



**West Exe School**

community • opportunity • success

# **The West Exe Curriculum**

## **September 2022**





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## 1. Our curriculum vision

The central principles underpinning our approach to the curriculum at West Exe School are

- Boldly academic
- Research informed
- Coherently sequenced
- Effectively assessed
- Knowledge rich
- Inspired choices
- Holistically linked

Through a curriculum which encompasses every aspect of School life we are developing our community of young people to have deep agency with their learning: they are **curious** about the world around them and **proud** to be learning with us.

Our curriculum is one of our **ambitious** pillars of our Framework of Excellence for Education, which also includes Pedagogy, Assessment and the Learner. The Framework of Excellence is the core of our West Exe Offer, which encompasses all that our students will experience during their time at West Exe School from year 7 through to year 11.

This holistic approach ensures our students connect their learning across the whole body of the school, from English to history, from co-curricular choices, from our **adaptable** careers programme through to the West Exe Literary Canon.

Our curriculum is underpinned by our community beliefs of compassion, courage and citizenship. Through their time with us, students learn to want to make a difference in the world, with **kindness**, and to use the knowledge and skills they have acquired wisely. We give time to previously marginalised experiences and people, and give voices to those who have been silenced and enhancing **resilience**. We encourage our students to question and examine real life incidents, helping us and them to understand why people behave in the way that they do.

Every area of the school systematically provides opportunities for students to further develop their attributes and through this, our students know what success looks like. Thus, they leave us as...





## 2. Curriculum: Why we teach what we teach when we teach it

At the core of our ambitious learning culture is a knowledge-rich curriculum that is cohesive, cumulative and highly sequenced. Our curriculum is based on the understanding that students arrive with significant prior knowledge, a foundation that we build upon from day one. By planning with the end in mind, we consider our students' career pathways and aspirations, as well as the context of our local community when making the painstaking text selections for the canon, when debating the merits of particular case studies in geography and when deciding upon the new digital pathway for our computer scientists of the future.

### Reading

'Reading is at the heart of the curriculum' Ofsted, May 2022

At West Exe School we have created a literary canon, a collection of texts which hold significant value both in the style of writing and in their message. By the time they leave us, our students will have read 23 magnificent, thought provoking and hopefully, life changing texts: books that will bring depth, colour and culture to their lives; books that allow them to see the world from many varying perspectives and bring a greater understanding of the way the society works; books that will be a pleasure to read.

These texts sit outside of our curriculum, and, as such, are in addition to the texts studied in English. They develop the cultural capital of students through the shared experience of communal reading. In a time of political turmoil and increasing racial tension, it is important to provide students with a range of narratives and perspectives celebrating diversity. Our canon includes voices from a range of ethnicities and religions, as well as narratives from a range of women and those who are LGBT, including the texts *Refugee Boy*, *I am Malala* and *Oranges are not the Only Fruit*.

We feel passionately that children from all walks of life should have access to the finest literature and therefore, when each student embarks upon their journey at West Exe School, they are gifted with a book to read over the summer, to discuss upon their return within their tutor sessions. We are determined that our students have the very best quality of education, supported across the entire curriculum by culturally significant, excellent literature.

### English

Students will develop into critical thinkers, writers and readers who are able to articulate their understanding of the world.

**Reading:** Students read a range of diverse and ambitious texts: they are exposed to a range of voices in society and are taught to question what they read along with an awareness of texts as conscious constructs. Reading is celebrated and embedded throughout the students' school career. Reading is at the heart of the curriculum.

**Writing:** Students are explicitly taught the conventions of academic phrasing and are given frequent opportunities to reflect and improve their work. Extended writing is an expectation of all students: they are explicitly taught high level academic vocabulary.

**Speaking and Listening:** Students are exposed to the art of rhetoric and are encouraged to find and use their use. Students are given the opportunity to articulate their thoughts as part of the writing process and are consciously taught to be active listeners.





## Mathematics

Students will be confident mathematicians and creative problem solvers.

We reject the idea that some pupils 'just can't do maths'. We believe that through hard work all pupils can improve their understanding and be successful. Our aim is to support our pupils to develop a long-term, secure and adaptable understanding of mathematics. This is achieved through developing their fluency, mathematical reasoning and the ability to solve problems in unison.

In order to achieve this, we have introduced a 5-year scheme of learning which builds on KS2; provides coverage of the National Curriculum and GCSE Curriculum; and prepares them for Mathematics Post 16. It is a spiral curriculum that focuses on depth before breadth, sequenced using interleaving that ensures students:

- Are presented with consistent methods and key layouts to aid understanding and reduce cognitive load.
- Are always equipped with the prerequisite knowledge required to effectively approach new problems.
- Are constantly provided with opportunities to recall, retrieval and interweave their knowledge and skills.

Our scheme of learning moves from the simple to the complex within and across the 5 years, and following a spiral curriculum enables pupils to master concepts and ideas, revisiting topics to ensure that a greater depth of knowledge is gained. Students who grasp concepts rapidly are challenged through rich and challenging tasks within the same narrow focus before any acceleration through new content is considered. Those who are not sufficiently fluent consolidate their understanding before moving on. Each lesson begins with a review of previous learning, of varying recency, designed to strengthen recall and develop well-connected mathematical knowledge. Students are regularly assessed through no and low stakes quizzes and feedback is provided promptly to allow effective re-teaching and ensure that every student knows where to improve.

## Computer Science

Learning computer science encourages creativity and problem solving and skills students in being able to participate in one of the fastest growing industries in the world!

Here at West Exe, we believe, that our students should have the opportunity to experience some aspects of an IT/Computing course that prepares them for life in modern Britain, and take advantage of the opportunities this can offer them.

Good quality IT skills enable students to engage positively within the modern work-place, while Computer Science allows students to be more inquisitive and a take part in the design, development and creation of new technologies which can be applied in the world which they live in.

Students will learn to apply the fundamental principles and concepts of Computer Science, including analysing problems in computational terms and understanding the components that make up digital systems. Students will appreciate how computers communicate with one another and with other systems. In doing so, students will acknowledge the impacts of digital technology to the individual and wider community.

## Statistics and Further maths

Strengthen and deepen understanding to strive for excellence.



Our curriculum provides opportunities for those interested in excelling at Mathematics to learn more about and enrich their understanding of the various strands of the subject: Statistics and Probability, Geometry, Number and Algebra. GCSE Statistics gives students a thorough understanding of the rationale and reasoning behind statistical data collection, processing and analysis. Students develop their understanding of statistical content both within and beyond the GCSE Mathematics course. This gives students a real advantage in their GCSE and beyond to A level and they sit the GCSE Statistics at the end of year 10.

The Further maths qualification is the focus in year 11 with the aim of developing the higher end algebra, number and geometry skills for these students. Much of the course complements their GCSE Maths learning and really deepens their understanding of the topics in Higher GCSE Maths. As well as complementing their GCSE Mathematics course, Further Maths introduces students to other topics that would otherwise only be seen at A level. Matrices and binomial expansion are both accessible and engaging parts of the course for all students encouraging students to take Maths courses post-16.

## Science

Students will be inspired to be curious about the world around them, develop a strong understanding of scientific concepts built upon key knowledge and skills, appreciate the value of science in their everyday lives and to make a positive impact in their community.

Our KS3 science curriculum is sequenced around the big ideas in Biology, Chemistry and Physics. A spiral learning journey has been created which enables students to regularly revisit key concepts and also expand their knowledge and understanding. The curriculum is intelligently sequenced over time so that these big ideas develop through the course and more challenging abstract content is saved until students are confident of the prior knowledge. Students also develop their working scientifically investigative and problem-solving skills and are encouraged to critically question the facts they are presented with.

During year 9 all students start studying the Edexcel combined science course, with the option of studying separate sciences in year 10. Students take their GCSE science exams in the summer of year 11. Students are also able to take part in a range of extra-curricular enrichment activities, including STEM and science experiment electives.

We aim for all students to leave West Exe with a detailed understanding of the main scientific issues affecting our planet today, and know that by sharing our passion and scientific knowledge for our subject we inspire the next generation of scientists.

## Geography

Studying geography fosters curiosity and empathy about the world around us providing students with the means to (and knowledge to) question and debate, such that they have the skills to be active participants in the local and global community.

Students at West Exe develop skills to 'think like a geographer'. We foster lifelong skills and attributes prepare our students for the world around them. The KS3 curriculum aims to build on large scale global issues that will help our students to consider their place in the world. It helps them to develop 'themes' of understanding including sustainability, inequality, development and climate change as well as large scale physical geographic systems and the impact these have on place and people. We revisit these themes throughout the curriculum to support students understanding of these concepts and to ensure





they are embedded into the long-term memory. This style of learning is an intrinsic part of our geography curriculum.

The KS4 curriculum builds on prior knowledge as well as introducing more complex analytical and geographic skills. Students use current and diverse case studies to exemplify the geographic theory and to encourage them to continue to foster curiosity about the world. Additional work on the concept of geographic scale is integrated into the content to support understanding of local, regional and global scale concepts and issues. Students also experience geographic fieldwork where they get to overlay geographic theory with real world findings.

The geography curriculum is accessible to all students through the use of adaptive teaching approaches and implementing high expectations. We aim to deliver a geography curriculum that supports students understanding of the importance of sustainable futures for all.

## History

History aspires to instill children with a love of the past, developing a fascination with its stories and characters.

West Exe students who study history will develop life-long critical thinking skills and the ability to form reasoned opinions and arguments based upon evidence. By learning about the past, they will garner a deeper appreciation of the present (why the world today is as it is) and prepare to play their own roles in forging a brighter future. In short, we want history lessons to be the 'go to' answer to the classic question, "Did you learn anything interesting in school today?"

The curriculum encompasses almost 3,000 years of world history, ranging from the founding of Ancient Rome to modern medical breakthroughs such as the COVID-19 vaccination.

Year 7 takes students through a largely chronological study that incorporates The Roman Empire, The Norman Conquest and life in the Tudor and Stuart ages. Year 8 focuses on broader world history, looking at the impact of The Silk Roads, slavery and The British Empire. In year 9 students focus upon the 20<sup>th</sup> century including both world wars.

The GCSE history course is taught in years 10 and 11, during which students will cover the 4 examination topics of Medicine Through Time, Weimar and Nazi Germany (1918-1939), Early Elizabethan England (1558-1588) and The Cold War.

## Languages

'You live a new life for every language you speak. If you only know one language, you only live once.'  
Czech Proverb

Our curriculum is designed to cover both the linguistic and the cultural aspects of language learning and as such will ensure that students have enjoyable language learning experiences in and outside of the classroom, develop a solid understanding of grammar which will support their understanding of English and become curious and open-minded about the world beyond.

Our year 7 curriculum launches students into a linguistic and cultural journey of 5 years, aimed at fostering a life-long love of languages. Year 8 sees the development of understanding of tenses, building on the year 7 work and preparing students for the GCSE. The three GCSE themes are each explored in the lower school and the vocabulary and grammar are re-visited and built upon throughout. Our GCSE



course has 12 topics are looked at in real depth with an emphasis on the key grammar and vocabulary which will enable students to experience success not just in exams but in real-life experiences.

## **The Creative Arts and Technologies**

This faculty is a collaboration of subjects; art and design, dance and drama, music, photography, business studies, i-media, design and technology and food technology. Students will explore creativity whilst deepening and enriching their global cultural capital and literacy.

## **Art and Design**

Students who study Art and Design at West Exe develop curious minds that have a passion for creativity.

Students are encouraged to take risks, be ambitious and reflect of the world around them through an Art lens. The Art curriculum is led by all students learning through making and finding personal and meaningful ways to express their ideas.

Students will learn about a breadth of mediums, techniques and artists, that form a diverse backdrop for learning. Foundational skills in drawing, painting, printing, colour theory and elements of 3D design will all be established in years 7 and 8 to give students confidence to explore and make individual choices. Project work is all completed in sketchbooks. At the of each cycle a final realised piece representing the practical and knowledge-based skills gained will be completed.

Through years 9, 10 and 11 students have the chance to find their own visual language. The Art curriculum during these years of study is underpinned by the assessment objectives, develop, record, refine, present. Within these overarching themes students research and analyse artist work, record insightful observations about personal outcomes and discoveries, advance knowledge in a wide range of mediums that are then refined throughout each project, develop drawing and observational skills, participate in class workshops and evaluate and reflect upon outcomes and source materials. Students are encouraged to be ambitious, take pride in each piece of work and push all their ideas as far as possible.

## **Drama and Dance**

Drama and dance inspires and develops creative, well rounded individuals who have a love for the arts in all their forms.

Students will leave West Exe School understanding the importance of the Performing Arts and their contribution to a civilised society. By sharing our passion for performing, it is hoped that students will be instilled with that same passion, and will carry it forward for the rest of their life.

In years 7 and 8, students will develop specific performing skills that are also transferable ones for life, such as confidence, teamwork, the ability to speak in front of an audience. In addition, students will learn about a number of different styles of and techniques in Drama and Dance, and how to create work, and to interpret existing work.

