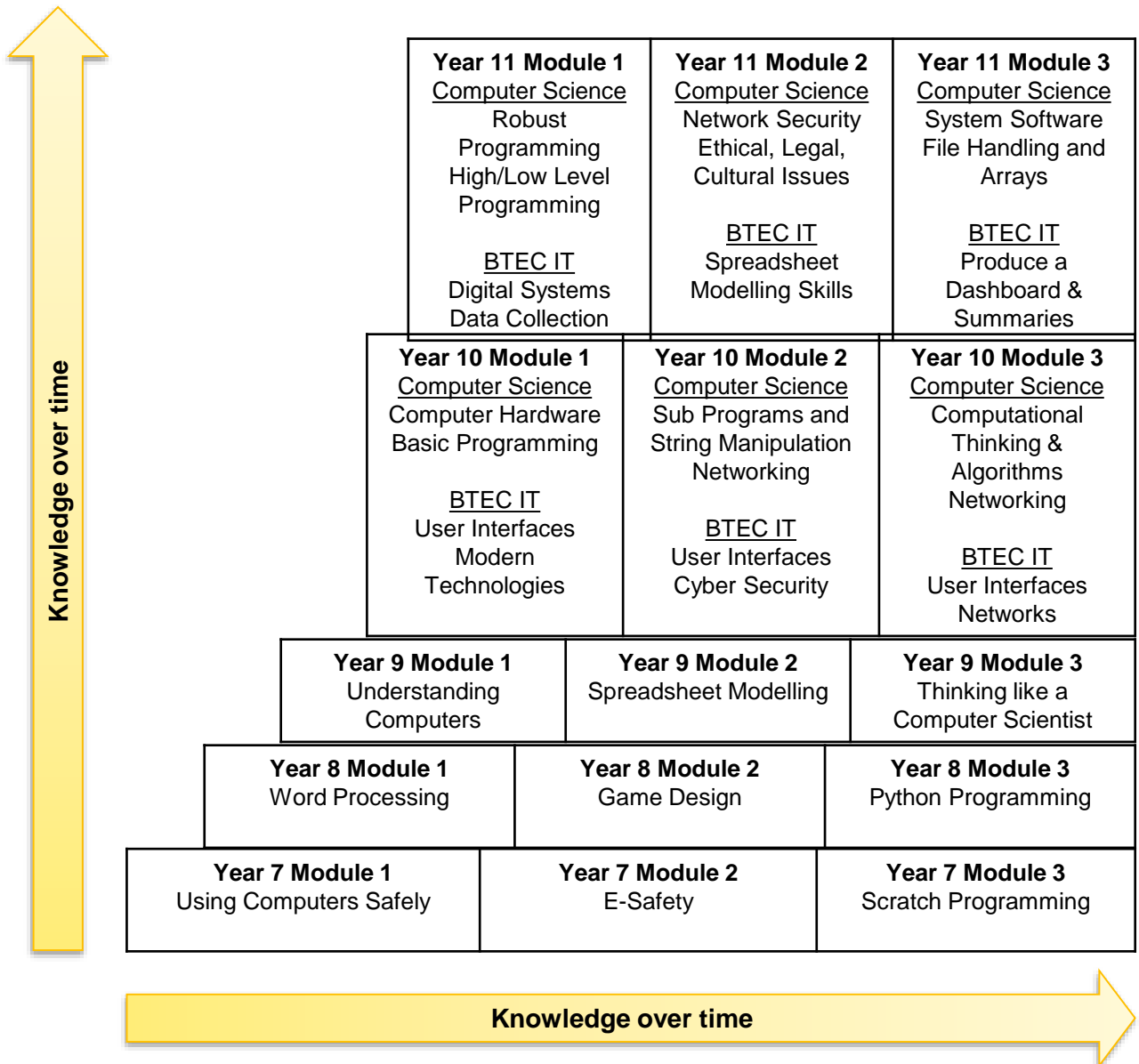
# St Wilfrid's RC College



## ICT & Computing

Our Curriculum Progression Model is:

*Readiness for their next step...*



Key texts and websites that you can access to support their knowledge development in this subject include:

BTEC DIT		GCSE Computer Science	
Exam Board website:			
<a href="https://www.bbc.co.uk/bitesize/subjects/zqmtsbk">https://www.bbc.co.uk/bitesize/subjects/zqmtsbk</a> <a href="https://www.youtube.com">www.youtube.com</a> <a href="https://www.knowitallninja.com/">https://www.knowitallninja.com/</a>		<a href="https://www.bbc.co.uk/bitesize/subjects/z34k7ty">https://www.bbc.co.uk/bitesize/subjects/z34k7ty</a> <a href="https://www.youtube.com">www.youtube.com</a> <a href="https://computerscienceuk.com/">https://computerscienceuk.com/</a> <a href="https://www.codecademy.com/">https://www.codecademy.com/</a>	
Year 7	Year 8	Year 9	
<a href="https://www.bbc.co.uk/bitesize/guides/z9n9q6f/revision/1">https://www.bbc.co.uk/bitesize/guides/z9n9q6f/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zrtrd2p/revision/1">https://www.bbc.co.uk/bitesize/guides/zrtrd2p/revision/1</a>	<a href="https://www.bbc.co.uk/bitesize/subjects/zvc9q6f">https://www.bbc.co.uk/bitesize/subjects/zvc9q6f</a> <a href="https://www.wikihow.com/Use-Microsoft-Word">https://www.wikihow.com/Use-Microsoft-Word</a>	<a href="https://www.bbc.co.uk/bitesize/subjects/zvc9q6f">https://www.bbc.co.uk/bitesize/subjects/zvc9q6f</a> <a href="https://www.bbc.co.uk/bitesize/guides/zdydmp3/revision/1">https://www.bbc.co.uk/bitesize/guides/zdydmp3/revision/1</a>	



## Art & Design

### Curriculum Overarching Intent

We aim to empower students to become creative and critical thinkers through a variety of learning experiences and approaches in art & design. To inspire, challenge and motivate students to develop their skills, to explore, create and communicate their own ideas in response to contextual sources.

