



Y9 Course Handbook
2024-2025
Information for families and
students



Valuing Everyone
Caring for Each Other
Achieving Excellence

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Key Contacts

At Tapton we believe in fostering strong lines of communication with parents and carers to support our community and ensure positive relationships. Please use the contact email addresses below if you have a question regarding your child's pastoral care or academic progress and we will ensure the best placed member of staff responds

Year 7: year7@taptonschool.co.uk

Year 8: year8@taptonschool.co.uk

Year 9: year9@taptonschool.co.uk

Year 10: year10@taptonschool.co.uk

Year 11: year11@taptonschool.co.uk

KS3 - Curriculum Overview

- Key Stage three students have 25 hours of lesson time a week.
- Year groups are split into three bands (X, Y & Z).
- Students are taught as a form group in Year 7 for Geography, History, Drama, Music, IT, RE and Personal Development. These classes will be slightly altered moving into Year 8 and Year 9.
- In Languages, students commence studying a language in Year 7 and continue with that language until the end of Key Stage Three and are strongly encouraged to continue it until the end of Key Stage Four.
- Year 8 Subject Choices - students opt in January of Year 8 for two subjects from the Arts and Technologies to study in Year 9.
- Year 9 GCSE Study - students select a set of subjects in January of Year 9 to study at GCSE.

Subject Area	Number of weekly hours – Y7	Number of weekly hours – Y8	Number of weekly hours – Y9
English	3	3	3
Maths	3	3	3
Science	3	3	3
Languages	3	3	3
Geography	2	1	2
History	1	2	2
RE	1	1	2
PE	2	2	2
Art	1	1	2*
Music	1	1	2*
Drama	1	1	2*
Computer Science	1	1	2*
Technologies: Product Design, Engineering, Food & Textiles	2	2	2*
Personal Development	1	1	1

*Dependent on choice of Art and Technology in Subject Choice process

Key Stage Three – GCSE Study Process

Year 9 GCSE Study Process:

Students have a personalised timetable in Year 10 and Year 11 which enables them to achieve both breadth and depth in their learning. From Year 10 there will be the chance to study some subjects in much greater depth than is possible in the lower part of the school and that means more time is needed for each subject. It will no longer be possible to fit in every subject that has been studied so far. For students, it's the opportunity to mould their curriculum so that it suits their interests and the direction in which they want to go.

The Key Stage Four curriculum is a mixture of 5 Core Subjects and 3 Option Subjects chosen from the lists below. All students will have lessons in the core subject areas, these include English Literature, English Language, Mathematics, Science, Core PE and RE.

All Key Stage Four students are strongly advised to follow a full EBACC programme of study, which means they will take at least one humanity (History/Geography), continue to learn their Modern Foreign Language (MFL) to GCSE and have 1 further open option.

Students can opt for 3 of the following subject areas: Languages (French, German, Spanish or Mandarin – this is a continuation of the language studied in Key Stage Three), History, Geography, Music, Product Design, GCSE PE, Textiles, Art, Hospitality and Catering (Level 1/2), Computer Science, Business Studies, Engineering, Drama, Food and Vocational Engineering (Level 1/2).

As always, our curriculum has been designed around ensuring all students succeed across all of their subjects by giving them the appropriate amount of time to study. Two and a half hours per option subject (over the two years) and a choice of at least three options allows students to achieve a suitable number of GCSEs without overwhelming them. Linear GCSE courses mean all examinations will be taken at the end of Year 11.

In January of Y9 students will take part in the GCSE Options process. They will find out about their GCSE options through assemblies, form discussions and Personal Development lessons. Students and their families are also invited to attend the GCSE Options Evening with more information being shared closer to the time.

Curriculum Intent

Our ambitious and bespoke curriculum is designed to allow all students to realise their life chances and dreams. Inclusion and destinations drive all our decision making. We aim to ensure that every child is fully engaged in learning and gains and retains a deep body of knowledge. This ensures they are ready for a successful transition to the next stage of learning and onwards to employment.

We value everyone, care for each other and achieve excellence.

Every child has the right to a broad and balanced curriculum with a quality experience in the Arts, Technology, Science, Religious Education, Physical Education, a Modern Foreign Language and the Humanities, alongside a strong core subject experience in English and Maths.

The school is committed to a three-year Key Stage Three experience. At every key stage we build the composite knowledge and skills for progress and future success. Our broad, knowledge rich curriculum ensures engagement and allows students to discover their own passions and make appropriate learning and life choices. Our vision is to embed cultural capital across all groups.

We believe the heart of our curriculum must be academic because this is the best guarantee for student destinations and removes obstacles for social mobility. Our curriculum offer is personalised to the individual needs of young people, particularly those at risk of disengagement and exclusion. As a Vision Support school, we deliver independent living skills for VI students and where appropriate other students with high needs.

We are a values driven school that celebrates the diversity of our community. RE is an integral part of the curriculum for every student from year 7 to 11. Universal values of tolerance and understanding are deeply embedded within our RE, Personal Development and Form Time programme as are LGBTQ+, anti-sexism, anti-racism and anti-bullying.

Assessment

Assessments are calendared at points throughout the school year. When an assessment is approaching, we will share details of revision topics with all students and families on Satchel:One and with letters home. This information will support revision and preparation for assessments; the results of these assessments will be shared with families through our tracking processes and will inform our interventions going forward.

In addition to calendared assessment weeks, all subjects will use a range of assessment methods to track student progress. These could range from written assessment papers completed in lessons, presentations, quizzes, in class questioning, self and peer assessment and evaluations.

Tracking Reports:

We report student progress through our tracking reports. There are two tracks per year for Key Stage Three, which are shared via MCAS and a paper copy is handed to students. On each tracking document you will find the following information:

- **Assessment Percentage (%)** – This is the percentage mark achieved in the most recent assessment. If your child did not sit this assessment this column will remain blank.
- **School Average Assessment Percentage (%)** – This is the average percentage achieved by the students who sat this assessment.
- **Behaviour for Learning** – This is a teacher judgement of your child's behaviour in lessons and will range from the following: either outstanding, good, satisfactory, requires improvement or inadequate.
- **Currently Meeting Expectations** – In order to reach a decision on whether your child is **currently** meeting expectations teachers will use their professional judgement alongside a range of information. The following criteria will be considered; behaviour, work rate, learning behaviours, effort and assessment scores. If your child is currently meeting or exceeding their teacher's expectations the assessed grade cell will be coloured green and include the letter 'Y'. However, if your child is not yet meeting expectations the cell will be coloured amber and include the letter 'N'.
- **Additional Comment** – Where a child is not yet meeting expectations ('N') teachers will provide a brief piece of information to support the judgement. This information will identify the reasons why your child is not yet meeting expectations and what they need to do to improve.

Key Stage Three - Homework

Homework set at Tapton is set in line with our touchstone;

'meaningful, manageable, and predictable'.

Meaningful: Homework tasks are embedded into the curriculum and relevant to the learning in the classroom. All homework set supports students and facilitates their in-class performance or revision for assessments.

Manageable: Homework tasks are designed to be short and regular to encourage good study habits in preparation for later study and working life. To support the completion of homework there are Homework drop-ins available for each year group once a week in the Library. The club is monitored by a member of SLT, Teaching Assistants and teaching staff.

Predictable: At Key Stage Three we expect students to receive a piece of homework in each subject for every six hours taught. Homework should take approximately thirty minutes to complete per subject and students should complete around three hours of homework a week. Homework tasks do not have to be written and could take the form of reading, learning or revision and in mastery subjects (Maths and MFL) students will receive weekly homework to help with their proficiency in these areas.