In years 9-11 the emphasis is much more about understanding the role of the Performing Arts in Society. Students will be made aware of how a variety of professional works are created, and will develop their own skills as performers and designers. By learning about contrasting pieces of repertoire and different styles of drama and dance, students will gain a deeper appreciation for different forms and be well





equipped to becoming more versatile in performance. They will be able to perform specific pieces of work from scripts, and to create work of their own based on a professional brief.

## **Music**

The Music curriculum at West Exe School enables students to develop a broad musical knowledge, which they will be able to apply to a number of different musical contexts – both practical and theoretical.

During their five years at West Exe School students will develop their understanding of music performance, composition and music technology. They will also study different genres and styles of music from a wide range of scenarios giving them a broad overview of music of the past, the present and how this might look different in the future. In years 7 and 8 students will be introduced to the fundamental skills needed in Music such as reading musical notation and rhythms; performing on different instruments alone and in groups and the basics of composing their own, original musical ideas both through performance and whilst learning to use digital Audio Workstations.

Throughout years 9 and 10 students will deepen this knowledge through targeted study of key musical genres with a focus on identifying, understanding and demonstrating how key musical characteristics, artists, composers and technological innovations shaped the sound associated with these genres. They will also begin to develop their individual skills in the areas of Performance, Composition and Production. Students will apply this knowledge to produce a wide range of practical pieces such as; Live Performances, Original Compositions and Fully Produced Recordings. The vocational nature of the course will mean that they will look at these areas from a real-world perspective, using the theoretical knowledge that they have gained to produce pieces of work such as blog posts, podcasts, educational videos, reviews and articles, allowing pupils to gain a greater insight into how the skills they are learning can be developed into a career in music.

In their final year of study student will undertake a project that brings together all the skills that they have learned in responding to a specific musical brief. Throughout year 11, students will use their knowledge base to plan, develop, arrange and perform or produce a musical product that showcases everything that they have learnt. Students will leave with a wide range of skills and an ever growing understanding of music and the endless career opportunities within the music industry.

## **Business and Enterprise**

Students who study Business and Enterprise become equipped with a work ready tool kit of skills and applied knowledge preparing them to embrace and understand the world economy.

Helping students to develop an understanding of the psychology behind the advertising, spending habits and pricing strategies of major companies to running a startup, this course will have students confidently standing up and delivering convincing pitches with passion.



Students will learn about the purpose of business activity and the role of business enterprise and entrepreneurship, alongside the dynamic nature of business. Students will know how to calculate and predict success using industry standard proven method of breakeven, design and marketing mix.

## Photography

The photography department's goal is for all students to become creative individuals, to feel comfortable taking risks, and work collaboratively to support each other.

The photography curriculum is built around a combination of knowledge, skills and understanding which progressively lead to greater levels of independence, decision making and individuality throughout the course. Students are encouraged to think and speak like a photographer as they explore and respond to a given starting point. They will use a combination of traditional and digital methods to develop techniques, processes and camera skills to facilitate imaginative self-expression, use industry standard software for editing and convey their ideas and opinions both visually and in writing.

In Year 9 students undertake a series of experimental projects based on the history of photography and creative control of camera settings, followed by a more in-depth project on architectural photography. In years 10 and 11 students build a portfolio. Students undertake workshops on the themes of Natural Forms and Portraits, followed by a sustained project in response to a given stimuli. Four assessment objectives, research, experiment, refine and present, create the structure for student investigations.

Ultimately, we want students to leave our department well prepared for the next stage of their educational or work journey.

## Design Technology

Over their five-year journey, students will develop a deep understanding of the wider influences on Design and Technology, which include; historical, social, cultural, environmental and economic factors, new and emerging technologies, developments in new materials and materials and their working properties.

The Design Technology curriculum at West Exe School provides students with a comprehensive technological knowledge base, which they will apply in a wide range of practical contexts situations and scenarios. Students will design and make products that solve real and relevant problems, within a variety of contexts, while considering their own and other's needs, external influences, and the application of a deep theoretical understanding of processes and techniques.

In years 7 and 8 students will be introduced to the design process, health and safety protocol, computer aided design and manufacture, tools and equipment in the workshop and renowned designers and design movements. Studying at greater depth through year 9 and 10 students will develop a deeper knowledge of materials and their working properties, industrial manufacturing processes, mechanical devices, sustainable energy generation and storage, ecological issues and new and emerging technologies.

The culmination of study will be an independent design and make project, specifically focussed on meeting the needs of a client. Throughout year 11 students will follow the iterative design process and apply their extensive knowledge from the previous four years of study, and design and manufacture a commercially viable product.





## **Sport, Health and Nutrition**

It is our belief that Sport, Health and Nutrition (SHN) are vital in maintaining our students' health and wellbeing; not just their physical health but using Physical Education, Sport and an understanding of good nutrition as a vehicle to improve positive mental health and social wellbeing for all our students.

The purpose of the SHN curriculum and enrichment programme is to provide opportunity for high quality teaching and learning, which immerses students in specialist knowledge, and inspires them to engage in a lifelong love of sport and healthy active lifestyles. We are proud to offer a wide selection of subjects for further study in years 9-11.

We aspire for all students to experience an outstanding provision of PE, physical activity, school sport, and nutrition that will lead to confidence and the development of lifelong skills and participation choices. Through our SHN curriculum we endeavour to develop the values and qualities that will ensure that students develop holistically to become responsible and positive citizens.

Within Key Stage 3, we expose our students to a broad and balanced curriculum which provides them with opportunity to master the fundamental skills which underpin sports performance across a wide range of sporting contexts, both within lesson time and within the extensive enrichment programme. Within Key Stage 4, we provide the opportunity for students to study a greater depth of knowledge within the subject through a wide range of examination courses which provide a suitable route for all students whether it be the academic performance-based GCSE route (PE or Food Preparation and Nutrition) or a more vocational CNAT Sport Studies or BTEC Dance route. Across both key stages, knowledge is sequenced coherently so that students' appreciation of Sport, Health and Nutrition incrementally grows to specialist understanding term on term.

## **GCSE PE**

Students explore how parts of the human body function during physical activity and the physiological adaptations that can occur due to diet and training. You will also develop skills in data analysis, an understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results. Students develop their knowledge of the social-cultural and psychological influences on levels of participation in sport, and also how sport impacts society more broadly. This includes the individual benefits to health, fitness and wellbeing of participating in physical activity, as well as the influences of commercialisation, sponsorship and the media. Students are assessed in performing three practical activities and one performance analysis task. In the practical performance, they demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions. You are also required to demonstrate the ability to analyse and evaluate your own performance to produce an action plan for improvement.

## **Sport Studies**

Sport Studies looks at topics connected to the different types of sporting and physical activity including how sport is organised and the different roles available within the sporting sector. Students will develop their knowledge regarding contemporary issues in sport, such as the Olympics and Paralympics, drugs in sport, technology in sport and the barriers to participation. Students will also develop their skills as a sports performer in two sports including their ability to plan and evaluate their improvement in performance. Students will also plan, deliver and evaluate a sports activity session for a sport of their choice. Finally, students will increase their knowledge, awareness and performance in outdoor and adventurous activities.





## **Food Preparation and Nutrition**

Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed choices about food and nutrition and allows them to acquire the knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life. Students will explore a range of topics including techniques and equipment, the physiological and psychological effects of poor diet and health and the influences of availability.

## **Child Development**

Child Development at West Exe covers all aspects regarding the development of a child and parental responsibility, from conception to five years. Students develop the essential theoretical knowledge and practical skills needed to create the best conditions for a child's development and wellbeing. This course engages individuals who wish to develop applied knowledge and practical skills in child development. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology.

## **Health and Social Care**

The BTEC Tech Award in Health and Social course is designed to give our students the opportunity to develop their understanding of Health and Social Care and what that means in day to day life. The course allows students to develop their understanding regardless of their previous study in a number of different areas such as human development and the care values. The course provides an overview that can provide a basis for students wishing to pursue a career in the Health and Social Care industry whilst also providing broader knowledge and understanding for those who are unsure of which path they would like to take. Upon completing the course, students will have developed an understanding of the Health and Social Care sector. They will have an understanding of the skills needed to work in this sector. The students will be ready to undertake a variety of different courses whether that is A-Levels, vocational courses or apprenticeships.

## **The World Around Us**

We are proud to offer a selection of subjects which challenge students understanding of themselves and their place in the world. Citizenship, Economics and the West Exe Baccalaureate strive to challenge students to think critically and debate philosophically.

## **The West Exe Baccalaureate**

Over 5 years of study the WEB curriculum prepares students for a "life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding and appreciation of diversity".

The overarching goal of the Baccalaureate has been the holistic development of West Exe students. "Community, Opportunity, Success" underpins the Baccalaureate as our motivation to develop students who are not only academically successful but are also emotionally strong and socially aware.

The West Exe Baccalaureate developed from a desire to create a programme of study that encompassed statutorily required subjects, such as Religious Education, and the skills and attributes that students will require to become successful and active twenty-first century citizens.



As such, the West Exe Baccalaureate embodies the School's values of Courage, Compassion and Citizenship and provides opportunities for students to develop the attributes of being adaptable, ambitious, curious, kind, proud and resilient.

The West Exe Baccalaureate curriculum provides opportunities for students' broader development, equipping them to develop new skills whilst learning about a range of different topics. As part of the wider character and culture of the School, the WEB curriculum supports students to develop their character.

## **Citizenship**

Citizenship is the ideal subject for students who are interested in the world around them and has many real-life applications.

West Exe is one of the few schools regionally to offer a GCSE in Citizenship and, consequently, the subject offers students the opportunity to study a GCSE that many of their peers will not have the chance to study. The course is divided into three broad areas: Rights and the Law; Democracy and Government and International Relations, all of which have close links with current affairs. Students will examine and debate case studies such as the Israeli-Palestinian conflict and the Syrian refugee crisis – huge issues that are being debated in international organisations such as the United Nations. Citizenship students have participated in national mock trial competitions and have been given the opportunity to visit the Houses of Parliament as part of their studies.

The vision of citizenship is to develop students who are concerned about social justice, empowering them to be active citizens and providing them with the skills set required to succeed in many aspects of life.

## **Economics**

Students who study economics are encouraged to understand how markets and economies work. Ultimately, they will develop an economic awareness to benefit them personally and professionally for years to come.

Developing important life skills is a central element of the Economics course. Students will need to use research and communication skills as they create their own business. They will also develop key critical thinking skills of analysis and evaluation. Many companies are looking to employ students with 21<sup>st</sup> century future skills such as active listening, problem solving and resilience. Economics is a course that will help grow these skills.

The GCSE specification is divided into two broad areas, microeconomics and macroeconomics. The course follows this structure, beginning with microeconomics which introduces students to the basic principles of economics, such as supply and demand. These concepts are then built upon as students learn about how consumers and producers make economic decisions and the factors that affect these. Through studying this area of the course, students gain an appreciation of the economic aspects of setting up a business as they consider factors such as labour cost and the impact of government policies. This section of the course helps develop students' entrepreneurial and creative skills as well as their analytical thinking skills.

The macroeconomic element of the course involves students examining economic factors that affect the country as a whole. They explore the Government's economic objectives and the policies they use to try





to achieve these. The students evaluate these objectives and policies, developing their critical thinking skills whilst coming up with their own ideas. The second part of the macroeconomics course widens the economic net still further, encompassing global economics through the study of international trade and exchange rates. This teaches students about the impact of globalisation and the factors affecting the UK's competitiveness within the global markets.

## Religious Studies

The religious studies course at West Exe helps students to explore a variety of beliefs and promotes an understanding of mutual respect, tolerance and understanding across different cultures and communities.

Religious Studies at GCSE involves a lot more than purely studying religions, although that is self-evidentially a significant part of the course. A more accurate name would be 'Religion and Ethics' as the second part of the course centres around ethical issues ranging from human and animal rights, through abortion and euthanasia to the death penalty and nuclear weapons. Religious Studies is a subject that examines real-life issues and challenges different perspectives on these. Students interrogate these viewpoints as they develop their own opinions.

Discussions and debates are key elements of this aspect of this element of the course, making this a very good subject for those students who like to express their opinions and debate different points of view. Religious Studies not only develops students' knowledge and understanding of the world around them, it also develops important skills such as research, communication and public speaking.

## 3. The Cycles System

The school year is divided into three cycles of twelve weeks. Each cycle comprises ten teaching weeks during which students cover new topics, each one building on knowledge of previous learning and cycles. The tenth week is an assessment week when all students in Years 7-11 complete tests and other assessments in every subject to analyse their strengths and weaknesses in current and previous cycles. In the twelfth week, known as the Super Teaching week, teachers re-teach areas that students have struggled with in the assessments. The first lesson of every cycle is a contextual lesson where the teacher outlines what will be covered within the cycle and how it prepares students for final examination. An automated knowledge assessment will take place during that first week, which will establish prior knowledge of each student.

We deliberately structure our curriculum consistently across all subjects. This is done to make school structures as efficient as possible in developing students' knowledge and skills whilst developing a wider, more holistic school experience. This alignment in structures across subjects is designed to reduce the weight on our students' cognitive load – they are able to focus on the core learning in front of them as we remove the extraneous load.

Our curriculum aims to provide alignment between everything that our students learn and consistency across all subjects.