### Prior Learning

- Awareness of the Formal elements
- Experience of a range of art materials
- Knowledge of artists, craft makers and designers
- Use of specific art vocabulary

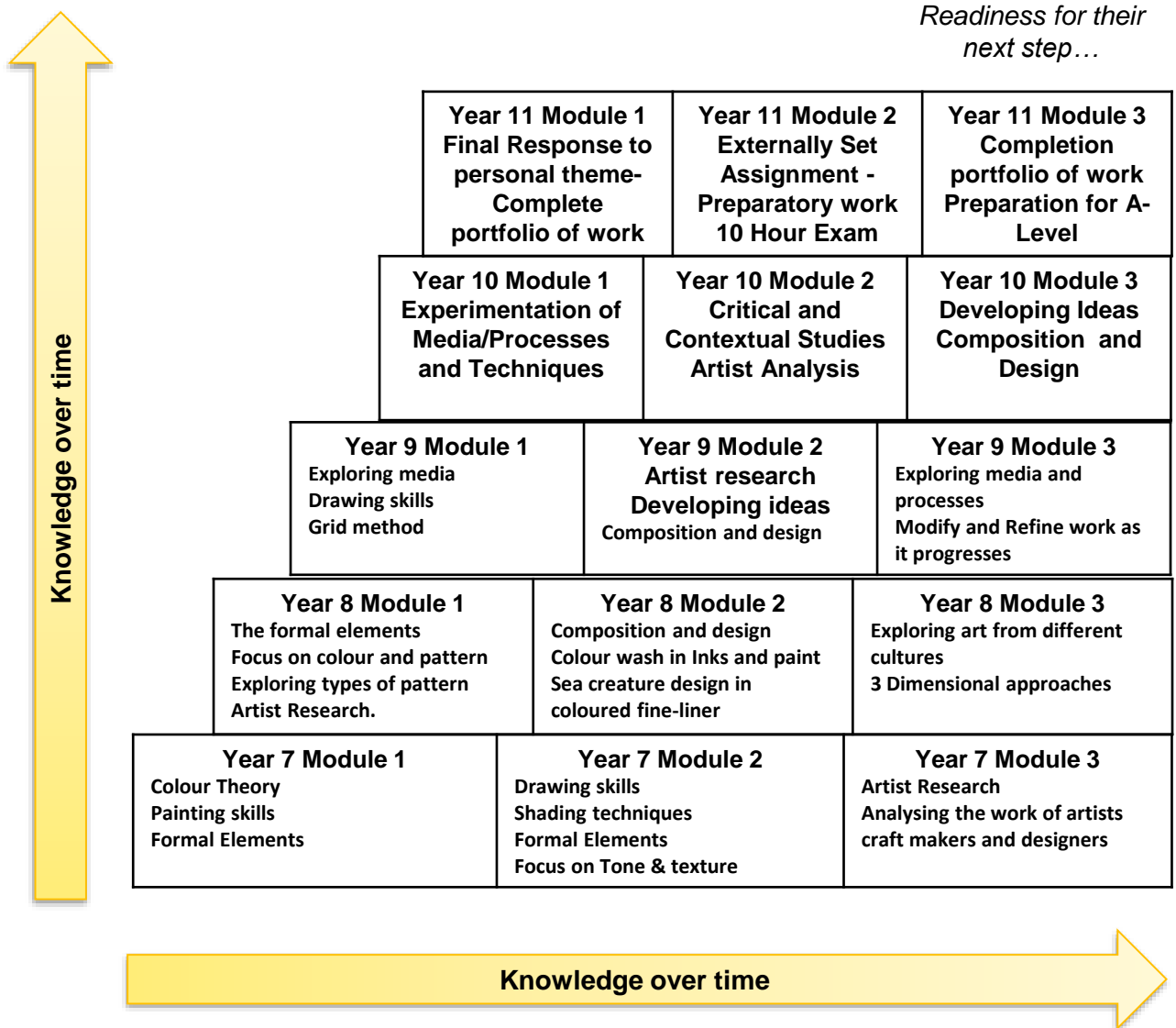
	Vision	Key Concepts and Key Skills
Year 7	Pupils will explore formal elements focusing on colour theory and drawing techniques. They will develop painting skills alongside basic colour mixing. Pupils will focus on learning a range of shading techniques using graphite pencil to produce tone and texture in their work.	<ul style="list-style-type: none"> <li>• Knowledge of the Formal elements: Line Tone shape form space colour pattern and texture.</li> <li>• Basic Colour Theory</li> <li>• Painting skills</li> <li>• Drawing techniques</li> </ul>
Year 8	Pupils will explore formal elements focusing on pattern, shape and colour. Through researching the work of artists they will learn to analyse and evaluate. They will investigate organic and geometric patterns to discover the differences. They will experiment with composition and design ideas to produce their own final response.	<ul style="list-style-type: none"> <li>• Formal Elements Focus: colour and pattern</li> <li>• Composition &amp; Design</li> <li>• Exploring organic and geometric pattern</li> <li>• Artist research</li> </ul>
Year 9	Pupils will consolidate their knowledge of the formal elements and investigate a wide range of media and processes. Pupils will research the work of artists to help develop their own ideas and broaden critical understanding to prepare for GCSE. Pupils will learn to reflect and analyse their own art work in order to modify and refine as the work progresses.	<ul style="list-style-type: none"> <li>• Exploring media</li> <li>• Artist research and analysis</li> <li>• Portraits</li> <li>• Scaling up and down using a grid</li> <li>• Art Processes</li> </ul>
Year 10	Pupils will be immersed in a range of techniques and processes to encourage independent experimentation. Emphasis will be on building skills in drawing, painting, printmaking, textiles and sculpture. Pupils will begin to look at artists, crafts people and designers in more depth to act as a springboard to help develop their own ideas. Pupils will start to explore composition to communicate meaning.	<ul style="list-style-type: none"> <li>• Artist Research</li> <li>• Exploring and refining media</li> <li>• Developing ideas</li> <li>• Composition and design</li> <li>• Creating a portfolio of work</li> </ul>
Year 11	Pupils will begin to create final outcomes in response to contextual research. Through sustained investigation they will complete a comprehensive portfolio of work. Pupils will analyse and evaluate their own work to conclude their personal journey.	<ul style="list-style-type: none"> <li>• Artist Research</li> <li>• Exploring and refining media</li> <li>• Developing ideas</li> <li>• Composition and design</li> <li>• Creating a portfolio of work</li> <li>• Preparatory work for externally set task</li> </ul>