Homework is set using the online platform Satchel:One. Homework is shared by class teachers on this system on the day it is set before 5pm. Students should be given a minimum of three nights to complete any homework set. Parents and carers can also access Satchel:One to monitor their child's homework and deadlines.

Homework Monitoring - systems and procedures

All students receive feedback and praise for completed homework. Feedback may be verbal, provided as whole-class feedback or individual written feedback.

Classroom teachers will deal directly with any non-completion of homework by having a conversation with anyone who has not completed a task and logging it as a non-completion on Bromcom which will create a text notification to parents and carers. If the piece of homework is still not completed a sanction is put in place by the class teacher (i.e a break or lunch detention) and students complete the work at the agreed time and a second non-completion log is put on to Bromcom, generating a negative behaviour point and a further text is sent home. Any further non-completion of homework will be addressed by the Subject Leader, Year Leader or Academic Mentor as necessary and a referral to the Homework Drop-In may be made.

Homework Drop-Ins

The Library is open every day after school where students have access to resources to support them with their studies. Furthermore, the Academic Mentor and Teaching Assistant Team will be available in the Library for further assistance at Homework Drop-In on a Wednesday after school. A minibus also runs on this day providing transport assistance for those students living in Netherthorpe. Please contact the school if you wish to book a place on the minibus for your child.

Careers and our extracurricular offer

Each year group from Year 7 through to Year 13 has access to a vast array of careers information and can experience many different extracurricular offers. A few examples for students include:

Careers:

- **LMI Assembly**
 - Each year group will have an assembly that is age appropriate focusing on local labour market updates and opportunities. The aim is to ensure all students know about the local industry and skills required for the in-demand roles.
- **Unifrog**
 - Is an online tool for students to research career opportunities and identify action points to work towards these goals. The site covers apprenticeships, University and College. All students will be given the opportunity to learn how to navigate the platform and how to record meaningful encounters and experiences that they have had throughout their time at school
- **Interactions with employers**
 - Each year group will have at least 2 interactions with employers every year. This will provide students the opportunity to learn from employers about work, employment and the skills that are valued in the workplace.
- **Careers in Personal Development lessons**
 - All students receive weekly lessons on Personal Health, Social and Economic Education. As part of this provision students receive age-appropriate information on career opportunities, employment rights, further education and progression guidance.
- **1:1 Careers interviews by referral.**
 - Throughout the year all students will have the opportunity to attend a one-to-one careers interview with a qualified, independent careers advisor. A report will be produced for each student highlighting their current ideas, aspirations and possible pathways to achieve their goals. These are shared with students and parents and carers.

Each year group will have specific experiences to guide them through decisions and future careers, always supported by Personal Development lessons:

- Year 7 Raising Aspirations Event
- Year 8 Subject Choices process
- Year 9 GCSE Study process

Extracurricular activities

At Tapton we want to provide all students the opportunity to enhance their physical and emotional well-being, enabling them to become active citizens by developing and discovering their interests and talents. To assist with this there is a vast array of extracurricular activities for students to take part in during their time at school. Students will be provided a timetable which outlines all the different clubs available to them. This will also be displayed in their form room and in student reception.

English

Subject Leader: Ms C Law claw@taptonschool.co.uk

Key Stage Three Leader: Mrs S Simpson – ssimpson@taptonschool.co.uk

Curriculum Intent: We teach English to enable students to become better communicators: better at reading, better at writing and better at speaking and listening. In English, we follow a spiral curriculum. This means that all core skills are revisited each year with an increased level of challenge as the years progress.

	Core Knowledge	Procedural Knowledge
	<p>Topics:</p> <p>Dystopia: descriptive and story writing.</p> <p>Modern play: analysis.</p> <p>Romeo and Juliet: analysing Shakespeare.</p> <p>Love and Relationships: poetry analysis and comparison.</p> <p>Novel: writing to persuade.</p> <p>19th century: reading, writing, and speaking and listening.</p>	<p>Students will:</p> <p>Become a successful communicator.</p> <p>Become a confident reader with strategies to unpick challenging texts.</p> <p>Describe and story tell successfully – making a variety of language and structural choices to have an intended effect.</p> <p>Write persuasively successfully – making a variety of language and structural choices to have an intended effect.</p> <p>Engage with discussion and be courteous towards my peers.</p> <p>Analyse a literature text, considering a range of language and structural effects of the choices made.</p> <p>Analyse a non-fiction text, considering a range of language and structural effects of the choices made</p> <p>Compare and contrast two texts.</p> <p>Confidently apply rules of grammar to writing, embedding them to create an intended effect.</p> <p>Understand a writer’s message and reasoning for writing a text.</p> <p>Understand how the context and background of a text impacts the writing.</p> <p>Form a detailed essay with an argument continuing throughout.</p> <p>Engage with a range of formats, genres and purposes</p> <p>Summarise information.</p>

Homework:

A reading homework will be set weekly for all students in Key Stage Three.

Assessment:

- Progress tasks in all lessons
- Self and peer assessment to check progress
- Descriptive/story teacher marked assessment
- Writing to persuade teacher marked assessment
- One teacher marked literature assessment
- Speaking and listening assessment

Links to Personal Development:

- Promoting inclusivity and diversity of all protected characteristics
- Social development: Practise using a range of social skills in different situations
- Confidence, Resilience and Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships
- Character: Reflect Wisely, learn eagerly, behave with integrity, cooperate
- Moral development: Recognising the difference between right and wrong.

Cultural development: Understanding the wide range of cultural influences that shape an individual

How is my knowledge developed further at GCSE?

The curriculum intent stays the same: better communicators

All skills taught in Key Stage Three will be revisited in Key Stage Four

- Reading challenging texts from a range of genres, time periods and writers
- Writing analytical and comparison essays
- Writing stories and description
- Writing persuasively
- Speaking and listening

Maths

Subject Leader: Mrs P Leon pleon@taptonschool.co.uk

Key Stage Three Leader: Miss R Gilbertson rgilbertson@taptonschool.co.uk

Curriculum Intent: We build confidence with mathematical reasoning which is essential for everybody's future. We ensure that all students have the mathematical fluency, reasoning, and problem-solving skills to not only excel in assessments, but to fulfil their hopes and dreams in the world beyond. We motivate, challenge, and inspire a very able cohort, whilst supporting and nurturing students who lack confidence and those that struggle with mathematics. We deliver a curriculum which allows students to achieve the best they can.

	Core Knowledge	Procedural Knowledge
	<p>Topics:</p> <p>Number.</p> <p>Algebra.</p> <p>Ratio.</p> <p>Proportion & rates of change.</p> <p>Geometry & measures.</p> <p>Probability.</p> <p>Statistics.</p>	<p>Students will:</p> <p>Become fluent in the basics of mathematics.</p> <p>Be able to reason how and why the mathematics works (or doesn't sometimes).</p> <p>Be able to apply their mathematics to solve problems which are both abstract and from the real world.</p> <p>Apply mathematical knowledge in Science, Geography, Computer Science and other subjects.</p>

Homework:

Weekly homework is set using predominantly Mathswatch & sometimes Hegarty to practise the skills learnt that week

Revision tasks are also set as homework to prepare for the 2 main assessments

Assessment:

There are two main formative assessments during the year assessing the skills taught and the student's ability to apply the skills to problem solving

Assessment for learning during lessons is key to assessing students informally every maths lesson so teaching is tailored to the students

Links to Personal Development:

Mathematical knowledge, skills and their application to problem solving is key and requires resilience and the willingness to make mistakes and learn from them

The curriculum is linked to the real world wherever possible

We make cross curricular links with Science, Technology, Geography, & Food wherever possible

We support students to get the best grades that they can, so they have as much career choice as possible

How is my knowledge developed further at GCSE?