### Context week

- The why - students understand what will be involved in their learning across the cycle and what the final assessment will require of them.
- Pre-teaching of tier two and three vocabulary to support learning later on in the cycle
- Metacognition – where the scheme fits within the wider picture of whole school learning





- Careers links - introduced in week one, linking learning to the world of work, fostering curiosity and ambition, empowering our students for an unpredictable future
- Baseline knowledge tests to allow for individualised planning, and to set the bar for successes later on in the cycle.

## Weeks 2 – 10

- Weekly retrieval testing - Consolidating the knowledge
- Mid-cycle assessment to provide formative feedback for the students, and planning intelligence for the teacher

## Assessment week

The benefits of our formal assessment week are plentiful:

- Students practice the independent application of the knowledge. Through this, they build independence and resilience, whilst also developing focus and concentration.
- Students develop skills that enable them to work independently, draw on a schema of knowledge, synthesise the information and apply it in a range of contexts
- Students develop stamina as writers, and high expectations of themselves and their performance at all levels.
- SEND students are provided with pre-agreed support to maximise opportunities for success

## Super-teaching week

Students are reminded of the importance of reading backwards to read forwards – that all of our learning is built on prior learning. With their teachers' support, they address gaps and misconceptions in their learning, always re-attempting a section of their assessment to consolidate their feedback.

## 4. Curriculum Planning: *Preparing our students for the tests of life, rather than a life of tests*

At the core of our ambitious learning culture, is a knowledge-rich curriculum that is cohesive, cumulative and highly sequenced. Our curriculum is based on the understanding that students arrive with significant prior knowledge, a foundation that we build upon from day one. By planning with the end in mind, we consider our students' career pathways and aspirations, as well as the context of our local community when making the painstaking text selections for the canon, when debating the merits of particular case studies in Geography and when deciding upon the new digital pathway for our computer scientists of the future. We sequence lessons to build knowledge, skills and understanding to enable students to achieve great things in their subject area.

Our curriculum is always under the spotlight and under review. We believe that our high quality curriculum ensures that our students learn both the **substantive knowledge** required to connect prior learning with new, as well as the contextual **disciplinary knowledge** which leads to their ability to connect learning between subject domains. Thus, our departments and faculties have developed a thematic planning approach, teaching areas of knowledge in real depth, through rich and exciting sources that students are then able to apply elsewhere. Our use of knowledge organisers across all subject areas is another tool for the delivery domain specific substantive knowledge<sup>1</sup> as well as the required subject vocabulary that is pivotal to students' success. At the heart of our planning and

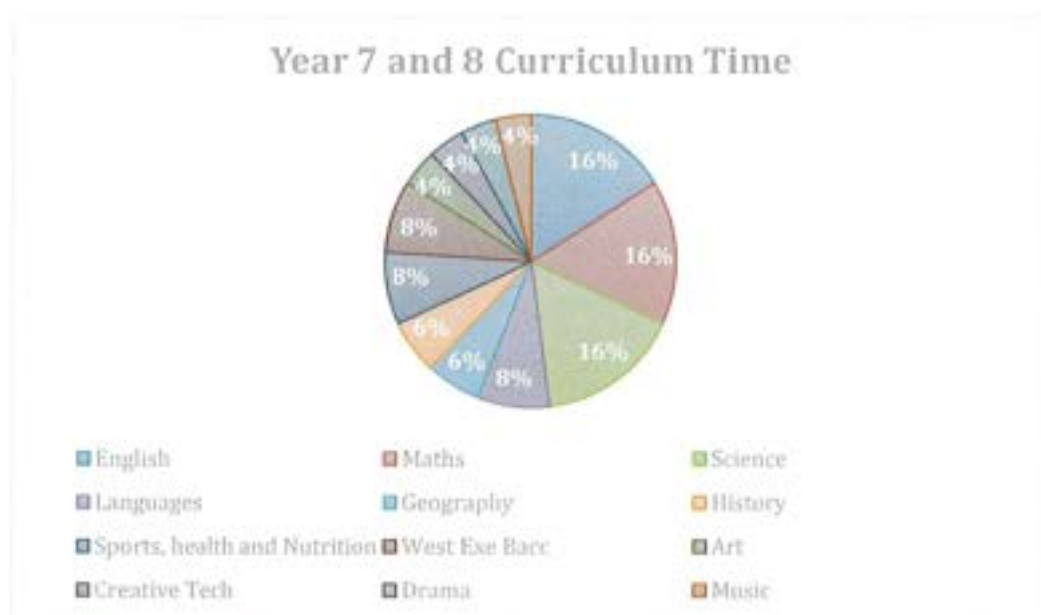
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<sup>1</sup> Christine Counsell



homework system, they contain most of the knowledge, both substantive and declarative, that our students will need to be successful across a cycle of learning.

With a starting point of 'What do our students require in order to thrive?'<sup>2</sup>, our subject teams have carefully reviewed the national curriculum for their subjects and are clear where and why we diverge from the National curriculum, and when we teach well beyond its limits.



## 5.

### Curriculum Choices – Our Rationale

We believe that our students have the unalienable right to a five-year learning journey which is not just about an end-point of GCSEs but a time of discovery, a time of awakening a passion for subjects, and a time for acquiring knowledge and skills which will support their futures studies and their working lives. With this in mind, we provide a curriculum which rich and varied and which follows the national curriculum in years 7 and 8. As we move into year nine, we allow students to specialise in their foundation subjects, fostering that passion early, whilst providing additional curriculum time for humanities, subjects pivotal to learning about our place in the world around us.

Students continue with the full suite of EBACC subjects throughout year 9, allowing teachers to teach beyond the limits of the national curriculum. All students continue to study both geography and history until this point because these subjects teach us all that is known about the world around us and how it became that way. Therefore, they frame our understanding of our own position in the world in which we live. They are rich providers of cultural capital and thus are great equalisers; the knowledge that students gain in these subjects can be utilised in the wider curriculum as well developing their understanding of the world around them. This is why we ensure that all children study these subjects in such depth.

<sup>2</sup> Adapted from Priestly



Our Curriculum Choices booklet can be accessed [here](#).

## 6. Curriculum Setting Rationale

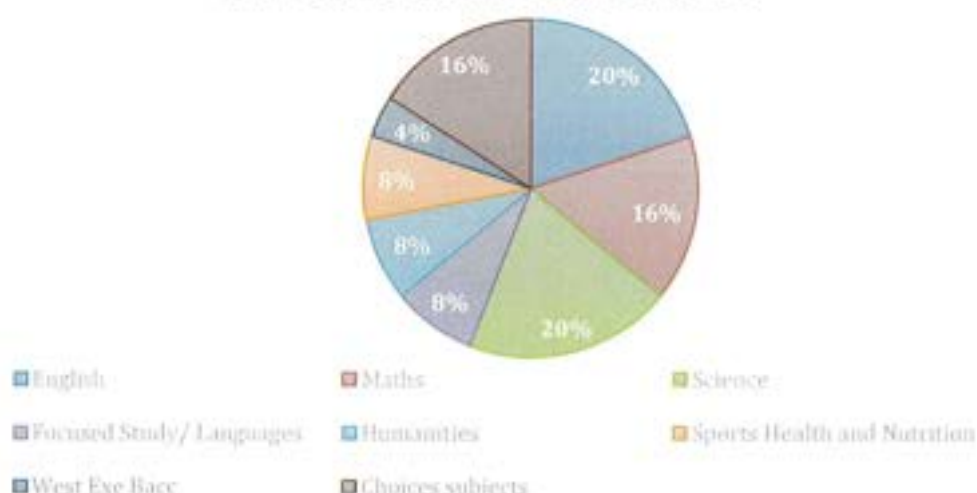
At West Exe School, we operate a setting, rather than streaming, policy. Cohorts are grouped into two equal populations, W and E, and within those populations, they are then placed into the appropriate class for each of their subjects.

For English, Maths, Science and Languages, students are placed into classes based predominantly on their academic ability. These classes are reviewed regularly, specifically at the end of each cycle, to ensure that students are in the right class for them and Heads of Subject will liaise with Heads of Year regularly to ensure that all students are in the right learning environment for them.

Across our foundation subjects, students are taught in mixed ability groups. This allows an opportunity to exchange ideas and view-points with a different group of students, and to hear a wider range of voices. This natural blending of our cohorts develops relationships across the whole school community, and fosters the community beliefs of compassion, courage and citizenship of which we are so proud. In order to promote social equality and to close the gap between our disadvantaged students (DS) and our non-disadvantaged students (Non-DS), we positively promote DS in setting, commencing with top sets, which, wherever possible, should contain a least 30% DS where they are studying the subject. Teachers support their DS class members by planning for them accordingly, offering early targeted support in lessons.

Our most experienced teachers are placed with the groups that have the biggest journey to travel in their education, to give them the very best chance to close the gap with their peers. Wherever possible, students will follow the full range of curriculum subjects whilst taking part in catch-up interventions such as Lexia and Step up to English. Levels of challenge will be high across all classes with scaffolding in lower sets to allow students to access the curriculum and to reach expected outcomes. All students in Year 7 – 9, and those who require the additional intervention in Yr 10 and 11, are set weekly multiplication tables tasks as this is the bedrock to accessing the secondary mathematics curriculum.