# St Wilfrid's RC College



## Art & Design

Our Curriculum Progression Model is:



Key texts and websites that you can access to support their knowledge development in this subject include:

Year 10	Year 11
<b>Exam Board website:</b> <a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206</a>	
<a href="https://www.studentartguide.com/">https://www.studentartguide.com/</a> <a href="https://www.tate.org.uk/">https://www.tate.org.uk/</a> Home - National Portrait Gallery (npg.org.uk) <a href="https://baltic.art">https://baltic.art</a> <a href="https://thebiscuitfactory.com">https://thebiscuitfactory.com</a> GCSE Art and Design - BBC Bitesize	<a href="https://www.studentartguide.com/">https://www.studentartguide.com/</a> <a href="https://www.tate.org.uk/">https://www.tate.org.uk/</a> Home - National Portrait Gallery (npg.org.uk) <a href="https://baltic.art">https://baltic.art</a> <a href="https://thebiscuitfactory.com">https://thebiscuitfactory.com</a> GCSE Art and Design - BBC Bitesize
<a href="https://bbc.co.uk/bitesize/topics/z9kmhyc">https://bbc.co.uk/bitesize/topics/z9kmhyc</a> <a href="https://geoffthompson.net">https://geoffthompson.net</a> <a href="https://j-vincent-scarpace.pixels.com">https://j-vincent-scarpace.pixels.com</a>	<a href="https://yellena.com">https://yellena.com</a> <a href="https://bbc.co.uk/bitesize/topics/z9kmhyc">https://bbc.co.uk/bitesize/topics/z9kmhyc</a>
Mark Powell – Mark Powell Art (markpowellartist.com) <a href="https://bbc.co.uk/bitesize/topics/z9kmhyc">https://bbc.co.uk/bitesize/topics/z9kmhyc</a>	



## Music

### Curriculum Overarching Intent

Our curriculum aims to develop the three interrelated musical skills of performance, composition and listening/appraising, to build confident and independent musicianship, developing outstanding musicians. Pupils will be given performance opportunities in a range of styles (both ensemble and solo), listen to a range of classical and popular styles as well as completing composition and improvisation tasks using keyboard and other technology.

### Prior Learning

- *Ensemble singing*
- *Strings, brass, woodwind and percussion skills developed through the Wider Opportunities provision*
- *Understanding of some musical elements*