Key Stage Three is the first 3 years of a 5-year curriculum of which the last 2 years are GCSE Maths.

GCSE Maths content builds on all the skills learnt in Key Stage Three.

Science

Subject Leader: Ms V Bates vbates@taptonschool.co.uk

Key Stage Three Leader: Dr A Naylor anaylor@taptonschool.co.uk

Curriculum Intent: To ensure students maintain and develop their curiosity and excitement about the natural world. To develop all to be 'scientists' by embedding a culture of confidence and mastery underpinned by scientific enquiry. To develop their ability to see connections between science subject areas and become aware of some of the big ideas for understanding the world and to provide a high challenge, high quality science education for all our learners

	Core Knowledge	Procedural Knowledge
Autumn	<p>Topics:</p> <p>Biology: Animal, plant and bacterial cells. Microscopes. DNA.</p> <p>Chemistry: The particle model. Atomic structure. The periodic table.</p> <p>Physics: The particle model. Atomic structure, density, energy, temperature and changes of state. Electrical current.</p>	<p>Students will:</p> <p>Select, plan, and carry out the most appropriate scientific enquiries to test predictions. Identify independent, dependent and control variables. Use appropriate techniques, apparatus and materials during field work and lab work, paying attention to health and safety. Pay attention to objectivity and concern for accuracy, precision, repeatability, reproducibility. Explain data in relation to predictions and hypotheses. Understand that scientific theories are modified to take account of new evidence. Understand importance of publishing results and peer review.</p>
Spring	<p>Topics:</p> <p>Biology: Enzymes. Biological molecules. Respiration.</p> <p>Chemistry: Purity and separation of chemicals.</p> <p>Physics: Electrical circuits. Resistance and power.</p>	<p>Students will:</p> <p>Select, plan, and carry out the most appropriate scientific enquiries to test predictions. Identify independent, dependent and control variables. Use appropriate techniques, apparatus and materials during field work and lab work, paying attention to health and safety. Pay attention to objectivity and concern for accuracy, precision, repeatability, reproducibility Explain data in relation to predictions and hypotheses. Understand that scientific theories are modified to take account of new evidence Understand importance of publishing results and peer review.</p>

Summer	<p>Topics:</p> <p>Biology: Photosynthesis. Transport across cell membranes.</p> <p>Chemistry: Identifying certain products formed during a chemical reaction.</p> <p>Physics: Magnetism and pressure in solids, liquids and gases.</p>	<p>Students will:</p> <p>Select, plan, and carry out the most appropriate scientific enquiries to test predictions. Identify independent, dependent and control variables. Use appropriate techniques, apparatus and materials during field work and lab work, paying attention to health and safety. Pay attention to objectivity and concern for accuracy, precision, repeatability, reproducibility Explain data in relation to predictions and hypotheses. Understand that scientific theories are modified to take account of new evidence. Understand importance of publishing results and peer review.</p>
<p>Homework: Students will receive homework for every six hours that they are taught. Their homework tasks will be set on Satchel:One. Homework will comprise of a variety of tasks that complement the learning in class.</p>		
<p>Assessment: To assess learning students will have in class multiple choice question assessments. There will be two more formal assessments. Autumn Term: TSAT Assessment on the content covered in Biology, Chemistry and Physics so far. Summer Term: TSAT exam on all Biology, Chemistry and Physics content covered in Year 9.</p>		
<p>Links to Personal Development: Enabling students to recognise risks to their own wellbeing. Social development: Practise using a range of social skills in different situations. Confidence, Resilience and Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships.</p>		
<p>How is my knowledge developed further at GCSE? The Science curriculum is a spiral. Every topic is revisited and built upon. All ultimate knowledge from one year or key stage becomes the proximal knowledge for the next year or Key Stage.</p>		

Geography

Subject Leader: Mr A Kennedy akennedy@taptonschool.co.uk

Curriculum Intent:

Geographers are the heroes of tomorrow; they are engaged by the study of planet Earth and learn how to creatively solve problems for a sustainable future. **Geographers are critical thinkers;** they apply their knowledge and understanding to the human and natural world appreciating the interconnectedness between different systems. **Geographers are global citizens;** they understand their own place in the world but can also think with empathy to consider the attitudes and values of other stakeholders too. **Geographers enjoy learning beyond the classroom;** they undertake fieldwork to test the theories of our subject and gain first-hand experience of Geography in action.

	Core Knowledge	Procedural Knowledge
Autumn Term 1	<p>Topic: Frozen Planet.</p> <p>Students will explore the frozen parts of our planet. This will include:</p> <ul style="list-style-type: none"> • The global location of alpine glaciers and polar ice sheets and reasons why they are found in these regions. • The geomorphic processes that created a landscape shaped by glaciers. • How to recognise glacial landforms in the UK on an OS map. • A case study investigation into what makes Antarctica such a distinctive continent. • The threats and opportunities presented by the Antarctic continent. 	<p>Students will:</p> <ul style="list-style-type: none"> • Use a variety of maps at a range of scales from regional to global to identify and analyse patterns. • Apply their knowledge of altitude and altitude to explain geographical patterns. • Work with geographical data, such as climate data, to perform basic calculations. • Read a variety of geographical texts to extract and categorise ideas. • Study images of unfamiliar places and events to grow their global understanding of the world. • Write extended prose to describe, explain and evaluate their learning.
Autumn Term 2	<p>Topic: Global Development</p> <p>Students will investigate the challenges posed by differences in global development. This will include:</p> <ul style="list-style-type: none"> • Understanding what geographers mean when assessing levels of development. • Learning how development is measured using both traditional measures, such as income, and other methods, such as happiness. • Analysing patterns of global development as well as zooming in to look at how development varies across the case studies of the USA (national scale) and within London (a single city). 	<p>Students will:</p> <ul style="list-style-type: none"> • Use a variety of maps at a range of scales from regional to global to identify and analyse patterns in levels of development. • Work with geographical development data to perform basic calculations. • Read a variety of geographical texts to extract and categorise ideas. • Study images of unfamiliar places and events to grow their global understanding of the world. • Write extended prose to describe, explain and evaluate their learning.