Year 9 and 10 Curriculum time





| West Exe School<br>Y7 curriculum             |   |  |   |
|--|---|--|---|
|  | Cycle 1   | Cycle 2  | Cycle 3   |
| <b>English</b>                               | <b>Having a voice</b><br>Concepts: Role of the State; role of women; social justice; gender politics. Skills: Introduction to transactional writing; identifying features of form; evaluating & emulating writers' methods; extending vocabulary  | <b>Introduction to Writer's Craft</b><br>Concepts: Role of the State; role of women; social justice; gender politics. Skills: Introduction to transactional writing; identifying features of form; evaluating & emulating writers' methods; extending vocabulary   | <b>Evaluating a Writer's Message</b><br>Concepts: Role of the State; role of women; social justice; appearances vs. reality; academic writing; the American Dream. Skills: Introducing academic register; inference; selecting quotations; language analysis; topic sentences; introducing context  |
| <b>Maths</b>                                 | <b>Number, Geometry, Probability, Algebra, Ratio &amp; Proportion</b><br>Onboarding, Number - Fractions and Decimals, Geometry - area and perimeter, Probability - experimental and theoretical, Number - rounding, written methods, order of ops, Algebra - expressions and equations, Ratio and Proportion - timetables and conversions                           | <b>Number, Geometry, Statistics &amp; Algebra</b><br>Number - Decimals and fractions, Geometry - angles and constructions, Statistics - averages and statistical diagrams, Number - HCF, LCM, Prime factors, mixed numbers, Algebra - expressions and forming and solving equation, Algebra - function notation, straight line graphs, Geometry - Surface area and volume      | <b>Number, Ratio and Proportion, Probability, Statistics, Geometry &amp; Algebra</b><br>Number - fractions, decimals, recurring decimals, Ratio and proportion - writing and simplifying ratio, probability - Venn and probabilities, Geometry - Constructions and angles in polygons, Algebra - Sequence, Statistics - questionnaires and statistical diagrams, Geometry - transformations |
| <b>Science</b>                               | <b>Safe Science; Introducing key Biology concepts</b><br>Cells, Enzymes, Cell Transport, Reproduction and Hormones  | <b>Introducing key Chemistry concepts</b><br>Particles, Separation techniques, Atoms, Periodic table, Rates of reaction  | <b>Introducing key Physics concepts</b><br>Waves, Light and the EM Spectrum, Electricity, Electrical Circuits, Resistance   |
| <b>Geography</b>                             | <b>Ecosystems and Biomes - Rainforests and deserts (P1)</b><br>Enables students to learn about continents and countries. Similarities and differences (Link to SC1) DME - Rainforest destruction (P3)   | <b>Tectonic Hazards (P1)</b><br>Students learn about how response to disaster is different linked to levels of development (Link to Disaster response (P3))  | <b>Population and migration and urban patterns (P2)</b><br>Similarities, differences and inequality between population and how these link to cities (Link to SC2) Disaster destruction (P3)   |
| <b>History</b>                               | <b>Introduction to History, The Norman Conquest, Medieval Life</b><br>Causes and consequences of the Norman Conquest. Differing experience of life in The Middle Ages.  | <b>Medieval Church, The Tudors, English Civil War</b><br>The influence of the Church in The Middle Ages. Key events in the reigns of Henry VIII and Elizabeth I. Causes and consequences of the English Civil War.   | <b>Victorian Britain Empire, Slavery and abolition</b><br>Differing experiences of life in the 1800s. Causes and consequences of slavery (including abolition).   |
| <b>Languages</b>                             | <b>¡Yo!</b><br>We: nationalities, names, ages, where I live, family; describing others - verbs and physical descriptions.   | <b>Mi vida escolar</b><br>My school life. My school, my subjects, my opinions, my uniform, my equipment, the rules and my primary school.  | <b>Mi tiempo libre</b><br>My free-time. Sports, hobbies, intensive structures, weather, time, last weekend and making plans.  |
| <b>Art</b>                                   | <b>Exploration of Line and Tone</b><br>Pencil line in any direction, work from memory & imagination. Examples of famous artists: Breughel, Callot, Blake and Munch. Use limited colour range. Analysis, evaluate.   | <b>Self - Portraits</b><br>Facial proportions, Line drawing & tonal drawing. Famous artists work: Mona Lisa, The Shrimp Girl & self-portrait by Van Gogh. Draw self-portraits as accurately as possible. Use digital camera. Create interesting digital images of yourself. Analysis, evaluate.  | <b>Mobiles - Space and Distance</b><br>Landscapes including the built environment. Famous artists work: Venice by Canaletto, Avenue of Trees by Hobbema. Study of architecture. Colour drawings of a view. Understand fore, middle & background. Design a card structure. Analysis, evaluate.   |
| <b>Creative Technologies</b>                 | <b>Using ICT safely and effectively</b><br>School Network Setup, ICT tools and programs, E-Safety.  | <b>2.2 Python Programming - PYTURTLE</b><br>Use of variables, constants, operators, inputs, outputs & assignments, basic programming constructs, common arithmetic operators & datatypes   | <b>Cross Curricular Project</b><br>Students showcase the creative technology skills & knowledge that they have learnt to date in a cross-curricular project.  |
| <b>Drama</b>                                 | <b>Development of Key Skills</b><br>Still image/Freeze Frame, Thought tracking, Narration, Mime, Role Play, Hot Seating, Physicality, Gesture, Facial Expression, Vocal Expression, Pitch, Pace, Tone, Reactions Performance Energy   | <b>Melodrama and Commedia dell'Arte</b><br>History of Clowning, Mime, Use of Physicality, Understanding Commedia dell'Arte and its history, Understanding Melodrama as a genre. Developing skills of character exaggeration Fun, Physical and enlightening.  | <b>A Journey Through Time</b><br>Students will develop skills and techniques learnt in the first two cycles and demonstrate them through focusing on three time periods: The Way West and migration across the US, Evacuees in the UK during World War 2; and the Civil Rights era in the US.   |
| <b>Music</b>                                 | <b>The Voice &amp; Reading Music</b><br>Focusing on using the voice properly with the correct techniques, singing as an ensemble and singing in harmony. Students will also learn how to read pitch & rhythm notation.  | <b>Film Music</b><br>Exploring different genres of film music, introducing the use of chords, music technology & composition.  | <b>Keyboard Skills</b><br>Exploring various genres of music and instrumental technique, combining rhythm & pitch notation & playing chords.   |
| <b>Sports, Health &amp; Nutrition</b>        | <b>PE: Warming up &amp; Effects of Exercise</b><br>Food: 1a. Food Safety, Hygiene, Equipment & knife skills. Vegetable crudités.<br>Food: 1b. Healthy Eating (Eatwell guide); Jam jar salad   | <b>PE: Fitness Components</b><br>Food: 2a. Hygiene & ACs; Pizza toast<br>Food: 2b. 8 tips for healthy eating & how to use a hob. Macaroni cheese   | <b>PE: Training Methods</b><br>Food: 3a. Weighing and Measuring: flapjacks<br>Food: 3b. Cost of meals and SATS/MA analysis. Omelettes   |
| <b>West Exe Bacc</b>                         | <b>1A: Values and Aspirations; 1B: Religious Festivals</b><br>1A: Transition from primary to secondary Values. Friendships, Aspirations - including careers guidance.<br>1B: Reasons why people celebrate. Importance of festivals within religions. Study of specific festivals within major world religions.  | <b>2A: Living Life to the Full - Mental health; 2B: Religion and the Media - Islam</b><br>2A: Recognizing negative thoughts. Impact of negative thoughts. Building inner confidence. Ways of dealing with stress and negative thoughts. 2B: The print media and Islam. The origins of Islam. The Prophet Muhammad. The Qur'an. The Five Pillars of Islam.                      | <b>3A: Human rights and British values; 3B: Public speaking competition</b><br>3A: Human rights. The Universal Declaration of Human Rights. Human rights in the UK. The most important rights. 3B: What makes a good public speaker? Research skills. Teamwork. Speech writing. Communication skills.   |
| <b>Literacy: The West Exe Literary Canon</b> | <b>1a. Wonder (R.J. Palacio, 2012)</b> - A heart-warming story of a boy with a 'social disfigurement' who becomes the most unlikely of heroes.<br><b>1b. Nought and Crosses (Malorie Blackman, 2001)</b> - exploring race and power in an alternate world.<br><b>Key themes:</b> 1a. Friendship, acceptance, appearance. 1b. Race, friendship, power, coming of age | <b>2a. The War of the Worlds (H.G Wells, 1897)</b> - Examining human behaviour in a crisis. One of the most famous sci-fi books of all time.<br><b>2b. You Are Awesome (Matthew Syed, 2018)</b> - encouraging teens to find their confidence and daring them to be awesome.<br><b>Key themes 2a.</b> Friendship, power, fear of the unknown <b>2b.</b> Confidence, self-belief | <b>3. The Whale Rider (Witi Ihimaera, 1987)</b> - A beautiful tale of identity and voice from New Zealand.<br><b>Key themes:</b> Gender politics, family, nature, loyalty   |



| West Exe School<br>Y8 curriculum | Cycle 1  | Cycle 2  | Cycle 3  |
|----------------------------------|--|--|--|
| English                          | <b>Literature as a criticism of politics - Animal Farm</b><br>Concept: Role of the State, Social Justice, Appearances vs Reality, Academic Writing Skills; Developing contextual links; Developing academic register; Quotations across a text; Language Analysis; Developing interpretations; Developing topic sentences          | <b>Voices through time</b><br>Concept: Changing role of women, travel and 'Othering'; Class and status; Childhood - privileges and challenges; Skills: Summary, inference based on contextual clues; Recognising bias and objectivity; Analysis of writers' methods; Literary non-fiction writing (focussing on tone, perspective and the five senses); extending vocabulary | <b>Shakespeare on Love</b><br>Concepts: Ancient Greek understanding of Love and Relationships; Applying Context across texts; Appearances vs Reality; Academic Writing Skills; Developing application of context; secondary inference; understanding themes in and across texts; analysis of writers' methods; academic writing; extending vocabulary                        |
| Maths                            | <b>Number, Ratio &amp; Proportion, Geometry, Algebra &amp; Statistics</b><br>Number - negative numbers & index laws; ratio & Proportion - converting units of area & volume; geometry - volumes, intro to Pythagoras; introduction to algebra - algebraic factors; statistics - frequency tables; advanced statistical diagrams    | <b>Number, Fractions &amp; Decimals, Probability, Algebra &amp; Geometry</b><br>Number - fractions & decimals; probability - sample spaces & tree diagrams; algebra - Simultaneous equations; geometry - interior & exterior angles  | <b>Number, Ratio &amp; Proportion, Probability, Geometry &amp; Algebra</b><br>Number - standard form; ratio & proportion - percentages; direct & inverse proportion; scale drawing plans & elevations; geometry - circles & cylinders; transformation; algebra - distance-time graphs  |
| Science                          | <b>Building on key Biology Concepts</b><br>Transport of materials into cells; cell division; DNA structure; how we inherit things; human evolution; how diseases affect the body; how the immune system protects the body  | <b>Building on key Chemistry Concepts</b><br>Different groups in the Periodic Table; measuring the rate of chemical reactions & investigating which factors affect the rate; chemical bonding: acids, alkalis & neutralisation; investigating chemical reaction with heat changes  | <b>Building on key Physics Concepts</b><br>Different groups in the Periodic Table groups; Measuring the rate of chemical reactions and investigating which factors affect the rate; Chemical bonding; Acids, Alkalis and Neutralisation; Investigating chemical reaction with heat changes   |
| Geography                        | <b>Weather &amp; Climate Change</b><br>Learn about the physical processes creating our weather & how this is driven by changes in air pressure. Develop an understanding of how extreme weather events are increasingly related to climate change. Study the causes, consequences & responses to climate change.                   | <b>Development &amp; Resources</b><br>Explore the topic of geopolitics through the changing power of countries such as the USA & China & the rise of emerging economies such as India & Nigeria. Examine the issues of food security as how population affected resources.   | <b>Rivers</b><br>Learn about the physical processes creating our weather and how this is driven by changes in air pressure. Develop an understanding of how extreme weather events are increasingly related to climate change. Study the causes, consequences and responses to climate change.   |
| History                          | <b>The First World War, Women's Suffrage, Russian Revolution</b><br>Causes & features of The Great War. Key events in the fight for female suffrage. Causes & impact of the Bolshevik revolution.  | <b>The Second World War &amp; The Holocaust</b><br>Causes & key turning points of The Second World War. The story of Nazi Jewish persecution.  | <b>Sinking of Titanic, USA &amp; Great Depression, Civil Rights, The 1960s</b><br>Factors that contributed to Titanic's loss of life in 1912. The causes & impact of The Great Depression in the USA. The fight for civil rights in the 1950s & 1960s. Key features of the 1960s.  |
| Languages                        | <b>Mi Casa y Mi Barrio!</b><br>My house & local area; my country; where I live; my home; in my bedroom; comparing my town, in my town; last weekend; next weekend.   | <b>Mi Vida Sana</b><br>My healthy lifestyle: foods & drinks, sports, vices, resolutions, before, now & in the future.  | <b>El Mundo es Mío</b><br>The world is mine: festivals here & abroad; transport & travel; environmental issues & solutions.  |
| Art                              | <b>Texture and Tone - Natural &amp; Manmade Objects</b><br>Pencil drawings; make rubbings of different textures. Research artist: Van Gogh, Klimt. Tone & texture drawings. Prints. Analysis. Evaluate.  | <b>Graphics - Posters with emphasis on the Art Nouveau &amp; Deco Periods</b><br>Lettering - different sizes, styles, period lettering, computer lettering. Select image that represent a season or graphics. Photoshop. Analysis. Evaluate.   | <b>3D Design - Masks &amp; Distorted Faces</b><br>Introduction to sculpture & 3D heads: Indian, African, Michelangelo & Della Robbia. Draw design in 3D. Create 3D design. Paint using expressive use of colour or observation of natural colours. Analysis. Evaluate.   |
| Creative Technologies            | <b>1.1 Systems Architecture, 1.2 Memory &amp; Storage</b><br>Architecture of the CPU, CPU performance, embedded systems, primary storage, secondary storage, units, data storage & compression.  | <b>2.2 Python Programming - Project Based 'Roll the Dice'</b><br>The use of variables, constants, operators, inputs, outputs & assignments, basic programming constructs, common arithmetic operation, datatypes, additional programming techniques such as string manipulation, file handling & the use of arrays when problem solving.                                     | <b>Cross-Curricular Project</b><br>Students showcase the creative technology skills & knowledge that they have learnt to date in a cross-curricular project.   |
| Drama                            | <b>Darkwood Manor</b><br>How to create drama using specific genres. How to use different techniques to create tension. Emphasis is given to characterisation & how different characters will interact with each other. Focus on rehearsal techniques leading to performance.   | <b>Exploring &amp; Developing Convincing Characters</b><br>Introduction to different characterisation techniques. Use two different genres of theatre, Naturalism and Verbatim, to investigate how characters can be formed in different ways.   | <b>Scripted Work</b><br>Students will explore a variety of processes & techniques that can be used to take a piece of scripted drama from the page & bring it to life in performance. Through this exploration, they will gain knowledge & understanding of the characters & plot of the play & reflect on their ability to communicate this to an audience.                 |
| Music                            | <b>Daring Dance</b><br>Focusing on using music technology to compose a modern dance piece.   | <b>World Music</b><br>Exploring African music and Indian music through performance, composition and music technology.  | <b>Let's Rock and Pop</b><br>Focusing on working as an effective ensemble through performing a Rock'n'Roll & Rock piece.   |
| Sports, Health & Nutrition       | <b>PE: Respiratory System</b><br>Food 1A: Food Safety; Nutrients, & Knife skills; Fruit salad<br>Food 1B: Healthy eating - Macronutrient - Vitamins; Carrot and ginger soup  | <b>PE: Skeletal System</b><br>Food 2A: Healthy eating - Macronutrient - Carbohydrates; Bread<br>Food 2B: Healthy eating - Macronutrient - Protein; Ragù  | <b>PE: Muscular System</b><br>Food 3A: Healthy eating - Fats; Quiche<br>Food 3B: Healthy eating - Fibre; Carrot cake   |
| West Exe Bacc                    | <b>1A: Choosing a School Charity; 1B: The Environment &amp; Animal Rights</b><br>1A: Transition from primary to secondary; Values; Friendships; Aspirations - including careers guidance.<br>1B: Reasons why people celebrate; Importance of festivals within religions; Study of specific festivals within major world religions. | <b>2A: First Aid; 2B: Study of a Religion - Baha'i</b><br>2A: First aid kit; Primary survey; Recovery position; Symptoms of & treatment for common first aid emergencies; CPR; 2B: The origins of Baha'i; Important people; Baha'i beliefs; Sacred writings; Baha'i practices; Places of worship; Symbols.   | <b>3A: Healthy Lifestyle - Drugs education; 3B: Model United Nations Conference</b><br>3A: Reasons why people do or do not take drugs; Effects & risks of alcohol; Effects & risks of smoking; Illegal drugs<br>3B: The aims & work of the United Nations; The different agencies of the United Nations; Country research; Research skills; Communication & debating skills. |