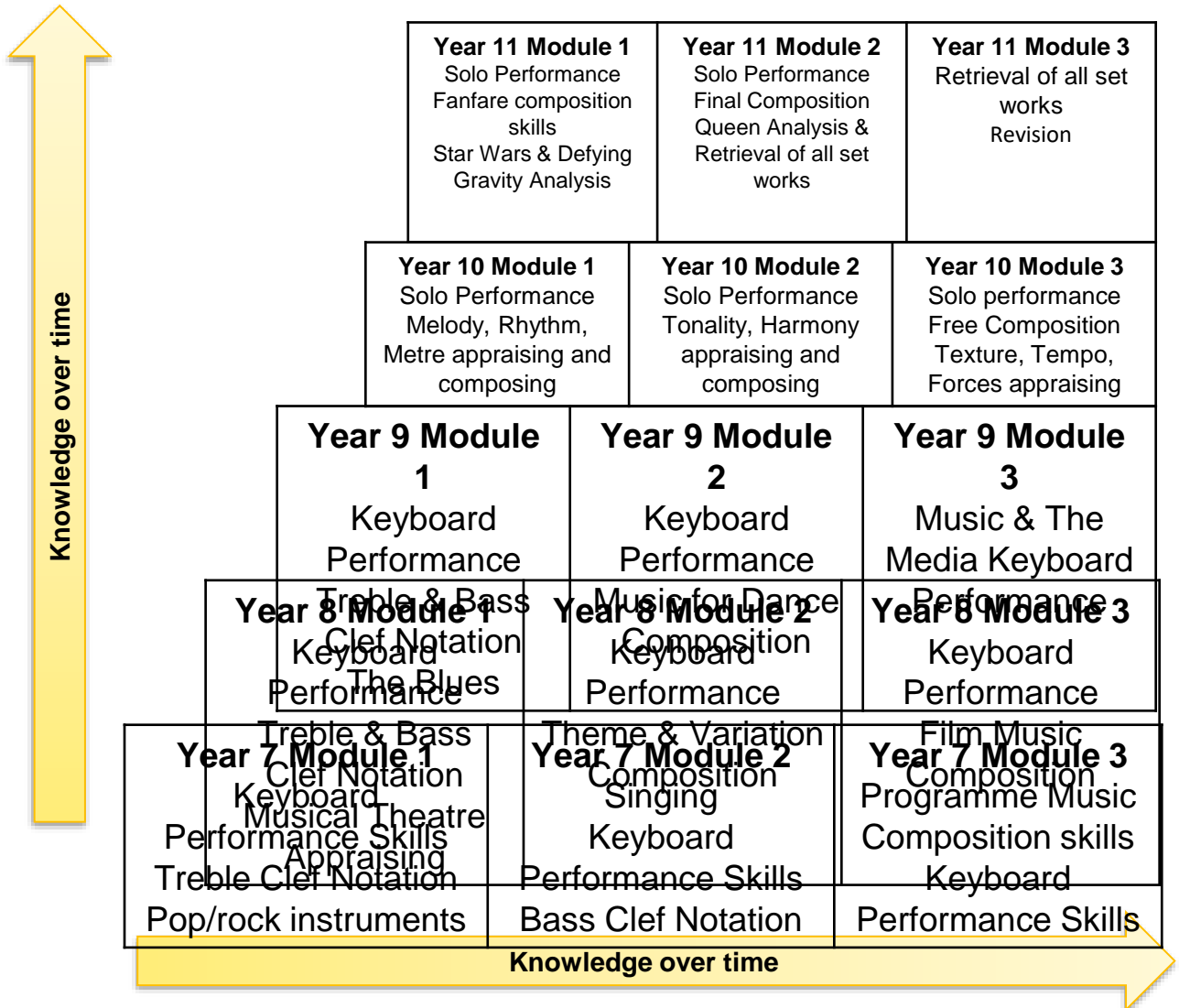
	Vision	Key Concepts and Key Skills
<b>Year 7</b>	Music is a practical, challenging subject where pupils will begin their musical journey as keyboard players, readers of standard notation and analyses. Music is inclusive and engaging and pupils are inspired to embrace extracurricular opportunities.	<ul style="list-style-type: none"> <li>• Simple 'hands-together' keyboard playing</li> <li>• Treble and bass clef notations</li> <li>• Musical elements</li> <li>• Chords in C major</li> <li>• Ensemble singing in parts and solos focusing on technique</li> <li>• Programme music analysis and composition</li> </ul>
<b>Year 8</b>	Music continues to be practical and engaging where pupils are introduced to music technology to aid their composition as well as an ever-expanding range of music to appraise.	<ul style="list-style-type: none"> <li>• Simple 'hands-together' keyboard playing</li> <li>• Treble and bass clef notations</li> <li>• Musical elements and extended vocabulary using Italian musical terms</li> <li>• Use of music technology and standard notation to compose</li> <li>• Theme and variation composition and analysis – how to develop a melody</li> <li>• Film music analysis and composition using ostinati, drone, composing heroic melodies with melodic devices</li> </ul>
<b>Year 9</b>	Pupils continue their musical journey and as performers can specialise in their chosen instrument. Pupils engage with classical music from adverts.	<ul style="list-style-type: none"> <li>• Simple 'hands-together' keyboard playing moving onto more rhythmically complex pieces.</li> <li>• Treble and bass clef notations</li> <li>• Musical elements and extended vocabulary using Italian musical terms</li> <li>• Use of music technology and standard notation to compose</li> <li>• Music for dance</li> <li>• Music and the media analysis and performance</li> </ul>
<b>Year 10</b>	The curriculum aims to broaden musical experience and interests, develop imagination and foster creativity. It will develop knowledge, understanding and skills needed to communicate effectively as musicians	<ul style="list-style-type: none"> <li>• Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used</li> <li>• Develop composing skills to organise musical ideas and make use of appropriate resources</li> <li>• Broaden musical experience and interests, develop imagination and foster creativity</li> <li>• Develop knowledge, understanding and skills needed to communicate effectively as musicians</li> </ul>
<b>Year 11</b>	The curriculum encourages students to engage critically and creatively with a wide range of music, develop an understanding of the place of music in different cultures	<ul style="list-style-type: none"> <li>• Analysing AOS3 set works 'Music for Stage and Screen'</li> <li>• Retrieval work to all set works covered in year 10 and new teaching to fill in any gaps in knowledge</li> <li>• Develop compositional skills through a 'Learning to Compose' fanfare composition module</li> </ul>



## Music

Our Curriculum Progression Model is:

*Readiness for their next step...*



Key texts and websites that you can access to support their knowledge development in this subject include:

Year 10	Year 11
Exam Board website:	
Year 10: <a href="https://www.educas.co.uk/qualifications/music-gcse#tab_overview">https://www.educas.co.uk/qualifications/music-gcse#tab_overview</a>	
Year 11: <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.htm">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.htm</a>	
<ul style="list-style-type: none"> <li><a href="https://www.bbc.co.uk/bitesize/examspecs/zbmct39">https://www.bbc.co.uk/bitesize/examspecs/zbmct39</a></li> </ul>	<ul style="list-style-type: none"> <li>Edexcel GCSE Anthology of Music</li> <li><a href="https://www.youtube.com/channel/UCDwZYHEpHBU_phq0Ue0mJEw">https://www.youtube.com/channel/UCDwZYHEpHBU_phq0Ue0mJEw</a></li> <li><a href="https://www.bbc.co.uk/bitesize/examspecs/z6chkmn">https://www.bbc.co.uk/bitesize/examspecs/z6chkmn</a></li> </ul>

Year 7	Year 8	Year 9
<a href="https://www.bbc.co.uk/bitesize/subjects/zmsvr82">https://www.bbc.co.uk/bitesize/subjects/zmsvr82</a>	<a href="https://www.bbc.co.uk/bitesize/subjects/zmsvr82">https://www.bbc.co.uk/bitesize/subjects/zmsvr82</a>	<a href="https://www.bbc.co.uk/bitesize/subjects/zmsvr82">https://www.bbc.co.uk/bitesize/subjects/zmsvr82</a>





## Physical Education

### Curriculum Overarching Intent

The Core PE curriculum at St. Wilfrid's aims to allow pupils to be physically active in order to develop the performance of key skills and attributes in a range of sports, to promote lifelong participation and inspire individuals to perform, succeed and excel in a competitive environment.