Spring Term 1	<p>Topic: Global Development (Cont.)</p> <p>Students will progress from the initial study of development to build an understanding of the role played by Sustainable Development Goals (SDGs). This will include:</p> <ul style="list-style-type: none"> Knowing what the 17 SDGs are and their purpose. Applying their knowledge of the SDGs to specific case study examples to evaluate their success. 	<p>Students will:</p> <ul style="list-style-type: none"> Work with geographical development data to perform basic calculations. Read a variety of geographical texts to extract and categorise ideas. Study images of unfamiliar places and events to grow their understanding of the interaction between humans and natural processes. Write extended prose to describe, explain and evaluate their learning.
Spring Term 2	<p>Topic: Sustainable Transport</p> <p>We all need to get around, but this unit will introduce students to the impact our methods of transport can have. This will include:</p> <ul style="list-style-type: none"> Which modes of transport emit the greatest amount of greenhouse gas emissions? The impact of air travel and how it could become more sustainable in the future. The impact of emissions from cars and how we could make personal transport more sustainable in the future. 	<p>Students will:</p> <ul style="list-style-type: none"> Use a variety of maps at a range of scales from regional to global to identify and analyse patterns. Work with geographical data to perform basic calculations. Read a variety of geographical texts to extract and categorise ideas. Study images of unfamiliar places and events to grow their global understanding of the world. Write extended prose to describe, explain and evaluate their learning.
Summer Term 1	<p>Topic: The Middle East</p> <p>In this place study, students will learn more about this region of the world. This will include:</p> <ul style="list-style-type: none"> The urban and physical geography of the Middle East region. The climate of the Middle East region. The demography of the Middle East region. The issue of water security in the Middle East region. How conflict affects the Middle East. A case study exploring how Saudi Arabia is trying to diversify its future economy away from oil. 	<p>Students will:</p> <ul style="list-style-type: none"> Use a variety of maps at a range of scales from regional to global to identify and analyse patterns with a focus on the Middle East. Work with geographical data to perform basic calculations. Read a variety of geographical texts to extract and categorise ideas. Study images of unfamiliar places and events to grow their global understanding of the world. Write extended prose to describe, explain and evaluate their learning.
Summer term 2	<p>Topic: Changing Climate</p> <p>The final lessons of Y9 will focus on the challenge presented by climate change. We will be teaching the first topic of the GCSE course and students who have selected GCSE Geography will begin working in their Key Stage Four books. This will help their transition to Y10 in September. The course will include:</p> <ul style="list-style-type: none"> How is our climate changing What is the evidence for climate change Natural causes of climate change Human causes of climate change Global impacts of climate change UK impacts of climate change 	<p>Students will:</p> <ul style="list-style-type: none"> Use a variety of maps at a range of scales from regional to global to identify and analyse patterns. Work with geographical data to perform basic calculations and assess the impact of climate change on our planet. Read a variety of geographical texts to extract and categorise ideas. Study images of unfamiliar places and events to grow their global understanding of the world. Write extended prose to describe, explain and evaluate their learning.

Homework:

Homework will be set every three weeks. The homework will take the form of knowledge organiser tasks which will consolidate their learning up to that point and also provide a resource that can be used towards revision for

their interim and formal assessments. There will also be a challenge task for students to extend their learning beyond the taught curriculum.

Assessment:

In lessons there will be regular review questions of prior learning at the start of each lesson, question and answer sessions led by the teacher and short mid-topic tests to check knowledge and address misconceptions. There may also be end of topic tests, providing they don't clash with the formal assessments, which students will be told about when they begin a new topic.

Formal assessments will include:

- **November:** Frozen planet, Plate Tectonics, Geographical Skills (including graphs, data, and maps)
- **May:** Global development, Environmental sustainability (such as: transport, plastic, fashion), Geographical Skills (including graphs, data, and maps)

Links to Personal Development:

The topics studied in Year 9 may inspire students to investigate a range of careers spanning the physical, social and environmental sciences. Examples could include glaciologists, development aid workers, foreign diplomats and sustainable transport planners. Class notice boards will also have displays showcasing various careers in which students may use their geographic knowledge, understanding and skills in the future. In particular, the study of geography will help with students' cultural development. Understanding the wide range of cultural influences that shape individuals and different places.

How is my knowledge further developed in GCSE?

As students move on to study GCSE Geography they will find the topics covered during Key Stage Three provide them with a good hinterland knowledge on which to build an even deeper understanding. Year 10 topics such as Sustaining Ecosystems and Distinctive Landscapes will build directly on the work of Key Stage Three which topics such as Urban Futures and Resource Reliance will provide newer learning. Similarly, the graphical, cartographic and maths skills practiced during Key Stage Three will be use at GCSE and students should be confident applying these skills to their GCSE learning.

History

Subject Leader: Mr A McAuley amcauley@taptonschool.co.uk

Key Stage Three Leader: Ms J McCullough jmccullough@taptonschool.co.uk

Curriculum Intent: To provide students with critical skills of analysis and evaluation, not simply to study the past, but also to deal with the world around them. To provide students with a sense of how the past has shaped the world they are growing up in, locally, nationally, and globally.

	Core Knowledge	Procedural Knowledge
Autumn	<p>Topics:</p> <p>The inter-war years including the rise of Hitler in Germany</p> <p>The Second World War</p>	<p>Students will:</p> <p>Explain why events happened (causation).</p> <p>Recognise and compare historical interpretations.</p> <p>Understand why historical interpretations have changed over time.</p> <p>Make inferences from contemporary sources.</p> <p>Make comparisons and connections (similarity and difference).</p>
Spring	<p>Topics:</p> <p>The Holocaust</p> <p>The Cold War</p>	<p>Students will:</p> <p>Explain why events happened (causation).</p> <p>Recognise and compare historical interpretations.</p> <p>Understand why historical interpretations have changed over time.</p> <p>Make inferences from contemporary sources.</p> <p>Make comparisons and connections (similarity and difference).</p>
Summer	<p>Topics:</p> <p>Civil Rights in the USA and South Africa</p>	<p>Students will:</p> <p>Explain why events happened (causation).</p> <p>Recognise and compare historical interpretations.</p> <p>Understand why historical interpretations have changed over time.</p> <p>Make inferences from contemporary sources.</p> <p>Make comparisons and connections (similarity and difference).</p>

Homework:

Homework is set on Satchel: One for every six taught hours.

In the Autumn term this will comprise Inter-war menu, a Sheffield Blitz reading and online quiz, Assessment preparation and revision of glossary terms for an in-class test. In the Spring term students can expect an *Anne Frank* fact finding task, an online quiz relating to the Holocaust and review of learning, an online quiz about The Korean War and a Cold War review – video clip and online quiz. In the final term students will have homework

relating to Native American Civil Rights – video clip and online quiz, US Civil Rights for women – video clip and online quiz, Assessment preparation and the Bristol Bus Boycott – video clip and online quiz.

Assessment:

Autumn Term Assessment 1: On aspects of Year 7/ Year 8 content, including the First World War; the Rise of Hitler; and the Second World War. This will assess knowledge retention; making inferences from sources; comparison of interpretations and understanding of why they differ; explanation/ causation.

Summer Term Assessment 2: On aspects of Year 7/ Year 8 learning; the Holocaust; the Cold War; and US Civil Rights. This will assess: description skills; explanation / consequence; making inferences from sources; and understanding how historical interpretations are shaped by context

Links to Personal Development:

British Values: Democracy, individual liberty, rule of law, mutual respect and tolerance

Promoting inclusivity and diversity of all protected characteristics

Prepare learners for future success in education, employment and training

Moral development: Recognise the difference between right and wrong

Cultural development: Understanding the wide range of cultural influences that shape individuals

How is my knowledge developed further at GCSE?

For those students choosing to study History, there is an opportunity to deepen their engagement with the Norman Conquest (links to the Fight for Power in Year 8), the Making of America (links to Transatlantic Slavery in Year 8 and US Civil Rights in Year 9) and Life in Nazi Germany (links to Rise of Hitler and WWII in Year 9).

GCSE also tests the skills acquired throughout the Key Stage Three programme of study.

Modern Foreign Languages (MFL)

Subject leader: Ms J Askew jaskew@taptonschool.co.uk

Curriculum Intent: We are passionate that all students enjoy the right to learn a language at Tapton, regardless of their background and we believe our strength lies in our diversity. We have a challenging curriculum which encourages students to become global citizens with a clear pathway into both higher education and the world of work. Cultural and social horizons are broadened and self – esteem is built, not only in lessons but also through wider opportunities such as trips and visits. We guarantee depth and breadth, developing students’ written and verbal communication skills and literacy.