Literacy:  
The West Exe  
Literary Canon

**1a: The Woman in Black (Susan Hill, 1983)** - A spooky, gothic text with ghosts, strange noises and a remote location.

**1b: Refugee Boy (Benjamin Zephaniah, 2001)** - A heart-warming story examining how we treat refugees.

**Themes 1a:** Supernatural, roles of women;  
**1b:** race, friendship & politics

**2a: The Signalman (Charles Dickens, 1866)** - An introduction to 19th Century ghost stories & the supernatural.

**2b: Diary of Young Girl (Anne Frank, 1947)** - The diary of a child in hiding from the Nazis for two years.

**Themes 2a:** the supernatural, industrialisation;  
**2b:** war, coming of age, fear, friendship.

**3. The Silver Sword (Jan Serrailler, 1956)** - A Jewish family separated during WW2 overcome many struggles to find each other in war-torn Poland.  
**Themes:** War, friendship, family

| West Exe School<br>Y9 curriculum | Cycle 1  | Cycle 2   | Cycle 3  |
|----------------------------------|--|---|--|
| <b>English</b>                   | <b>Dickens on Victorian England: Poverty &amp; Privilege</b><br>Concepts: Role of the State, Gothic, social justice, socialism, othering. Skills: Introduced to crafted premises that clearly align with academic points, embedded contextual references; writers' methods, analysis of language, structure & form; introduced to evaluating authorial intent. | <b>Authority and the State: The Poetry of Power &amp; Conflict</b><br>Concepts: Role of the State, social justice, internal and external forms of power & conflict, Romanticism, role of women. Skills: The academic language surrounding comparison, consideration and comment on language, structure and form; evaluating authorial intent; consolidating contextual knowledge and application. | <b>Priestley on Capitalism: Poverty &amp; Privilege II</b><br>Concepts: Role of the State, social justice, Capitalism vs. Socialism, othering, role of women, gender Politics. Skills: Consolidation of crafted premises that clearly align with academic points, embedded contextual references; writers' methods, analysis of language, structure & form; Developing the evaluation of authorial intent. |
| <b>Maths</b>                     | <b>Rounding, Estimating, Operations, Expressions, Equations &amp; 2D/3D shapes</b><br>Round & estimating, operations, expressions & equations, 2D & 3D shapes  | <b>Fractions, Decimals, Percentages, Probability, Sequences &amp; Graphs</b><br>Fractions, decimals & percentages, theoretical & experimental Probability, Sequences, Straight line graphs.   | <b>Angles &amp; Shape Properties, Collecting &amp; Representing Data, Indices, Standard Form, Prime Factors &amp; Right-angled Triangles.</b><br>Angles & shape properties, collecting & representing data, indices, standard form & prime factors, right-angled triangles.  |
| <b>Combined Science</b>          | <b>The Natural World</b><br>Ecosystems & material cycles, key biological concepts, key plant structures & conditions which affect their functions  | <b>Atomic Structure &amp; the Periodic Table</b><br>States of matter, separation & purification, atomic structure, the Periodic Table, chemical calculations, groups in the Periodic Table and rates of chemical reactions  | <b>Waves &amp; Motion</b><br>Waves, light and the electromagnetic spectrum, motion calculations and graphs, forces & motion, conservation of energy  |
| <b>Separate Science</b>          | <b>The Natural World &amp; Evolution</b><br>Ecosystems & material cycles, key biological concepts, evolution; how genetic modification occurs, key plant structures & conditions which affect their functions  | <b>Atomic Structure &amp; the Periodic Table</b><br>States of matter, separation & purification, atomic structure, the Periodic Table, chemical calculations; groups in the Periodic Table & rates of chemical reactions  | <b>Waves &amp; Motion</b><br>Waves, Light and the Electromagnetic Spectrum, Motion calculations and graphs, Forces & Motion, Conservation of Energy  |
| <b>Geography</b>                 | <b>Tectonic hazards</b><br>Study the physical processes that create earthquakes and volcanic eruptions. Causes, effects and management of tectonic hazards.  | <b>The Challenge of Hot Deserts</b><br>Study the distinctive characteristics of hot deserts & how they can create opportunities and challenges.   | <b>The Changing Economic World</b><br>Study global variations in quality of life & how the development gap can be closed.  |
| <b>History</b>                   | <b>Ancient Medicine (Egypt, Greece &amp; Rome) British History's Turning Points (c.1066-1600)</b><br>An overview of medicine in the ancient world. An overview of some of British history's early landmarks.   | <b>British History's Turning Points (c.1750-present), Medicine Through Time (c. 1250-1500)</b><br>An overview of some of British history's more recent landmarks. A study of medicine in The Middle Ages.   | <b>Weimar &amp; Nazi Germany, 1918-33. Medicine Through Time (c. 1500-1900)</b><br>An in-depth study of the failure of post-war German democracy & the simultaneous rise of Adolf Hitler & the Nazi Party. A study of medicine incorporating The Renaissance (1500-1700) & the period from 1700-1900   |
| <b>Languages</b>                 | <b>Desconéctate</b><br>My holidays; weather, summer activities, verbs of opinions, the pretérito tense, descriptions in the past, hotel and problems.  | <b>Mi Vida en el Instituto</b><br>My life in school; my subjects, school facilities, school uniform, making comparisons, my new school, future plans, school rules and school clubs.  | <b>Mi Gente &amp; Intereses e Influencias</b><br>My family & friends & my interests: family & friends, making plans, my habits, role models, social networks, TV & films, reading habits.  |
| <b>Art</b>                       | <b>Graphic Design - A poster</b><br>Lettering designs including history of calligraphy. Line drawings, colour pencils, pen & ink. Computer aided design, using a theme draw yourself, friends, family.   | <b>Critical and Historical Elements</b><br>Investigating qualities of painting materials, study ways artists used colour, extend understanding of colour mixing, objective colours, subjective colour & space. Consider information learnt to produce final piece.  | <b>Observational study unit - Still life objects, line and form, tone and texture</b><br>Line drawings, tonal drawings. Pen & ink, colour pencil drawing. Coloured chalk drawing, charcoal & chalk drawings. Paint in a limited colour range or fabric collage & machine embroidery or hand embroidery. Lino, wood block print, or fabric print. A1 painting.  |
| <b>Creative Technologies</b>     | <b>1.1 Systems Architecture, 1.2 Memory &amp; Storage</b><br>Architecture of the CPU, CPU performance, embedded systems, primary storage, secondary storage, units, data storage & compression.  | <b>2.2 Python Programming - Project Based 'Roll the Dice'</b><br>The use of variables, constants, operators, inputs, outputs & assignments, basic programming constructs, common arithmetic operators, datatypes, additional programming techniques such as string manipulation, file handling & the use of arrays when problem solving.  | <b>Cross-Curricular Project</b><br>Students showcase the creative technology skills & knowledge that they have learnt to date in a cross-curricular project.   |
| <b>Business &amp; Enterprise</b> | <b>Introduction of Enterprise</b><br>Introduction to Enterprise & types of ownership. Calculating & assessing the financial viability (fixed & variable, breakeven, sale predictions & balance sheets, generating income & profit). Enterprise ES activity. Christmas Market with business plans.  | <b>Pre teaching for coursework unit</b><br>Mock run of assignment (chocolatefruit Company). Pitching & bringing a business case. Start of coursework market segments, customer profiles, markets research planning, sampling.   | <b>Developing a product</b><br>Conducting market research, reviewing, analysing & presenting findings. Designing (product development life cycle & design mix). Product development life cycles. Products viability (Financial review).  |
| <b>Child Development</b>         | <b>An Introduction to Child Development</b><br>Preparation for R020 - Nursery activity, play dough, design a baby mobile, breast vs bottle. Design an Advent calendar.   | <b>Develop Subject Knowledge</b><br>Preparation for R019 & R020 - Weaning, making weaning foods, healthy eating, Eatwell guide, PIES and milestones of development.   | <b>Understanding the Equipment &amp; Nutritional Needs of Children from Birth to 5 Years</b><br>R019 - LO1 - Understand the key factors when choosing equipment for babies from birth to 12 months. LO2 - Understand the key factors when choosing equipment for children from 1 to 5 years.   |
| <b>Citizenship</b>               | <b>Section 1: Rights, the Law &amp; the Legal System in England &amp; Wales</b><br>1.1: Rights & responsibilities. Human, moral, legal & political rights, & the duties, equalities & freedoms of citizens.  | <b>Section 1: Rights, the Law &amp; the Legal System in England &amp; Wales</b><br>1.2: The Law - The nature of rules & laws & how rules & laws help society deal with complex problems of fairness, justice & discrimination. 1.3: The Legal System (England & Wales).   | <b>Citizenship Activity &amp; Section 2: Democracy &amp; Government</b><br>2.6: Citizenship participation in the UK. UK democracy.   |