### Prior Learning

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

	Vision	Key Concepts and Key Skills
Year 7	<b>CONTROL:</b> Understand the components of skills and be able to perform the techniques effectively.	<ul style="list-style-type: none"> <li>• Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</li> </ul>
Year 8	<b>PRECISION:</b> Perform the components of skills and refine the techniques for accuracy.	<ul style="list-style-type: none"> <li>• Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</li> <li>• Perform dances using advanced dance techniques within a range of dance styles and forms</li> <li>• Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</li> </ul>
Year 9	<b>FLUENCY:</b> Linking skills and movements together to gain a competitive advantage within a sporting situation.	<ul style="list-style-type: none"> <li>• Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>• Take part in competitive sports and activities outside school through community links or sports clubs.</li> </ul>
Year 10 & 11	<b>ORIGINALITY:</b> Demonstrating creativity to apply techniques and tactics in game situations to overcome opponents.	<ul style="list-style-type: none"> <li>• Use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</li> <li>• Develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance]</li> <li>• Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group</li> <li>• Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</li> <li>• Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</li> </ul>

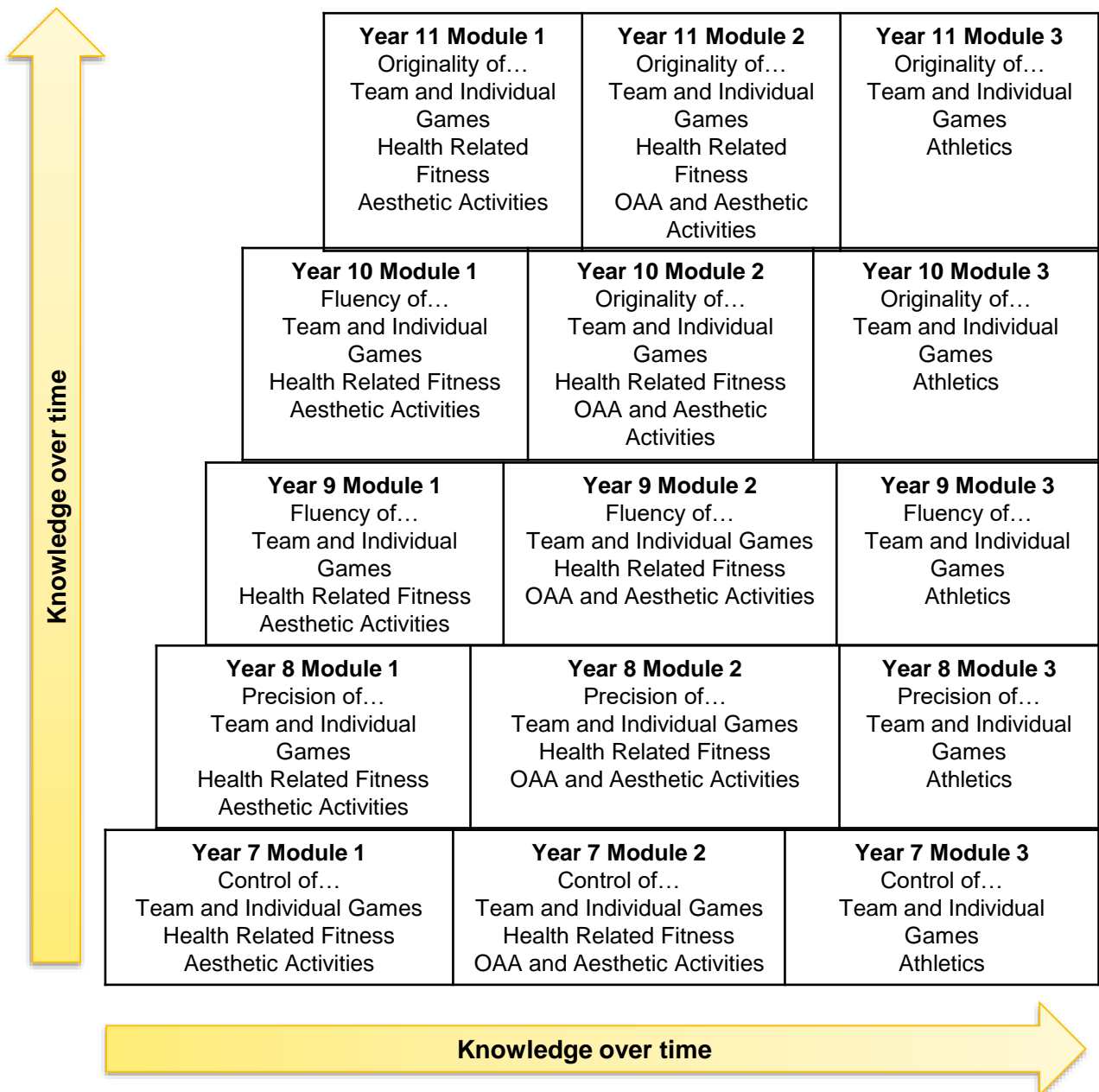
# St Wilfrid's RC College



## Physical Education

**Our Curriculum Progression Model is:**

*Readiness for their next step...*



**Key texts and websites that you can access to support their knowledge development in this subject include:**

### Year 10 & 11

Exam board website: [BTEC Firsts Sport \(2018\) | Pearson qualifications](#)  
[BTEC Sport Level 1 / 2 \(office.com\)](#)  
[Performance Evaluation Tests - more than 101 available \(brianmac.co.uk\)](#)  
[www.sportsleaders.org](#)  
[www.sportsofficialsuk.com](#)  
[Mr B - YouTube](#)