	Core Knowledge	Procedural Knowledge
Autumn Term 1	<p>Topic: Talking about myself and my family</p> <p>Talking about yourself Talking about your family, Present tense, Relationships, Near future tense</p>	<p>Students will:</p> <p>Enrich and develop their linguistic capabilities and establish a solid foundation to begin the GCSE course in Year 10.</p> <p>Develop a greater cultural understanding and awareness</p> <p>Comprehend a wide range of texts in the target language</p> <p>Produce extended responses, both written and verbal.</p>
Autumn Term 2	<p>Topic: Free- time activities</p> <p>Music - types, preferences, concerts, Sports, locations, frequency. TV – types of programmes, favourite shows, pros and cons of TV Other general hobbies, cooking, reading, video gaming etc. Opinions, Time phrases Preterite/perfect tense</p>	<p>Students will:</p> <p>Enrich and develop their linguistic capabilities and establish a solid foundation to begin the GCSE course in Year 10.</p> <p>Develop a greater cultural understanding and awareness</p> <p>Comprehend a wide range of texts in the target language</p> <p>Produce extended responses, both written and verbal.</p>
Spring Term 1	<p>Topic: Free time</p> <p>Study of a film in target language, Film review, Preterite/perfect tense, What you watched yesterday/last week etc Free-time activities. Shopping, places, items, transactions. Future time frames.</p>	<p>Students will:</p> <p>Enrich and develop their linguistic capabilities and establish a solid foundation to begin the GCSE course in Year 10.</p> <p>Develop a greater cultural understanding and awareness</p> <p>Comprehend a wide range of texts in the target language</p> <p>Produce extended responses, both written and verbal.</p>

Spring Term 2	<p>Topic: Talking about myself and my family</p> <p>Relationships and marriage. Conditional tense Ideal partner. Talking about work and jobs. Future time frames.</p>	<p>Students will:</p> <p>Enrich and develop their linguistic capabilities and establish a solid foundation to begin the GCSE course in Year 10.</p> <p>Develop a greater cultural understanding and awareness.</p> <p>Comprehend a wide range of texts in the target language.</p> <p>Produce extended responses, both written and verbal.</p>
Summer Term 1	<p>Topic: Celebrity Culture</p> <p>Celebrity culture: role- models and inspirations, target language country actors and singers, reality TV stars, streaming, fashion and sports icons, models and influencers. Reasons for their status as icons/inspiration Charity work. Behaviour and vices</p>	<p>Students will:</p> <p>Enrich and develop their linguistic capabilities and establish a solid foundation to begin the GCSE course in Year 10.</p> <p>Develop a greater cultural understanding and awareness.</p> <p>Comprehend a wide range of texts in the target language.</p> <p>Produce extended responses, both written and verbal.</p>
Summer term 2	<p>Topic: Media and Technology</p> <p>Types and uses. Pros and cons. Opinions and justifications. Technology before and now. Imperfect tense. Can we live without technology? Conditional tense and Si (if) clauses.</p>	<p>Students will:</p> <p>Enrich and develop their linguistic capabilities and establish a solid foundation to begin the GCSE course in Year 10.</p> <p>Develop a greater cultural understanding and awareness.</p> <p>Comprehend a wide range of texts in the target language.</p> <p>Produce extended responses, both written and verbal.</p>

Homework:

The purpose of homework set in MFL is to consolidate the learning that happens in the classroom and develop the key skills of reading, listening, writing, speaking and translation.

Students are issued with a homework booklet and homework is set once a week through Satchel:One, normally taking the form of some of the following:

- Reading comprehension exercises.
- Listening comprehension exercises.
- Vocabulary learning.
- Grammar consolidation.
- Written pieces.
- Research.

Assessment:

Low stakes grammar and vocabulary tests, assessment for learning activities, targeted questioning and a range of pair, group and whole class work.

There are two formal assessment points:

Assessment Point 1: November – listening, reading, and writing.

All topics covered in Y9 so far and those covered in Y7 + Y8 too.

Assessment Point 2: June - listening, reading, and writing.

All topics covered in Y9 so far and those covered in Y7 + Y8 too.

Links to Personal Development:

Mutual respect and tolerance: Students build their cultural capital and learn to respect others

Character: Resilience is needed to prosper in MFL.

Moral and social development: Students work together respecting each other's ideas.

Cultural development: Cultural capital is the currency of MFL.

How is my knowledge developed further at GCSE?

In terms of core knowledge, the GCSE course in MFL builds upon the phonics, vocabulary and grammar that students have acquired at Key Stage Three. The topics covered at GCSE are detailed below:

- Theme 1 – People and lifestyle.
- Theme 2 – Popular culture.
- Theme 3 – Communication and the world around us.

In terms of procedural knowledge, the GCSE course consolidates the skills of listening, speaking, reading and writing and allows students to develop and apply these skills at a higher level.

Religious Education (RE)

Subject Leader: Ms K Molyneux kmolyneux@taptonschool.co.uk

Curriculum Intent: Through RE in Tapton we strive to develop in all students a knowledge and understanding of religious and non-religious worldviews to foster a greater appreciation of the rich, culturally, and religiously diverse world in which we live. We aim to support students in developing their own spiritual, moral, and social awareness by increasing their understanding of the complex issues and challenges faced by people from all walks of life within their own city and beyond. It is our ambition that students leave Tapton with a greater understanding of their own place within society, both local and global. Our students will learn key beliefs from major world religions, with particular focus on the main religious tradition of the country to reflect on the historical context of Great Britain. Our ultimate goal is to create and nurture an intellectual curiosity in Students to develop a love of learning and an understanding of the role of the subject within the curriculum.

	Core Knowledge	Procedural Knowledge
Autumn	Topics: EDEXCEL GCSE Spec B IB (1) Christian Beliefs: Trinity, Creation, Incarnation, Salvation, Life After Death, evil and suffering.	Students will: Understand and interpret religious texts - theological lens. Analyse the impact of beliefs on behaviour -Social Sciences, Philosophical and Theological lenses.
Spring	Topics: 2C (1) Muslim Beliefs: nature of Allah, Risalah, Holy Books, Angels, Life After Death, predestination	Students will: Understand and interpret religious texts - theological lens. Analyse the impact of beliefs on behaviour -Social Sciences, Philosophical and Theological lenses.
Summer	Topics: IB (2) Marriage and family Life: Types of family, Support for the family in the parish, Sexual Relationship, contraception, marriage, Divorce, equality of men and Women, Gender Discrimination.	Students will: Understand and interpret religious texts - theological lens Analyse the impact of beliefs on behaviour. Social Sciences, Philosophical and Theological lenses

Homework:

Homework will be set on Satchel:One for every six hours taught.

Homework will comprise revision for key word tests, key text tests, retrieval quizzes, deliberate practice of exam style questions and Wider reading.

Assessment:

Throughout the year students will be assessed in lesson and via their homework through verbal questioning, key word tests and retrieval quizzes.

There are also two formal assessments in class during the assessment weeks.

Autumn Term Assessment One - Formal assessment comprising real GCSE questions, 40 mins.

Summer Term Assessment Two - Formal assessment comprising real GCSE questions, 40 mins.

Links to Personal Development:

Develop character, reflect wisely, learn eagerly, behave with integrity, and cooperate.