| West Exe School<br>Y9 curriculum | Cycle 1  | Cycle 2   | Cycle 3  |
|----------------------------------|--|---|--|
| Computer Science                 | <b>1.1 Systems Architecture, 1.2 Memory &amp; Storage, 1.3 Computer Networks, Connections &amp; Protocols</b><br>Architecture of the CPU, CPU performance, embedded systems, primary storage, secondary storage, units, data storage, compression, networks & topologies, wired & wireless networks, protocols & layers        | <b>1.4 Network Security, 1.5 Systems Software, 1.6 Ethics &amp; 2.1 Algorithms</b><br>Threats to computer systems & networks, identifying & preventing vulnerabilities, operating systems, utility software, ethical, legal, cultural & environmental impact of digital technology, computational thinking, designing, creating & refining algorithms, searching & sorting algorithms | <b>2.2 Programming fundamentals - Project Based</b><br>The use of variables, constants, operators, inputs, outputs & assignments, basic programming constructs, common arithmetic & Boolean operators, data types & additional programming techniques such as string manipulation, file handling, SQL & the use of arrays when problem solving |
| Dance                            | <b>An Introduction to Dance through the Development of Group Bonding &amp; Skills</b><br>Exercises to gain confidence/short performances based on exercise techniques to get new people working together/trust exercises. Examine professional practitioners' work. Practical exploration of performance material & processes. | <b>An Introduction to Exploring the Performing Arts Industry</b><br>Examine professional practitioners' work. Practical exploration of performance material & processes. Explore the interrelationships between constituent features of existing performance material. Presentation or promotional material   | <b>An Introduction to Developing Skills &amp; Techniques in the Performing Arts Industry</b><br>Develop skills & techniques for performance. Students will participate in a series of workshops & rehearsals that will develop their skills & techniques as a dance practitioner within their selected disciplines                             |
| Drama                            | <b>An Introduction to Drama through the Development of Group Bonding &amp; Skills</b><br>Exercises to gain confidence/short performances based on improvisation. Devised Thematic Work links to RTEC component 3) on '7 Ages of Man' speech. Script learning & performance of monologue. Creation & performance of monologue.  | <b>Examine Professional Practitioners' Work (RTEC Component 1)</b><br>Develop understanding of the genre of Physical theatre through research into Physical Theatre companies. Presentations given to other students in a small group. Develop practical skills through workshop exercises. Detailed introduction to Boal & Forum Theatre.  | <b>An Introduction to Developing Skills &amp; Techniques in the Performing Arts Industry</b><br>Develop skills & techniques for performance. Students will participate in a series of workshops & rehearsals that will develop their skills & techniques as an actor.  |
| Economics                        | <b>Introduction to Economics</b><br>Section 1: Introduction to Economics, 1.1: Main economic groups & factors of production, 1.2: The basic economic problem, Section 2: The role of markets & money, 2.1: The role of markets, 2.2: Demand.   | <b>The Role of Markets &amp; Money (continued)</b><br>Section 2: The role of markets & money, 2.3: Supply, Supply curve, shifts & movements and their causes and consequences, Price elasticity of supply 2.4: Price, Price & equilibrium price & quantity, Interaction of demand & supply, Determination of price.   | <b>Competition &amp; Production</b><br>Section 2: The role of markets & money, 2.5: Competition, Market economy, Price impact of competition on producers & consumers, Monopoly & oligopoly, 2.6: Production, Role of producers, Production & productivity, Cost, revenue, profit & loss calculations, Economies of scale.                     |
| Health & Social Care             | <b>An Introduction to Health &amp; Social Care</b><br>Communicate effectively. Dietary needs at each life stage. Support individuals to maintain their rights. Assess scenes of accidents to identify risks. First aid procedures for a range of injuries. A blend of R021, R022, R029, R031.                                  | <b>Understanding the Nutrients Needed for Good Health. Using Basic First Aid Procedures</b><br>LD1 - Know the dietary needs of individuals in each life stage. LD2 - Be able to create dietary plans for specific dietary needs. LD1 - To be able to assess scenes of accidents to identify risks & continuing dangers.   | <b>Communicating &amp; Working with Individuals in Health, Social Care &amp; Early Years Settings</b><br>LD1 - Understand how to communicate effectively   |
| Food & Nutrition                 | <b>Fats &amp; Sugars with the British Bake Off</b><br>The provenance, classification, growth, processing, nutritional value, dietary considerations, hygiene, safety & storage of butter, oils, margarine, syrup & sugar whilst learning the skills & methods to bake cakes & biscuits.  | <b>Cereals with a Trip to Italy</b><br>The provenance, classification, growth, processing, nutritional value, dietary considerations, hygiene, safety & storage of cereals whilst learning the skills & methods to make porridge, pasta, rice & bread based dishes.   | <b>Fruit &amp; Vegetables Around the Globe</b><br>The provenance, classification, growth, processing, nutritional value, dietary considerations, hygiene, safety & storage of fruit & vegetables whilst learning the skills & methods to make dishes from fresh, dried & tinned fruits & vegetables.   |
| Music                            | <b>1. Exploring Different Job Roles &amp; Organisations 2. Developing Performance Skills</b><br>1. Investigating different organisations and job roles in the music industry. 2. Exploring an area of music and investigating this area of music through performance and logging development.                                  | <b>1. Exploring Composition 2. Managing a Music Product, Producing a CD &amp; Learning How to Evaluate</b><br>1. Exploring different ways of approaching composi on work using computer programmes & the practical approach. 2. Planning, developing & recording a CD.  | <b>1. Exploring Live sound 2. Creating an Audio Book</b><br>1. Investigating the use of different types of microphone in different situations. 2. Exploring recording & sequencing on Charanga through the creation of an audio book for young children.   |
| PE (GCSE)                        | <b>The Human Body</b><br>Structure & function of skeletal & muscular system  | <b>The Human Body</b><br>The cardio vascular & respiratory system. Effects of exercise  | <b>Fitness Testing &amp; Components &amp; Principles of Training</b><br>Fitness components & tests. Principles of training   |
| Photography                      | <b>What is Photography?</b><br>Visual language. Exemplar work. Narrative form. Course content. Marking criteria. Intro to PS. History of Photography. 'Autumn' project. Caponigro, Cooper, Godwin as examples. Presenting work.  | <b>The Journey</b><br>The Journey: Barth, Schmidt, Gossage as examples. PS/Paid training. Compositional rules. Mood/Intended meaning. Highflow vs images. The selfie as Art. Moving portraits and shutter speeds.   | <b>Portrait &amp; Meaning</b><br>Resting a portrait. PS training. Depth of field. Composites. Abstraction Using Text. Simmons, Clem Cooper, Winnogrand, Saltz as examples.   |
| Product Design                   | <b>Materials</b><br>Properties of materials and components. The physical and mechanical properties relevant to commercial products and the difference between physical and working properties of materials.  | <b>Natural &amp; Manufactured Timbers</b><br>Natural and manufactured timbers. Primary sources of natural timber and the main processes involved in converting into workable forms. The physical and working properties of timber.  | <b>Manufacturing processes</b><br>Manufacturing methods and production volumes: prototype, batch, mass, continuous production. Computer aided design (CAD), computer aided manufacture (CAM). The ecological implications of manufacturing and product mileage.  |
| Sports, Health & Nutrition       | <b>PE: Competitive Sport, Health Related Exercise and Alternative Games</b><br>Football/hugby/netball/hockey/basketball/ Badminton/ HRE/Table Tennis/Group exercise<br><b>1A: Food Safety, Food labelling &amp; knife skills</b><br><b>1B: Healthy eating- nutrients excesses and deficiencies</b>                             | <b>PE: Competitive Sport, Health Related Exercise and Alternative Games</b><br>Football/hugby/netball/hockey/basketball/ Badminton/ HRE/Table Tennis/Group exercise<br><b>2A: Healthy eating- Age related diets</b><br><b>2B: Healthy eating- Special diets, adapting recipes</b>   | <b>PE: Competitive Sport, Health Related Exercise and Alternative Games</b><br>Football/hugby/netball/hockey/basketball/ Badminton/ HRE/Table Tennis/Group exercise<br><b>3A: Environmental impact: Food provenance</b><br><b>3B: Environmental impact: Reduce, reuse and recycle</b>  |
| Sports Science                   | <b>R052 - Developing Sports Skills</b><br>Be able to use skills/techniques and tactics as an individual and team performer in sporting activity  | <b>R053 Sports Leadership</b><br>Be able to describe a range of different sports leadership roles. Planning a session   | <b>R053 Sports Leadership</b><br>Leading a sporting activity & evaluating the session.   |

| West Exe School<br>Y9 curriculum                                 | Cycle 1   | Cycle 2   | Cycle 3   |
|--|---|---|---|
| <b>West Exe Bacc</b>   | <b>1A: Mental Health First Aid;</b><br><b>1B: Making Moral Decisions</b><br><br><b>1A:</b> Types of mental health issues, Triggers & symptoms of poor mental health & strategies to help. Mental health first aid kit.<br><b>1B:</b> Making moral decisions, Types of morality, Codes of Ethics, Religious & Humanist approaches to ethical decisions, Ethical theories, Moral dilemmas.                      | <b>2A: People Skills;</b><br><b>2B: Prejudice &amp; Discrimination</b><br><br><b>2A:</b> First aid kit, Primary survey, Recovery position, Symptoms of & treatment for common first aid emergencies, CPR.<br><b>2B:</b> The origins of Baha'i, Important people, Baha'i beliefs, Sacred writings, Baha'i practices, Places of worship, Symbols.   | <b>3A: Democracy &amp; Government</b><br><b>3B: Human Rights Campaign</b><br><br><b>3A:</b> Reasons why people do or do not take drugs, Effects & risks of alcohol, Effects & risks of smoking, Illegal drugs.<br><b>3B:</b> The aims & work of the United Nations, The different agencies of the United Nations, Country research, Research skills, Communication & debating skills. |
| <b>Literacy:</b><br><b>The West Exe</b><br><b>Literary Canon</b> | <b>1a: Anita and Me (Myna Syal, 1996)</b> - A relatable story of a girl trying to find her own path & her own identity.<br><b>1b: The Perks of Being a Wallflower (Stephen Chabosky, 1999)</b> - A group of teenage friends exploring their own angst & sexuality.<br><b>Themes 1a:</b> Family, race, identity, class.<br><b>1b:</b> Identity, sexuality, friendship, morality, talking/women, mental health. | <b>2a: Short Stories (Edgar Allen Poe, 1840)</b> - Exciting, macabre & haunting! Explores mental health, identity & the darker side of life.<br><b>2b: I Am Malala (Malala Yousafzai, 2013)</b> - The autobiography of the girl who stood up for education & was shot by the Taliban.<br><b>Themes 2a:</b> the supernatural, mental health, power.<br><b>2b:</b> innocence & childhood, power, war & gender politics. | <b>3: Wind, Sand and Stars (Saint Exupery, 1939)</b><br>Self-discovery comes when a man tests himself against an obstacle!<br><b>Themes:</b> Aviation, travel, adventure.   |



| West Exe School<br>Y10 curriculum |   | Cycle 1  | Cycle 2  | Cycle 3 |
|-----------------------------------|---|--|--|---------|
| English                           | <b>Romeo &amp; Juliet - a Defence of the Status Quo</b><br><br>Concepts: Role of the State; role of women; gender politics; Power & Conflict. Skills: Consolidating key literature skills previously taught, revising areas of need (changed to meet student needs each year), with a tight focus on analysis of authors from both contemporary & modern audiences. | <b>The Poetry of Conflicted Identity. Academic writing: How can we successfully argue our position on a text?</b><br><br>Concepts: Role of the State; social justice; internal & external forms of power & conflict. Romanticism; role of women. Skills: The academic language surrounding comparison, consideration & comment on language, structure & form as well as their interplay with each other. Further consolidation of academic register. | <b>Constructing Viewpoints, I</b><br><br>Concepts: Role of the state; role of women; social justice; gender politics; contemporary issues. Skills: Consolidating transactional writing/Speaking features of form, writer's methods; extending vocabulary; clarity & speaking with confidence.  |         |
| Maths                             | <b>Equations, Inequalities, Formulae, Ratio, Proportion, Scale Drawings &amp; Venn/Tree Diagrams</b><br><br>Equations, inequalities & formulae, ratio, proportion & scale drawings, Venn & Tree Diagrams  | <b>Measures, Real-life Graphs, Vectors, Transformations, Congruence, Quadratic &amp; Simultaneous Equations</b><br><br>Measures & real life graphs, vectors, transformations & congruence, quadratic & simultaneous equations.   | <b>Circles, Cylinders, Cones &amp; Spheres, Averages, Statistical Diagrams, Constructions, Loci &amp; Right-angled Triangles</b><br><br>Circles, cylinders, cones & spheres, averages, statistical diagrams, constructions & loci, right-angled triangles.   |         |
| Science Combined                  | <b>Understanding the Human Body</b><br><br>Cells & the nervous system; genetics & inheritance; evolution; how genetic modification occurs; health, disease & the development of medicines   | <b>Chemical Bonding &amp; Reactions</b><br><br>Ionic bonding; covalent bonding; types of substance; allotropes of Carbon; types of acids & alkalis; neutralisation; electrolysis; extracting metals; reversible reactions  | <b>Electricity &amp; Particle Behaviour</b><br><br>Crash hazards & stopping distances; electrical circuits; resistance; transferring energy; particle model; density; gas temperature & pressure; radioactivity  |         |
| Biology                           | <b>Cells &amp; the Nervous System</b><br><br>Cell division for growth in both animals and plants; the structure of the nervous system; neurotransmission & the structure of the brain & eye   | <b>Genetics &amp; Inheritance</b><br><br>Sexual & asexual reproduction; meiosis; DNA structure; protein synthesis; impact of missing alleles & genetic mutations   | <b>Health, Disease &amp; the Development of Medicines</b><br><br>Communicable and non-Communicable diseases; pathogens; virus life cycles; plant diseases & defences; the structure and function of the immune system  |         |
| Chemistry                         | <b>Acids and Alkalis</b><br><br>Different types of acids; indicators; bases; neutralisation; metal carbonates & acids; solubility   | <b>Reviewing Chemical Bonding and Extracting Metals</b><br><br>Covalent bonding; properties of metals; electrolysis; ores; oxidation & reduction; lifecycle of a worm; corrosion; electroplating & alloys  | <b>Quantitative Analysis, Equilibrium and Cells</b><br><br>Yields & calculations; titrations; gas volume; The Haber Process; factors affecting equilibrium; fuel cells.  |         |
| Physics                           | <b>Electricity &amp; Circuits</b><br><br>Electrical circuits; current & charge; resistance; transferring energy; electrical safety; static electricity - its dangers & uses; electric fields  | <b>Magnetism &amp; Particle Behaviour</b><br><br>Magnetic fields & forces; electromagnetism & its induction; The National Grid and transformers; density; gas temperature & pressure   | <b>Spring Behaviour &amp; Radioactivity</b><br><br>Pressure in fluids; bending & stretching; types of radiation & detection; radioactive decay; dangers of radiation; radiation in medicine; nuclear power   |         |
| Geography                         | <b>Weather Hazards &amp; Climate change</b><br><br>Study of tropical storms as well as how the UK can be affected by weather hazards. Explore the causes of climate change & how it can be managed.   | <b>The Living World Rainforests</b><br><br>Study the distinctive characteristics of the rainforest and how it is being affected by deforestation. Explore how rainforests can be managed sustainably.  | <b>Physical Landscapes in the UK</b><br><br>Rivers & Coasts from the optional topics, studying their processes & landforms & how rivers & coasts can be managed. Links to fieldwork in Dawlish Warren  |         |
| History                           | <b>The American West Units 1 &amp; 2</b><br><br>The story of the creation of the USA through the settlement & conquest of The Great plains & 'The Wild West'  | <b>Medicine Through Time, 1900 - Present, Germany, 1933-34</b><br><br>The story of medical progress since 1900. Hitler's transformation from Germany's democratic Chancellor to dictatorial Führer   | <b>Early Elizabethan England units 1 &amp; 2</b><br><br>Illegitimate, Catholic, Protestant, Puritan, revolt, armists, commerce, empire   |         |
| Languages                         | <b>Ciudades &amp; De costume</b><br><br>My town & customs & traditions; my town, directions, shopping in a restaurant, daily routine, festivals.  | <b>¡A Currar!</b><br><br>Off to work: jobs, earning money; work experience; learning languages; looking for work; gap-years; travel plans; future plans.   | <b>Hacia un Mundo Mejor</b><br><br>Towards a better world: different houses, actions at home, healthy eating habits, global issues, local actions, healthy lifestyles, sporting events, natural disasters.   |         |
| Art                               | <b>Graphic Design: Poster, Book Cover, Food Container</b><br><br>Using the theme of a word, combine lettering & the images. Colour & design using graphic materials. Incorporate fruit/vegetables, take aways, tins & boxes of food or stories.   | <b>Critical &amp; Historical Elements</b><br><br>Investigating the qualities of a variety of painting materials. Study the way a variety of artists & designers have used colour, extending understanding of colour mixing. Objective colour, subjective colour, colour & space. Reflect & produce final pieces.   | <b>Imagine: Jumble, Time, Hair, leaves, Figures, Still life objects. Line &amp; Form, Tone &amp; Texture</b><br><br>Line drawings, tonal drawings, pen & ink, colour pencil drawings. Coloured chalk drawings & charcoal & chalk drawings. Continue to work on limited colour ranges. Produce a three or more colour line wood block print, or fabric print, an A1 painting. |         |
| Business & Enterprise             | <b>Investigating the qualities of a variety of painting materials. Study the way a variety</b><br><br>Using the theme of a word, combine lettering & the images. Colour & design using graphic materials. Incorporate fruit/vegetables, take aways, tins & boxes of food or stories.  | <b>Pitching a Product</b><br><br>Investigating the qualities of a variety of painting materials. Study the way a variety of artists & designers have used colour, extending understanding of colour mixing. Objective colour, subjective colour, colour & space. Reflect & produce final pieces.   | <b>Pitching a Product; Exam Prep</b><br><br>Line drawings, tonal drawings, pen & ink, colour pencil drawings. Coloured chalk drawings & charcoal & chalk drawings. Continue to work on limited colour ranges. Produce a three or more colour line wood block print, or fabric print, an A1 painting.   |         |
| Child Development                 | <b>Understanding the Equipment &amp; Nutritional Needs of Children from Birth to 5 Years</b><br><br>RD19 - LD3 - Know the nutritional guidelines & requirements for children from birth to 5 years. LD4 - Be able to investigate & develop feeding solutions for children from birth to 5 years.  | <b>Health and Well-being for Child Development</b><br><br>RD18 - LD1 - Understand reproduction & the roles & responsibilities of parenthood. LD2 - Understand antenatal care & preparation for birth.  | <b>Health and Well-being for Child Development Revision</b><br><br>RD18 - LD3 - Understand postnatal checks, postnatal provision & conditions for development. LD4 - Understand how to recognise, manage & prevent childhood illnesses. LD5 - Know about child safety.   |         |
| Citizenship                       | <b>Section 3: The UK and the Wider World</b><br><br>3.1 Identities and diversity in UK society. Factors affecting sense of identity and the range of identities in UK society. Reasons for migration and asylum seeking. 3.2 The UK & its relations with the wider world. The UK's membership of, & role played in, international organisations.                    | <b>Section 2: Democracy &amp; Government</b><br><br>2.1 Democracy, elections & voting in the UK. The concept of democracy. The key features of democratic government. Classical democracy & representative democracy. 2.2 National, local, regional & devolved government. Forming a government. Different types of government.  | <b>Section 2: Democracy &amp; Government</b><br><br>2.3 British constitution. The roles of the executive, legislature, judiciary & the Monarchy in the UK government. 2.4 The economy, finance & money. How public taxes are raised. Etc.  |         |