Team and Individual Games	Health related fitness	Aesthetic activities	OAA	Athletics
<a href="http://www.badmintonengland.co.uk">www.badmintonengland.co.uk</a> <a href="http://www.englandbasketball.co.uk">www.englandbasketball.co.uk</a> <a href="http://www.britishvolleyball.org">www.britishvolleyball.org</a> <a href="http://www.thefa.com">www.thefa.com</a> <a href="http://www.lta.org.uk">www.lta.org.uk</a> <a href="http://www.rfu.com">www.rfu.com</a>	<a href="#">BrianMac Sports Coach</a> Commons, R., Rizzo, G. and Swales, M. (2010) <i>Level 2 BTEC Firsts in Sport Student's Book</i> , OUP Oxford, (ISBN 978 1 85008 515 7)	<a href="http://www.british-gymnastics.org">http://www.british-gymnastics.org</a> <a href="#">EADA   England   NGB</a>	<a href="http://www.sportsleaders.org">www.sportsleaders.org</a> <a href="http://www.sportsofficialsuk.com">www.sportsofficialsuk.com</a> <a href="#">British Orienteering</a>	<a href="http://www.teamgb.com/">http://www.teamgb.com/</a> <a href="http://www.ukathletics.net">www.ukathletics.net</a> <a href="http://www.uk.gov.uk">www.uk.gov.uk</a>



## PSHE

### Curriculum Overarching Intent

PSHE will promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and help prepare pupils for the opportunities, responsibilities and experiences of later life.

### Prior Learning

Within KS2:

- Health & Wellbeing
  - Healthy lifestyles (physical wellbeing)
  - Mental health
  - Ourselves, growing and changing
  - Keeping safe
  - Drugs, alcohol and tobacco
- Relationships
  - Families and close positive relationships
  - Friendships
  - Managing hurtful behaviour and bullying
  - Safe relationships
  - Respecting self and others
- Living In The Wider World
  - Shared responsibilities
  - Communities
  - Media literacy & digital resilience
  - Economic wellbeing: Money
  - Economic wellbeing: Aspirations, work and career

**Key texts and websites that you can access to support their knowledge development in this subject include:**

Year 10	Year 11
BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/subjects/z3ckjxs">https://www.bbc.co.uk/bitesize/subjects/z3ckjxs</a>  <a href="https://www.bbc.co.uk/bitesize/careers">https://www.bbc.co.uk/bitesize/careers</a>  Oak Academy: <a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/rshe-pshe">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/rshe-pshe</a>	BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/subjects/z3ckjxs">https://www.bbc.co.uk/bitesize/subjects/z3ckjxs</a>  <a href="https://www.bbc.co.uk/bitesize/careers">https://www.bbc.co.uk/bitesize/careers</a>  Oak Academy: <a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/rshe-pshe">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/rshe-pshe</a>

Year 7	Year 8	Year 9
BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/subjects/ztvg9j6">https://www.bbc.co.uk/bitesize/subjects/ztvg9j6</a>  <a href="https://www.bbc.co.uk/bitesize/careers">https://www.bbc.co.uk/bitesize/careers</a>  Oak Academy: <a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/rshe-pshe">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/rshe-pshe</a>	BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/subjects/ztvg9j6">https://www.bbc.co.uk/bitesize/subjects/ztvg9j6</a>  <a href="https://www.bbc.co.uk/bitesize/careers">https://www.bbc.co.uk/bitesize/careers</a>  Oak Academy: <a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/rshe-pshe">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/rshe-pshe</a>	BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/subjects/ztvg9j6">https://www.bbc.co.uk/bitesize/subjects/ztvg9j6</a>  <a href="https://www.bbc.co.uk/bitesize/careers">https://www.bbc.co.uk/bitesize/careers</a>  Oak Academy: <a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/rshe-pshe">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/rshe-pshe</a>