Promote inclusivity and diversity.

Prepare for future success in education employment and training.

Reflect on own beliefs and spiritual development.

Recognising the difference between right and wrong.

Practise a range of social skills.

Understand a wide range of cultural influences.

How is my knowledge developed further at GCSE?

In Year 10 and Year 11, students will continue and complete the GCSE begun in Year 9.

Art and Design: Art

Subject Leader: Mrs K Pilarek kpilarek@taptonschoo.co.uk

Key Stage Three Leader: Mr J Fogg jfogg@taptonschoo.co.uk

Curriculum Intent: Engaging with an Art and Design curriculum enables students to broaden their horizons and offers them a greater understanding of the world in which we live. Students are taught to develop a broad range of skills and techniques allowing them to engage with artists, designers, concepts, issues and build cultural awareness. Students are encouraged to record, refine, develop and respond to design briefs allowing them to build confidence and creativity. Written work encourages the use of key terminology, analysis, evaluation, and self-critique along with contextual writing in reference to artists and designers. We endeavour to provide opportunities to understand and explore a wider art and design culture through the introduction of a broad range of current and past artists, traditions and cultures, gallery visits and opportunities to work with outside agencies including involvement in The Big Draw and other competitions. We are passionate about supporting and leading our students with their own style and creativity to become life-long practitioners with the skills to communicate effectively in a range of media. We believe that all students should have the opportunity to engage with the Arts and develop cultural and creative understanding and abilities.

	Core Knowledge	Procedural Knowledge
Autumn	<p>Topics:</p> <p>Development of the formal elements; line, tone, texture, scale, colour through primary and secondary observation work informing all projects.</p> <p>Realism in modern art.</p> <p>Research into the work of artists and designers from the past to present day.</p> <p>Analysing works of art, architecture, memorials, developing and expanding knowledge, empathy, historical and political understanding.</p> <p>Introduction of photography principles, including composition, light and basic editing. Styles of photography including research into Annie Leibovitz, Edward Weston and William Eggleston and Ansel Adams.</p>	<p>Students will:</p> <p>Explore the work of contemporary, modern and canonised artists which runs throughout the whole of the Year 9 course allowing students to develop breadth of understanding and continue to develop analysis and critical evaluation using subject specific terminology.</p> <p>Develop drawing techniques through detailed observational drawings of food focusing on tone and colour. These are used to inform a scale ceramic piece, learning slab techniques and glazing.</p> <p>Make models and card constructions to form the basis of the memorials and remembrance project, using skills learnt to produce a memorial for a chosen event or issue.</p> <p>Do photography, including landscape, portrait and close up skills, developing composition and the use of the rule of thirds.</p>
Spring	<p>Topics:</p> <p>Vanitas and still life – focus on composition and the introduction of acrylic painting.</p> <p>Gridding and accuracy, building from the learning of year 8.</p> <p>Exploration into still-life styles, analysing the work of Caravaggio, Picasso, Sam Taylor Wood and Audrey Falck and many more artists.</p> <p>Drawing principles and rules associated with perspective, scale, distance, proportion, and space, understanding and demonstrating how to draw accurately. Including one-point and two-point perspective.</p>	<p>Students will:</p> <p>Put into practice photography skills from the previous unit, producing a range of photography still life to inform a painting.</p> <p>Expand knowledge of gridding for accuracy, learning acrylic painting techniques and producing a vanitas painting.</p> <p>Further develop drawing techniques through the teaching of one-point and two-point perspective and technical drawing skills.</p>

Summer	<p>Topics:</p> <p>Texture and mixed media exploration, focusing on close-up work and Boyle Family.</p> <p>Analysis of Boyle Family works and recreation of their own close-up photograph in the Boyle family style.</p> <p>Proportion and figure drawing, exploring figure in motion and stationary poses as seen in a variety of artworks, with an in-depth study of Gericault's The Raft of the Medusa.</p>	<p>Students will:</p> <p>Explore mixed media using materials such as cardboard, mod-roc, tissue paper, sand and other organic and textured items such as cereal.</p> <p>Accurately model and recreate in mixed media, to produce a 3D version on their own photograph.</p> <p>Explore the proportions of the body and human form, learn how to draw accurate figures, applying the skills learnt to an A3 drawing informed by a famous historical piece of artwork.</p> <p>Develop proportion and figure drawing skills used to inform the production of a ceramic figure.</p>
<p>Homework:</p> <p>Homework in Art will be set three times per project, it will be explained in lesson and set on Satchel:One. The purpose of the homework set is to develop, consolidate, and refine skills taught in lessons, or support upcoming lessons. The content will either focus on research, development, recording, personally responding or annotating work.</p> <p>Homework should be completed to a high standard, mirroring the standard of work in lessons.</p> <p>Throughout the year students will be required to take photographs and print them out for homework. Printing facilities are available at break time, lunchtime and after school in the art department and students will be given ample time to complete this.</p>		
<p>Assessment:</p> <p>AO1: Research AO2: Development AO3: Recording AO4: Final piece AO5: Annotation</p> <p>Work is assessed for each assessment objective and students are given an overall percentage, relating to their learning, development, and skill for each individual project.</p> <p>During the Autumn term students will be assessed on the work that they produce during their Food, Memorials and Photography projects. In assessment week students have the opportunity in lesson time to act on feedback to improve and complete elements of their work before it is assessed. No revision is required. During the Summer term students will be assessed on the work that they produce during their Texture and Figure project. In assessment week students have the opportunity in lesson time to act on feedback to improve and complete elements of their work before it is assessed. No revision is required.</p>		
<p>Links to Personal Development:</p> <p>Character British Values Cultural Development Social Skills, Confidence, Resilience and Knowledge Future success in education</p>		
<p>How is my knowledge developed further at GCSE?</p> <p>AQA Art and Design: Art, Design and Craft</p> <p>Following the project development format of research, development, recording and personal response students continue to extend their learning and skills from key stage three .</p> <p>Completing two coursework projects and a final exam, responding to a set brief from the exam board.</p>		

Computer Science

Subject Leader: Mrs S Thomas sthomas1@taptonschool.co.uk

Curriculum Intent: To give all our students the opportunity to learn 'powerful knowledge' through a curriculum with computational thinking at its core. Our curriculum is designed with a balance of the three strands of Computer Science, Information Technology and Digital Literacy with the aim of enabling all our students to be active participants in an increasingly digital society.