| West Exe School<br>Y10 curriculum | Cycle 1   | Cycle 2   | Cycle 3   |
|-----------------------------------|---|---|---|
| Computer Science                  | <b>2.3 Producing Robust Programs - Project Based</b><br>Defensive design, testing, Boolean logic, languages & the Integrated Development Environment (IDE)  | <b>Computer Systems Mock Exam Prep</b><br>Exam prep for mocks - Paper 1 Computer systems  | <b>Computational Thinking Mock Exam Prep</b><br>Exam prep for mocks - Paper 2 Computational thinking algorithms and programming   |
| Dance                             | <b>Developing Skills &amp; Techniques in the Performing Arts Industry</b><br>Apply development of performance skills through preparation & performance of existing repertoire. Use of established dance pieces to rehearse & perform short sequences.   | <b>Performing to a Brief</b><br>Introduction to an externally set assessments using a stimulus, development of ideas, skills & rehearsal log & creation of a devised piece based on a set stimulus.   | <b>Exploring the Performing Arts Industry Learning Aim A</b><br>Examining Professional practitioners' work & practical exploration of performance material and processes.   |
| Drama                             | <b>Investigate Development of Performance Skills through Preparation &amp; Performance of Existing Repertoire</b><br>Investigate development of performance skills through preparation & performance of existing repertoire - use of established scripts to create short extracts in group performances.          | <b>Performing to a Brief</b><br>Introduction of externally set assessment using a stimulus. Development of ideas, skills & rehearsal log & creation of a devised piece based on set stimulus.   | <b>Exploring the Performing Arts-</b><br>Learning aim A: Examine Professional Practitioner's work & practical exploration of performance material & processes.  |
| Economics                         | <b>Introduction to Economics</b><br>Section 2: The role of markets & money. 2.2: The labour market. 2.3: The role of money & financial sector. Section 3: Economic objectives & the role of government. 3.1: Economic growth and GDP.   | <b>The Role of Markets &amp; Money (continued)</b><br>Section 3: Economic objectives & the role of government. 3.2: Low employment. 3.3: Fair distribution of income & wealth. 3.4: Price stability & inflation.  | <b>Competition &amp; Production</b><br>Section 3: Economic objectives and the role of government. 3.4: Price stability & inflation (continued). 3.5: Fiscal policy.   |
| Health & Social Care              | <b>Communicating &amp; Working with Individuals in Health, Social Care &amp; Early Years Settings</b><br>LO2 - Understand the personal qualities that contribute to effective care. LO3 - Be able to communicate effectively within a health, social care & early years setting.                                  | <b>Essential Values of Care for Use with Individuals in Care Settings</b><br>LO1 - Understand how to support individuals to maintain their rights. LO2 - Understand the importance of the values of care & how they are applied.  | <b>Understanding the Nutrients Needed for Good Health; Essential Values of Care for Use with Individuals in Care Settings</b><br>LO3 - Understand how legislation impacts on care settings. LO4 - Understand how personal hygiene, safety & security measures protect individuals.  |
| Hospitality & Catering            | <b>How Hospitality &amp; Catering Provision Operates</b><br>Operation of the kitchen; front of house; how hospitality & catering provision meets customer need.   | <b>How Hospitality &amp; Catering Provision Meets Health &amp; Safety Requirements</b><br>Personal safety responsibilities in the workplace; risks to personal safety in hospitality & catering; personal safety control measures for hospitality & catering provision.                                     | <b>Menu Planning</b><br>Factors to consider when proposing dishes; environmental issues when proposing dishes; how dishes meet customer needs; how to plan the production of dishes for menus.  |
| Music                             | <b>1. Exploring Job Roles 2. Introducing the Compulsory Unit</b><br>1. Exploring different job roles in the music industry through a mixture of investigative tasks & research. 2. Exploring how to plan, develop & deliver a concert.  | <b>1. Completing the Compulsory Unit. 2. Introducing the 'Optional Unit'</b><br>1. Planning, developing & delivering a concert, promoting the concert & reviewing the management of the concert. 2. Developing music performance skills and reviewing practice or learning how to plan a recording session. | <b>1. Completing the 'Optional Unit' 2. Revisiting Different Types of Organisation in the Music Industry</b><br>1. Completing assignment coursework & building up a portfolio of evidence to show how skills have developed. 2. Revision of different types of organisations that make up the music industry.   |
| PE (GCSE)                         | <b>Preventing Injury</b><br>Understand how risk of injury can be minimised.   | <b>Social Cultural Issues: Classification of skills</b><br>Physical activity & sport in the UK. Participation in physical activity & sport. Commercialisation of sport.   | <b>Non-examined Assessment</b><br>Analysis of performance task.   |
| Photography                       | <b>Preparation for GCSE Portfolio</b><br>Timescale for Y10, Y11 exam books examined. What is a Y11 Portfolio themes introduced. AOs, Chosen theme - tripod diagram. Research artists. Photoshoot 1. PS training. How to annotate. Portfolio (WIP). Photoshoot 2.  | <b>GCSE Portfolio WIP</b><br>Photoshoot 3. PS training. AOs. Editing to exhibition standard. Critical Study/Contextual Study. Photoshoot 4+ How to peer/self-assess.  | <b>GCSE Portfolio WIP</b><br>Photoshoot 5+. PS training. Presenting work. What is an evaluation? Linking research to outcomes. Explaining work through annotation. Photoshoot 6+.   |
| Product Design                    | <b>Mechanical Devices</b><br>The functions of mechanical devices to produce linear, rotary, reciprocating and oscillating movements. How the action of forces, levers and gears transmit and transform the effects of forces. The function of mechanical devices to change the magnitude and direction of forces. | <b>Energy generation, storage, sustainability and ecological issues</b><br>How energy is generated and stored. Understand that power is generated from fossil fuels, nuclear power, renewable energy and the arguments for and against their use.   | <b>New &amp; emerging technologies</b><br>The impact of new and emerging technologies on contemporary and potential future scenarios, the design and organisation of the workplace including automation and the use of robotics. The consideration the ecological and social footprint of materials. How technology push/market pull affects choice and changing job roles. |
| Sports, Health & Nutrition        | <b>PE: Competitive Sport, Health Related Exercise and Alternative Games</b><br>Football/hugby/netball/hockey/basketball/ Badminton/ HRE/Table Tennis/Group exercise<br><b>1A: Food Safety, Planning meals &amp; Knife skills</b><br><b>1B: Adapting ingredients and costing meals</b>                             | <b>PE: Competitive Sport, Health Related Exercise and Alternative Games</b><br>Football/hugby/netball/hockey/basketball/ Badminton/ HRE/Table Tennis/Group exercise<br><b>2A: Healthy eating- Cooking methods &amp; nutrition</b><br><b>2B: Healthy eating- Cooking methods &amp; nutrition</b>             | <b>PE: Competitive Sport, Health Related Exercise and Alternative Games</b><br>Football/hugby/netball/hockey/basketball/ Badminton/ HRE/Table Tennis/Group exercise<br><b>3A: Environmental impact: Food miles and Food waste</b><br><b>3B: Environmental impact: Planning and Presenting food</b>  |
| Sports Science                    | <b>R051 - Contemporary Issues</b><br>Understand issues which affect participation, know about role of sport in promoting values.  | <b>R051 Contemporary Issues Exam</b><br>Understand importance of hosting major sporting events, know about the role of national governing bodies in sport.  | <b>R056 Outdoor Education</b><br>Know about different types of outdoor activities & their provision. Understand value of participating in outdoor activities.   |



| West Exe School<br><b>Y10</b> curriculum             | Cycle 1  | Cycle 2   | Cycle 3   |
|--|--|---|---|
| <b>West Exe Bacc</b>                                 | <b>1A: Work Skills;</b><br><b>1B: The Holocaust &amp; other Genocides</b><br><b>1A:</b> Work skills. Employability skills. Covering letters, CVs, Interviews. Applying for work experience.<br><b>1B:</b> The Holocaust & other genocides. The stages of persecution. Anti-Semitism in Nazi Germany. The Holocaust. The genocide in Cambodia. The Bosnian genocide. Genocides in Rwanda & Darfur.  | <b>2A: Peace &amp; Conflict;</b><br><b>2B: Crime &amp; Punishment</b><br><b>2A:</b> Peace & conflict. Reasons for war. Terrorism. Nuclear weapons & other weapons of mass destruction. Just war & holy war. Working for peace.<br><b>2B:</b> Crime & punishment. Types of crime. Causes of crime. Strategies to reduce crime. Aims of punishment. Types of punishment. Corporal & capital punishment. | <b>3A: Relationships Education – Healthy relationships;</b><br><b>3B: Preparing for Year 11</b><br><b>3A:</b> Relationships Education – Healthy relationships. Signs of healthy relationships. Signs of unhealthy relationships. Advice & support.<br><b>3B:</b> Preparing for Year 11. Study skills. Mental health. Mindfulness. College applications. Careers guidance. |
| <b>Literacy:<br/>The West Exe<br/>Literary Canon</b> | <b>1a: To Kill a Mockingbird (Harper Lee, 1960)</b> - Innocence & experience, kindness & hatred, explored in one small town.<br><b>1b: The Curious Incident of the Dog in the Night-time (Mark Haddon, 2003)</b> - A coming of age book about a boy with special needs & a pet rat.<br><b>Themes 1a:</b> race, friendship, morality, class<br><b>1b:</b> SEN, acceptance, family, deceit, journeys | <b>2a: Heart of Darkness (Joseph Conrad, 1899)</b> - an examination of colonialism in Africa.<br><b>2b: Wind, Sand &amp; Stars (Saint Exupery, 1939)</b> - 'Self-discovery comes when a man tests himself against an obstacle'<br><b>Themes 1a:</b> class, race, power, colonialism<br><b>1b:</b> aviation, travel, adventure   | <b>3. The 57 Bus (Dasha Slater, 2017)</b><br>A true story of one teen in a skirt, & another with a lighter. An examination of how the legal system deals with people of different classes.<br><b>Themes:</b> race, class, gender, crime, sexuality  |