## PSHE

	Vision	Key Concepts and Key Skills
<b>Year 7</b>	In Year 7, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.	<ol style="list-style-type: none"> <li>1. Self-concept</li> <li>2. Healthy Lifestyles</li> <li>3. Managing risk and personal safety</li> <li>4. Puberty and sexual health</li> <li>5. Positive relationships</li> <li>6. Relationship values</li> <li>7. Forming and maintaining respectful relationships</li> <li>8. Consent</li> <li>9. Bullying, abuse and discrimination</li> <li>10. Social influences</li> <li>11. Learning skills</li> <li>12. Choices and pathways</li> <li>13. Work and career</li> <li>14. Financial choices</li> <li>15. Media Literacy and digital resilience</li> </ol>
<b>Year 8</b>	In Year 8, students continue to build on the knowledge and understanding, skills, attributes and values they have acquired and developed during Year 7. PSHE education continues to teach the knowledge and skills which will equip them for the opportunities and challenges of life introducing mental health awareness, and topics associated with risk taking behaviour. Students continue to learn how to manage diverse relationships, their online lives, and increased financial realisation.	<ol style="list-style-type: none"> <li>1. Self-concept</li> <li>2. Mental Health and emotional wellbeing</li> <li>3. Healthy Lifestyles</li> <li>4. Drugs, alcohol and tobacco</li> <li>5. Managing risk and personal safety</li> <li>6. Positive relationships</li> <li>7. Forming and maintaining respectful relationships</li> <li>8. Bullying, abuse and discrimination</li> <li>9. Social influences</li> <li>10. Choices and pathways</li> <li>11. Work and career</li> <li>12. Financial choices</li> <li>13. Media Literacy and digital resilience</li> </ol>
<b>Year 9</b>	In Year 9, students continue to build on the knowledge and understanding, skills, attributes and values they have acquired and developed during Year 7 and Year 8. PSHE education continues to teach the knowledge and skills which will equip them for the opportunities and challenges of life introducing a variety of learning strategies in preparation for the start of their GCSEs, and a bespoke E-safety unit. Students continue to learn how to manage different relationships and how to make informed choices about the variety of different career pathways available to them when they leave school.	<ol style="list-style-type: none"> <li>1. Mental Health and emotional wellbeing</li> <li>2. Healthy Lifestyles</li> <li>3. Puberty and sexual health</li> <li>4. Positive relationships</li> <li>5. Relationship values</li> <li>6. Forming and maintaining respectful relationships</li> <li>7. Consent</li> <li>8. Contraception and parenthood</li> <li>9. Bullying, abuse and discrimination</li> <li>10. Social influences</li> <li>11. Learning skills</li> <li>12. Choices and pathways</li> <li>13. Work and career</li> <li>14. Media Literacy and digital resilience</li> </ol>
<b>Year 10</b>	In Year 10, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.	<ol style="list-style-type: none"> <li>1. Self-concept</li> <li>2. Drugs, alcohol and tobacco</li> <li>3. Managing risk and personal safety</li> <li>4. Sexual health and fertility</li> <li>5. Relationship values</li> <li>6. Consent</li> <li>7. Contraception and parenthood</li> <li>8. Bullying, abuse and discrimination</li> <li>9. Social influences</li> <li>10. Work and career</li> <li>11. Employment rights and responsibilities</li> <li>12. Media Literacy and digital resilience</li> </ol>
<b>Year 11</b>	In Year 11, students continue to deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during the previous four years. PSHE education continues to reflect the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.	<ol style="list-style-type: none"> <li>1. Self-concept</li> <li>2. Drugs, alcohol and tobacco</li> <li>3. Managing risk and personal safety</li> <li>4. Sexual health and fertility</li> <li>5. Relationship values</li> <li>6. Forming and maintaining respectful relationships</li> <li>7. Consent</li> <li>8. Contraception and parenthood</li> <li>9. Bullying, abuse and discrimination</li> <li>10. Social influences</li> <li>11. Choices and pathways</li> <li>12. Work and career</li> <li>13. Financial choices</li> <li>14. Media Literacy and digital resilience</li> </ol>