	Core Knowledge	Procedural Knowledge
Autumn	<p>Topics:</p> <p>Computer systems 4: The CPU (3)</p> <p>Computational thinking: With Bebras - 3</p> <p>Data representation 2: Binary, character sets and images</p>	<p>Students will:</p> <p>Describe how instructions are stored and executed within a computer system.</p> <p>Describe the basic components of the CPU.</p> <p>Describe the roles and purpose of each component of the CPU in computation.</p> <p>Apply decomposition, abstraction, and algorithmic thinking to help solve problems.</p> <p>Carry out operations on binary numbers (binary addition, conversion between binary and decimal, convert between hexadecimal, denary and binary)</p> <p>Able to look up values in character sets and convert between binary numbers and characters.</p> <p>Demonstrate how pixels are used to represent images.</p> <p>Calculate bit depth in an image. demonstrate sound sampling frequency and its impact.</p>
Spring	<p>Topics:</p> <p>Algorithms the essentials: Trace tables, flow charts, searching and sorting algorithms</p> <p>Physical computing 2: micro:bits with Python.</p> <p>Programming with Python 2:</p> <p>Computer systems 5: Communicating and exchanging data protocols and networks (3)</p>	<p>Students will:</p> <p>Identify the inputs, processes, and outputs for a problem.</p> <p>Articulate the difference between an algorithm and a computer program,</p> <p>Create, interpret, correct, and complete algorithms using: Flowcharts.</p> <p>Use trace tables to walk through code.</p> <p>Students can articulate/describe 2 key search algorithms, linear and binary, and 2 key sort algorithms , bubble and insertion.</p> <p>Make use of data structures.</p> <p>Design & develop modular programs that use procedures and functions using Python.</p> <p>Apply debugging using IDEs.</p> <p>Define computer networks, the internet and 'protocols'.</p> <p>List examples of the hardware required to network computing devices.</p> <p>Explain how data travels between computers using protocols and packets.</p> <p>Explain the difference between the internet, its services, and the World Wide Web.</p>

Summer	Topics:	Students will:
	The future of jobs 2.	Identify the potential paths into roles in the technology sector.
	Boolean logic in action: gates and circuits	Program an IOT device to collect data.
	Using IOT: programming and gathering data with IOT	Import data in various formats, use formula, formatting and filtering in spreadsheets and tableau.
	Data project: Problem solving	Use charts and other visualisation techniques to demonstrate patterns and trends in spreadsheets.
	Machines and me: AI and machine learning. The IOT and smart devices	Identify the difference between correlation and causation.
Data science: handling data, patterns and trends and algorithms for data	Use a textual language, to solve a problems; make appropriate use of data structures design and develop modular programs that use procedures and functions.	
Data in action: data and health, data and the environment	Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.	
Homework:		Undertake creative projects that involve selecting, using, and combining multiple applications, across a range of devices, including collecting and analysing data and meeting the needs of known users.
Students will have two pieces of homework per half term. Homework will comprise a combined terminology revision exercise and quiz each half term to aid students' development of the extensive technical language use in Computer Science.		Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.
Assessment:		
The use of progress tasks in lessons.		
Summative end of topic multiple choice quizzes.		
TSAT: Assessment November:		
Students will be assessed on Topics from Year 7, Year 8, and the Autumn Term of Year 9.		
The assessment will be online and last for 40 minutes. The format will be a mixture of multi-choice questions and text-based questions. Students will complete the assessment in their Computer Science class. A revision guide will be available on Satchel:One.		
TSAT: Assessment June:		
Students will be assessed on Topics from Year 7, Year 8 and Autumn, Spring and Summer Term in Year 9.		
The assessment will be online and last for 40 minutes. The format will be a mixture of multi-choice questions and text-based questions. Students will complete the assessment in their Computer Science class. A revision guide will be available on Satchel:One.		
Links to Personal Development:		
Enabling Students to recognise online risks to their own wellbeing. Students to recognise the dangers of inappropriate use of mobile technology and social media.		
Build students confidence, resilience, understanding of ethics, cultural capital and knowledge.		
Prepare learners for future success in education, employment and training, so that they can keep themselves mentally healthy and be economically successful.		
Promote inclusion: Computer Science opportunities are for everyone		
How is my knowledge developed further at GCSE?		
Computer Science will encourage you to: understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. Analyse problems in computational terms through practical experience of solving such problems, including designing, writing, and debugging programs. Think creatively, innovatively, analytically, logically and critically. Understand the components that make up digital systems, and how they communicate with one another and with other systems and understand the impacts of digital technology to the individual and to wider society.		

Drama

Subject Leader: Ms R Gerrard – rgerrard@taptonschool.co.uk

Curriculum Intent: To deliver a challenging, engaging, broad and accessible curriculum across all three key stages. Valuing the individual and achieving excellence. To provide a skills based spiral curriculum that builds on students’ basic ability with a focus on skills, practitioners, a variety of theatrical genres and analytical skills. To create confident performers with a genuine understanding and passion for the subject; providing a strong foundation to study the subject beyond GCSE & A-level. If not a career in the arts, we intend to foster well rounded individuals with excellent communication skills to support any career they pursue.

Core Knowledge	Procedural Knowledge
<p>Topics</p> <p>The application of skills to be an effective actor.</p> <p>The art of directing and designing for theatre.</p> <p>Being and informed member of an audience through analysis and evaluation.</p> <p>Unit titles:</p> <p>Stanislavski and Naturalism</p> <p>Splendid Productions & Brecht</p> <p>Performing from a script</p>	<p>Students will:</p> <p>Interpret character: facial expression, body language, voice etc. exploration of naturalism through the use of Stanislavski’s actor training.</p> <p>Apply skills to create performance work e.g. use of physical theatre, atmosphere, set & props, multi-role playing, use of gestus, devising, naturalism, Brechtian theatre, stylised, minimalism etc.</p> <p>Appreciate and understand theatre design.</p> <p>Be an effective cast member: communication skills, leadership skills, working collaboratively, compromising, problem solving, being creative.</p> <p>Interpret plays – from the point of view of a director, actor and designer. Exploration of the social, cultural, historical and political contexts.</p> <p>Explore the structure of plays: plot/theme/form/style/genre/dialogue</p> <p>Explore the history of theatre through the study of Shakespeare, Stanislavski, Brecht.</p> <p>Explore Contemporary Theatre Companies: Splendid Productions, a variety of contemporary devising theatre companies.</p> <p>Understand theatre practice: devising, script writing, Brecht’s Epic Theatre, Stanislavski’s System etc.</p> <p>Understand theatre space: the four main staging configurations, stage positioning, proxemics, actor/audience relationship, actor interaction and audience awareness</p> <p>Experience live theatre: an opportunity to attend a trip to the theatre and access to Drama Online to support the delivery of the units of work</p> <p>Analyse and evaluate theatre through written homework tasks and verbal responses in lessons.</p>

Homework:

Students will have 2 pieces of homework per term: an evaluation homework task each term where they develop evaluation and analytical skills and identify areas of success in their rehearsal to create effective performance work and a creative homework task which will focus on the skills required of a designer realising their design for a production. These will be graded, and feedback given. Directed Improvement & Reflection Time (DIRT time) is structured into our lesson sequencing to develop writing and creative design skills.

The purpose of the homework in Drama is to:

1. Develop students’ evaluative and analytical written skills in response to practical work completed in lessons.
2. To develop students’ creative design skills by recognising the impact of design on creating meaning for an audience.

3. To use drama terminology correctly to explain their opinions and provide alternative ideas.
4. To learn and practice the style of writing required to be successful in Drama.

Assessment:**Practical****Formative:**

Midway through the unit, students will be assessed on rehearsal & performance work and will receive teacher, self and peer feedback to target specific areas to develop.

Summative:

At the end of the unit of work students will have the opportunity to develop and refine performance skills from their formative assessment with a final term performance.

Written:

One piece of written work will be assessed in lesson time in term 1 and will be added to the practical mark for the Spring tracking.

Links to Personal Development:

Careers in the theatre industry: including acting, directing, playwrighting, stage design, costume design, sound design, lighting design, stage management, set construction.

Personal & social development: including confidence building, communication skills, team working skills, leadership skills.

If not a career in the arts, we intend to foster well rounded individuals with excellent communication skills to support any career they pursue

How is my knowledge developed further at GCSE?

C1: Devising Theatre: working from a stimulus to create an original piece of theatre for performance. A portfolio and evaluation responding to the process and final performance will be submitted as part of the assessment.