| West Exe School<br>Y11 curriculum |  | Cycle 1   | Cycle 2   | Cycle 3 |
|-----------------------------------|--|---|---|---------|
| English                           | <b>Constructing Viewpoints II</b><br>Concepts: Role of the State, social justice, internal & external forms of power & conflict, role of women, class; contextualising perspectives. Skills: Creative writing that conveys a clear & consistent view point; features of form; writer's methods; extending vocabulary; creative writing structure; Deconstructing texts; grammar; punctuation; extending vocabulary & phrases of expression; fluency. | <b>Narrative &amp; Descriptive Writing</b><br>Concepts: Role of the State, social justice, internal & external forms of power & conflict; revising genres; identifying links between literature & fiction extracts. Skills: Transactional writing & creative writing that conveys a clear & consistent view point; features of form; writer's methods; extending vocabulary; creative writing structure; deconstructing texts; grammar; punctuation; extending vocabulary & phrases of expression; fluency. | <b>GCSE Exam window</b><br>Individual teachers revise content/skills needed for their pupils. |         |
| Maths                             | <b>Proportion, Growth &amp; Decay, Non-linear Graphs</b><br>Proportion, growth & decay, non-linear graphs  | <b>Revision &amp; Recap</b><br>Revision & Recap   | <b>GCSE Exam window</b><br>Individual teachers revise content/skills needed for their pupils. |         |
| Science                           | <b>GCSE Coverage of Remaining Biology &amp; Chemistry Content</b><br>Animal coordination & control; exchange & transport in animals; rates of reactions; Periodic Table; Core Practical focus  | <b>Exam Preparation</b><br>All TB Core Practicals reviewed as well as remaining content & key exam skills.  | <b>GCSE Exam window</b><br>Individual teachers revise content/skills needed for their pupils. |         |
| Biology                           | <b>Animal Coordination, Control &amp; Homeostasis</b><br>Key hormones & the endocrine system; hormonal control of the menstrual cycle; diabetes & its control; thermoregulation; osmoregulation; the kidneys.  | <b>Exchange &amp; Transport in Animals, Ecosystems &amp; the Environment</b><br>Gas exchange; the circulatory system; the heart; respiration; types of ecosystems; material cycles; sampling habitats; assessing pollution & human impacts; parasitism & mutualism  | <b>GCSE Exam window</b><br>Individual teachers revise content/skills needed for their pupils. |         |
| Chemistry                         | <b>Fuels, Atmospheric Science and Hydrocarbons</b><br>Animal coordination & control; exchange & transport in animals; rates of reactions; Periodic Table; Core Practical focus   | <b>The Periodic Table &amp; Quantitative Analysis</b><br>Key groups in the Periodic Table & their reactions; rates of reactions; exothermic & endothermic reactions; tests for ions; composite materials & nanoparticles  | <b>GCSE Exam window</b><br>Individual teachers revise content/skills needed for their pupils. |         |
| Physics                           | <b>Radioactivity &amp; Astronomy</b><br>Types of radiation & detection; radioactive decay; dangers of radiation; radiation in medicine; nuclear power; the solar system; life cycle of stars; red shift; origins of the universe   | <b>Bending, Stretching &amp; Forces</b><br>Density; gas temperature & pressure; spring behaviour; pressure in fluids; work done; vector diagrams; rotational forces   | <b>GCSE Exam window</b><br>Individual teachers revise content/skills needed for their pupils. |         |
| Geography                         | <b>Resource Management</b><br>Study how food, water & energy are fundamental to human development. Food as the optional topic.   | <b>Urban Issues &amp; Challenges</b><br>Study patterns of urban growth in Nigeria & the UK & look at how urban living can be made more sustainable. Fieldwork in Plymouth.  | <b>GCSE Exam window</b><br>Individual teachers revise content/skills needed for their pupils. |         |
| History                           | <b>Elizabeth Unit 3, American West Unit 3</b><br>Education and leisure in Elizabethan England. Elizabethan overseas exploration. The destruction of the Plains Indians' way of life in North America.  | <b>Life in Nazi Germany, Medicine on the Western Front</b><br>The experiences of key groups (women, youth, workers and the Jews) living under Hitler's rule. A depth study of medical treatment during the First World War.   | <b>GCSE Exam window</b><br>Individual teachers revise content/skills needed for their pupils. |         |
| Languages                         | <b>Revision Themes 1&amp;2</b><br>Theme 1: Identity & culture<br>Theme 2: Local, national, international & global areas of interest  | <b>Revision Theme 3 &amp; Exam Practice</b><br>Theme 3: Current & future study & employment Exam Practice- Reading, listening, speaking & writing   | <b>GCSE Exam window</b><br>Individual teachers revise content/skills needed for their pupils. |         |
| Art                               | <b>Fine Art/Graphic Communication: Caged, Canine, Creepy Crawly, Love</b><br>Three good pencil drawings within the school boundary; use photographs & other information. Using information from drawings, have a piece of work in colour mixed media.  | <b>GCSE Art &amp; Design Controlled Assignment</b><br>A piece (or pieces) of work at the end of the course in response to a question paper - four weeks prior to exam. Ten hours maximum for controlled test. Preparation work for 1. Two pieces of coursework & preparatory studies. Art history, craft & design with written evaluations using a specialist vocabulary.   | <b>GCSE Exam window</b><br>Individual teachers revise content/skills needed for their pupils. |         |
| Business & Enterprise             | <b>Exam preparation &amp; course work mop-up</b><br>Review: The types of customer feedback techniques. Design mix, product differentiation, the impact of external factors on product development, sales promotion and adverts. Attract & retain customers. Sources of capital for business start-ups. Importance of a business plan   | <b>Exam preparation &amp; revision</b><br>Exam Q&A1 (Early Entry) Course work improvement and test  | <b>GCSE Exam window</b><br>Individual teachers revise content/skills needed for their pupils. |         |
| Child Development                 | <b>Understand the Development from Birth to 5 Years</b><br>R020 - L01 - Understand the physical, intellectual & social developmental norms from birth to 5 years. L02 - Understand the benefits of learning through play.  | <b>Health and Well-being for Child Development</b><br>R020 - L01 - Be able to plan different play activities for a chosen developmental area with a child from birth to 5 years. L04 - Be able to carry out & evaluate different play activities for a chosen developmental area with a child from birth to 5 years   | <b>GCSE Exam window</b><br>Individual teachers revise content/skills needed for their pupils. |         |
| Citizenship                       | <b>Section 2: Democracy &amp; Government</b><br>2.5 The role of the media and free press. The legal rights & responsibilities of a free press. The role of the media. 2.7 Politics beyond the UK. The key differences between citizens' political participation in the UK & one other democratic system, & one non-democratic system.  | <b>Exam Preparation &amp; Revision</b><br>Exam preparation & revision   | <b>GCSE Exam window</b><br>Individual teachers revise content/skills needed for their pupils. |         |



| West Exe School<br>Y11 curriculum     | Cycle 1  | Cycle 2  | Cycle 3  |
|---------------------------------------|--|--|--|
| <b>Computer Science</b>               | <b>Computer Systems Revision</b><br>Paper 1 Computer systems   | <b>Computational Thinking Revision</b><br>Paper 2 Computational thinking, algorithms and programming   | <b>GCSE Exam window</b><br>Individual teachers revise content/skills needed for their pupils |
| <b>Dance</b>                          | <b>Exploring the performing Arts Industry</b><br>Presentation or promotional material. Apply skills learnt in Learning Aim A to prepare & present a presentation demonstrating your understanding of professional practitioners' work  | <b>Component 3 - Performing to a Brief</b><br>Introduction to an externally set assessments using a stimulus, development of ideas, skills & rehearsal log & creation of a devised piece based on a set stimulus.  | <b>GCSE Exam window</b><br>Individual teachers revise content/skills needed for their pupils |
| <b>Drama</b>                          | <b>BTEC Component 1 - Learning Aim B</b><br>Presentation or promotional material. Apply skills learnt in Learning Aim A to prepare & present a presentation demonstrating your understanding of professional practitioners' work   | Introduction of externally set assessment (Component 3) using a stimulus. Development of ideas, skills & rehearsal log & creation of a devised piece based on set stimulus.  | <b>GCSE Exam window</b><br>Individual teachers revise content/skills needed for their pupils |
| <b>Economics</b>                      | <b>Economic objectives and the role of the government</b><br>3.6: Monetary policy. 3.7: Supply side policies. 3.8: Limitations of markets. Section 4: Trade. 4.1: The importance of international trade.   | <b>Exam Preparation and Revision</b><br>4.2: Balance of payments (BOP). 4.3: Exchange rates. 4.4: Globalisation.   | <b>GCSE Exam window</b><br>Individual teachers revise content/skills needed for their pupils |
| <b>Health &amp; Social Care</b>       | <b>Understanding the Nutrients Needed for Good Health</b><br>LD1 - Know the dietary needs of individuals in each life stage. LD2 - Be able to create dietary plans for specific dietary needs. LD3 - Be able to produce nutritional meals for specific dietary requirements.   | <b>Using Basic First Aid Procedures; Essential Values of Care for Use with Individuals in Care Settings.</b><br>LD1 - Be able to assess scenes of accidents to identify risks & continuing dangers. LD2 - Understand the first aid procedures for a range of injuries. LD3 - Be able to apply basic first aid procedures.  | <b>GCSE Exam window</b><br>Individual teachers revise content/skills needed for their pupils |
| <b>Hospitality &amp; Catering</b>     | <b>Proposing Hospitality &amp; Catering Provision to Meet Specific Requirements</b><br>Review options for hospitality & catering provision; recommend options for hospitality provision.   | <b>Proposing Hospitality &amp; Catering Provision to Meet Specific Requirements</b><br>Review options for hospitality & catering provision; recommend options for hospitality provision.   | <b>GCSE Exam window</b><br>Individual teachers revise content/skills needed for their pupils |
| <b>Music</b>                          | <b>BTEC: 1. Revising Job Roles in the Music Industry 2. Introducing Music Sequencing GCSE: Tackling Composition 2</b><br>BTEC: 1. Revising different job roles in the music industry & how they interrelate. 2. Exploring music sequencing techniques and using music sequencing software to create music. GCSE: Compose a piece of music to exam board set brief. | <b>BTEC: 1. Completing the Music Sequencing Coursework 2. Revising for the Exam GCSE: 1. Finishing Touches 2. Revising for the Exam</b><br>BTEC: 1. Finishing the last assignments to complete coursework. 2. Revision of different types of organisations that make up the music industry & job roles in the music industry. GCSE: 1. Finishing off composition & performing coursework. 2. Revision of the areas of study.   | <b>GCSE Exam window</b><br>Individual teachers revise content/skills needed for their pupils |
| <b>PE (GCSE)</b>                      | <b>Health, Fitness &amp; Well-being</b><br>Diet & nutrition, health, fitness & well-being  | <b>GCSE PE Mocks, Moderation &amp; Exams.</b><br>Exam preparation & practical assessment.  | <b>GCSE Exam window</b><br>Individual teachers revise content/skills needed for their pupils |
| <b>Photography</b>                    | <b>End of GCSE Portfolio</b><br>WIP & completion of books. Continuity of books. Further research Artists/contextual studies. Prep for exam paper.  | <b>Exam/Set Task</b><br>Exam paper issued. Timescale. Chosen theme - Spider - Research Artists - contexts - intentions - Photoshoots 1-4: Exam days.   | <b>GCSE Exam window</b><br>Individual teachers revise content/skills needed for their pupils |
| <b>Product Design</b>                 | <b>NEA</b><br>How market research, interviews and human factors including ergonomics are used and applied. How the work of past and present designers and companies can inform designing and that different strategies can be applied; including collaboration; user centred design; a systems approach iterative design and avoiding design fixation.             | <b>NEA</b><br>How the development of prototypes satisfy the requirements of the brief, respond to client wants and needs, demonstrate innovation and are functional. How a range of materials are cut, shaped and formed to designated tolerances. Understand that surface treatments and finishes are applied for functional and aesthetic purposes.  | <b>GCSE Exam window</b><br>Individual teachers revise content/skills needed for their pupils |
| <b>Sports, Health &amp; Nutrition</b> | Competitive Sport, Health Related Exercise & Alternative Games   | Competitive Sport, Health Related Exercise & Alternative Games   | Competitive Sport, Health Related Exercise & Alternative Games                               |
| <b>Sports Science</b>                 | <b>R056 Outdoor Education</b><br>Be able to plan outdoor activity. Be able to demonstrate knowledge & skills during outdoor activities.  | <b>R051 Developing Sports Skills Final Moderation</b><br>Moderation window - Individual & team performances.   | <b>GCSE Exam window</b><br>Individual teachers revise content/skills needed for their pupils |
| <b>West Exe Bacc</b>                  | <b>1A: Money Skills; 1B: Identities &amp; Diversity</b><br><br>1A: Bank statements, Pay slips, Budgeting, Loans & credit cards, Online purchases.<br>1B: Sense of identity, Multiple identities, Migration & asylum seeking, Push & pull factors, Advantages & disadvantages of immigration.   | <b>1A: Relationships Education - Sexual Relationships &amp; Health; 1B: Medical Ethics (Abortion &amp; Euthanasia)</b><br><br>2A: Relationships Education - Sexual relationships & health, Forms of contraception, Types of STIs, Consent & the law, Myths & misconceptions.<br>2B: Medical ethics Issue 1: Abortion, The law in the UK, Reasons for wanting an abortion, Development of a foetus, Pro-life v Pro-choice, Rights of those involved, Religious views. Issue 2: Euthanasia, The law in the UK, Types of euthanasia, Arguments for & against legalising active euthanasia, Religious views. |  |