### Our Curriculum Progression Model is:

	Health & Wellbeing	Relationships	Living in the wider world		
	1.	2.	3.	4.	5.
<b>Ro</b> <b>ta</b> <b>11</b>	<ol style="list-style-type: none"> <li>The Law Relating to Sexual Exploitation</li> <li>Abusive Relationships</li> <li>Harmful Relationships</li> <li>The Characteristics Of A Positive One-To-One Intimate Relationship</li> <li>Pregnancy</li> <li>The Different Choices Made In Relation To A Pregnancy</li> <li>The Role Of The Parent</li> </ol>	<b>(Diocesan approved resourced)</b> <ol style="list-style-type: none"> <li>Authentic Freedom</li> <li>Self-Image</li> <li>Beliefs, values and attitudes</li> <li>Parenthood</li> <li>Pregnancy and abortion</li> <li>Abuse</li> <li>Solidarity</li> </ol>	<b>Work Related learning / Risks</b> <ol style="list-style-type: none"> <li>Labour market information</li> <li>Researching post 16 provision</li> <li>Writing CV's</li> <li>Writing personal statements</li> <li>Applications</li> <li>Drugs / Gangs / County Lines</li> <li>Alcohol</li> </ol>	<b>Financial Awareness / Risks</b> <ol style="list-style-type: none"> <li>Salaries</li> <li>Outgoings and debt</li> <li>Mortgages</li> <li>Financial risk and security</li> <li>Buying – Running – Maintaining a car</li> <li>Smoking</li> <li>Gambling</li> </ol>	
	<ol style="list-style-type: none"> <li>Legal and Illegal Drugs:</li> <li>The Risks Associated With Alcohol Consumption</li> <li>Addiction:</li> <li>Dangers Of Smoking</li> <li>Peer Pressure</li> <li>Alcohol And Risky Sexual Behaviour</li> <li>STI's And How They Are Transmitted</li> </ol>	<b>(Diocesan approved resourced)</b> <ol style="list-style-type: none"> <li>Authentic Freedom</li> <li>Self-Image</li> <li>Beliefs, values and attitudes</li> <li>Parenthood</li> <li>Pregnancy and abortion</li> <li>Abuse</li> <li>Solidarity</li> </ol>	<b>British Values / E-Safety</b> <ol style="list-style-type: none"> <li>Immigration</li> <li>Anti-Racism (+Islamophobia)</li> <li>Role of Parliament and how laws are made</li> <li>Equality and the Rule of Law</li> <li>Stereotyping</li> <li>Cybercrime</li> <li>AUP and real world</li> </ol>	<b>First Aid</b> <ol style="list-style-type: none"> <li>Basic Life support</li> <li>Basic life support – Patient is not breathing</li> <li>Bone, muscle and joint injuries</li> <li>Bleeding and Shock</li> <li>Chest pain</li> <li>Choking</li> <li>First Aid Scenarios</li> </ol>	<b>Work Related Learning</b> <ol style="list-style-type: none"> <li>Work Experience</li> <li>Interview skills</li> <li>Health + Safety</li> <li>Suitable skills</li> <li>Acceptable behaviour</li> <li>Persistence and resilience</li> <li>Zenith (External Employment Solutions)</li> </ol>
	<ol style="list-style-type: none"> <li>Physical Activity and Mental Well-Being:</li> <li>The Characteristics Of A Healthy Life-Style</li> <li>Blood, Organ And Stem Cell Donation</li> <li>A Healthy Diet X1</li> <li>A Healthy Diet X2</li> <li>How Choices Made About Sex And Relationships Affect Health</li> <li>Reproductive Health</li> </ol>	<b>(Diocesan approved resourced)</b> <ol style="list-style-type: none"> <li>Love</li> <li>The Benefits Of Delaying Sexual Activity</li> <li>Fertility And Contraception</li> <li>Stable , Committed Relationships</li> <li>Marriage</li> <li>The Law And Consent</li> <li>How To Seek And Gain Consent</li> </ol>	<b>Work Related Learning</b> <ol style="list-style-type: none"> <li>Intro to enterprise</li> <li>Becoming enterprising</li> <li>Solving problems and opportunities</li> <li>Turning a passion into a business</li> <li>Creativity and idea generation</li> <li>Apprenticeships/ Traineeships</li> <li>A level / BTEC</li> </ol>	<b>E-Safety</b> <ol style="list-style-type: none"> <li>E-Safety and Cyberbullying</li> <li>Cyber security</li> <li>Devices and security</li> <li>E-Safety Facebook page</li> <li>Gaming</li> <li>Sexting</li> <li>Netiquette</li> </ol>	<b>Learning Strategies / Risks</b> <ol style="list-style-type: none"> <li>Memory</li> <li>Using Technology</li> <li>Preparing for Learning</li> <li>Dealing with Stress</li> <li>Future me challenge</li> <li>Exploited – CSE</li> <li>Exploited – Power and Control</li> </ol>
	<ol style="list-style-type: none"> <li>Mental and Emotional Disorders</li> <li>Unhealthy Coping Strategies</li> <li>Positive And Negative Effects On Mental Health</li> <li>Healthy Coping Strategies</li> <li>Maintaining And Monitoring Health</li> <li>The Importance Of Personal Hygiene</li> <li>E-Safety</li> </ol>	<b>(Diocesan approved resourced)</b> <ol style="list-style-type: none"> <li>Created and Chosen</li> <li>Appreciating Difference</li> <li>Feelings</li> <li>Before I was born</li> <li>Harmful relationships, prejudice and discrimination</li> <li>Think before you share</li> <li>The wider world</li> </ol>	<b>British values / Risks</b> <ol style="list-style-type: none"> <li>What are our values?</li> <li>Identity and Culture</li> <li>Ant-Racism</li> <li>Parliament / Government</li> <li>Elections and voting</li> <li>Safety in different situations</li> <li>Effects of poor behaviour</li> </ol>	<b>Knowing the risks</b> <ol style="list-style-type: none"> <li>Intro to drugs</li> <li>Media and the law</li> <li>Alcohol</li> <li>Dangers of drugs</li> <li>Smoking</li> <li>Causes, effects of fire setting</li> <li>Online safety – Personal info and Cyberbullying</li> </ol>	<b>Financial Awareness / Work Related Learning</b> <ol style="list-style-type: none"> <li>To explore what type of saver you are</li> <li>To explain how to balance budgeting in school</li> <li>To examine household budgets</li> <li>To understand the importance of fair trade</li> <li>What is a career?</li> <li>Researching a career</li> <li>Exploring your own skills and qualities</li> </ol>
	<ol style="list-style-type: none"> <li>The Dangers of Sharing Information Online</li> <li>The Legal Implications of Sharing Intimate Images Online</li> <li>The Media and Body Shape X1</li> <li>The Media and Body Shape X2</li> <li>The Dangers of Viewing Harmful Content</li> <li>Online Gambling</li> <li>Harmful Behaviours Online</li> </ol>	<b>(Diocesan approved resourced)</b> <ol style="list-style-type: none"> <li>Who Am I?</li> <li>The Changing Adolescent Body</li> <li>Self Esteem</li> <li>Human Reproduction</li> <li>Positive and Healthy Relationships</li> <li>Harmful Behaviors</li> <li>Bullying and Abuse</li> </ol>	<b>British Values / Risks</b> <ol style="list-style-type: none"> <li>Introduction To British Values/Democracy</li> <li>Liberty</li> <li>Freedom Of Faith</li> <li>Rule of law</li> <li>PREVENT</li> <li>Anti-social behaviour</li> <li>Taking care of where we live</li> </ol>	<b>Financial Awareness / Work Related Learning</b> <ol style="list-style-type: none"> <li>Money – Wants and Needs</li> <li>Making ends meet – Intro to budgeting</li> <li>Bank Accounts – The different types.</li> <li>Earnings – How I'll support myself in the future</li> <li>Where do I get money from and how do I spend it?</li> <li>Employability skills</li> <li>Dream Jobs</li> </ol>	<b>First Aid</b> <ol style="list-style-type: none"> <li>Basic Life support x1</li> <li>Basic life support x2</li> <li>Allergies</li> <li>Asthma</li> <li>Choking</li> <li>Bleeding</li> <li>Head injuries</li> </ol>

Knowledge over time