Students can specialise as either an actor or designer. 40% of qualification

C2: Performing from a Text: performance of an extract of text in groups to an external examiner. Students can specialise as either an actor or designer. 20% of the qualification.

C3: Interpreting Theatre: a written exam paper with questions on a set text and analysis and evaluation of live theatre performance seen as part of the course. 40% of the qualification.

Engineering

Curriculum Intent: Through a combination of traditional and technological approaches, the Engineering programme will enable students to solve problems by learning from their mistakes when creating electronic and mechanical products and systems.

	Core Knowledge	Procedural Knowledge
Autumn to Spring	<p>Topics:</p> <p>Mechanical Engineering principles.</p> <p>Mechanical Systems.</p> <p>Metalworking processes and tools.</p> <p>Lathe and Milling machine operation.</p> <p>Computer Aided Design.</p> <p>Quality Control.</p> <p>Selection of materials.</p> <p>Extracting information from Engineering Drawings.</p> <p>Health and Safety and risk assessment.</p> <p>Sustainable design.</p>	<p>Students will:</p> <p>Follow Engineering drawings to plan making a Can Crusher.</p> <p>Risk Assess.</p> <p>Plan for making.</p> <p>Have practical lessons on manufacturing the Torch and Can Crusher.</p> <p>Explain why materials have been chosen.</p> <p>Evaluate the completed product including if it meets tolerances.</p>
Spring to Summer	<p>Topics:</p> <p>Metalworking processes and tools.</p> <p>Lathe and Milling machine operation.</p> <p>Computer Aided Design and manufacture.</p> <p>Quality Control.</p> <p>Selection of materials.</p> <p>Extracting information from Engineering Drawings.</p> <p>Health and Safety and risk assessment.</p> <p>Sustainable design.</p>	<p>Students will:</p> <p>Follow Engineering drawings for an Aluminium Torch or design and make a torch from scratch if they have opted for Design Engineering in Y10.</p> <p>Risk Assess.</p> <p>Plan for making.</p> <p>Have practical lessons on manufacturing the Torch.</p> <p>Solder.</p> <p>Receive guidance on programming their torch.</p> <p>Evaluate the completed product including if it meets tolerances.</p>

Homework:

Homework is set on Satchel: One for every six hours taught.
Homework will comprise a presentation on how technology has affected culture and revision for tests.

Assessment:

Formative verbal and other feedback.
Exploration grade (research).
Create grade (making).
Evaluation grade.
Principles grade through a multiple-choice test.
Presentation skills and content grade.

Links to Personal Development:

Iterative design.
Dexterity and soldering skills.
Coding.
Self-evaluation of work.
Presentation skills.

How is my knowledge developed further at GCSE?

Vocational Engineering

- Practical skills are developed.
- Ability to use Computer Aided Design is developed.
- Knowledge and understanding of materials, processes and components are developed.
- This is a good preparation for an apprenticeship.

Design Engineering

- Design and making of electronic circuitry (including relevant theory) is developed.
- Design and making of mechanical devices (including relevant theory) is developed.
- Deeper knowledge and understanding of materials, processes sustainable design is furthered.
- This is a good preparation for an Engineering A-Level.

Food

Subject Leader: Mrs T Stafford tstafford@taptonschool.co.uk

Curriculum Intent: The preparation and consumption of food offers a sensory experience that is unrivalled. Preparing and sharing cooked dishes is one of the greatest expressions of human creativity, we seek to instil a love

of cooking in our students that will open their door to that experience. Learning how to cook is a crucial life skill that enables our Students to feed themselves and others affordably and well, now and in later life. Engaging with a Food curriculum enables students to broaden their horizons and offers them a greater understanding of the world in which we live. Students are taught to develop Food knowledge, understanding and skills in preparing for being 21st century citizens. The Food curriculums at TSAT are designed to create learning that may lead to career opportunities. Skills and training are a high priority in giving a level of life choices and life chances to the students in the TSAT area. Using creativity and learned skills, students apply their knowledge to solve real and relevant problems within a variety of contexts. Students learn how to take risks, becoming resourceful, creative, imaginative and capable citizens. High-quality Food education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. We share our knowledge of:

- **Food Nutrition:** Develop an understanding of the principles of nutrition and healthy eating to make positive food choices.
- **Food Science:** Develop a scientific understanding of the properties of food and their chemical changes during preparation and cooking.
- **Food Choice & Provenance:** Learning about the principles of 'farm to fork' and provenance whilst demonstrating an understanding of the dietary requirements in different countries, cultures, and cuisines.
- **Food Safety:** Understand the risks involved with the storage, preparation, and cooking of foods, having fun whilst staying safe.
- **Cooking with Knowledge and Skill:** Preparing food products and meals in response to individual demands using traditional and contemporary cooking techniques.

	Core Knowledge	Procedural Knowledge
Autumn	Topics: Food Science Provenance: Local context. Understanding Food qualifications.	Students will: Practise safe kitchen operations. Practise safe preparation, cooking and storage of food. Develop Knife skills. Operate a hob & oven. Plan recipes. Meal plan. Dovetail complex tasks. Answer exam style questions.
Spring	Topics: International cuisine. Planning dishes. Evaluating dishes.	Students will: Practise safe kitchen operations. Practise safe preparation, cooking and storage of food. Develop knife skills. Operate a hob & oven. Plan recipes. Meal plan. Dovetail complex tasks. Answer exam style questions.
Summer	Topics: Cooking to live. Meal planning. Working to a budget..	Students will: Practise safe kitchen operations. Practise safe preparation, cooking and storage of food. Develop knife skills. Operate a hob & oven. Plan recipes. Meal plan. Dovetail complex tasks. Answer exam style questions.

Homework:

Sourcing ingredients for practical lessons.

2 written pieces of work on ultra processed food and macro and micronutrients.

Knowledge organiser completion for assessment weeks.

A case study on hospitality and catering outlets.

Planning for the MasterChef competition.

Writing a shopping list task.

Assessment:

Digital summative assessments.

Practical assessments on the following dishes: –

Carbonara.

Empanadas.

Focaccia Bread.

Chow Mein.

Viennese Biscuits.

Master Chef dish.

Links to Personal Development:

Careers include: Food scientist, Food product developer, Dietician, Nutritionist and within the Hospitality and Catering sector.

Principles of healthy eating and nutrition delivered to develop understanding of physical and mental health.

Understanding risks to personal wellbeing through healthy eating.

How is my knowledge developed further at GCSE?

The department offer two courses in Year 10 and 11: GCSE Food Preparation and Nutrition and LI/2 Hospitality and Catering. The GCSE option provides students with a deeper understanding of the following core principles of GCSE Food Preparation and Nutrition: Nutrition, Science, Safety and Provenance and Choice.

Within the Hospitality and Catering vocational award students focus their learning on the Hospitality and Catering Industry and expectations within. Modules include Success criteria for Hospitality and Catering establishments, Job roles within the Hospitality and Catering industry, Food safety and Legal requirements for all Hospitality and Catering establishments.

Music

Subject Leader: Mrs G Page gpage@taptonschool.co.uk

Curriculum Intent: The music curriculum and provision at Tapton is inclusive, broad ranging, challenging, fun, and does not shy away from teaching mastery of the more complex musical skills. Our spiral curriculum enables equal and continuous development of the three main musical skills: performing, listening, and composing, and we study music from all of the three main areas of study (Western Classical Music, Popular Music, Traditional Music). This well-established provision provides students with a thorough grounding in all areas of the subject, so that all students are able to progress to the next stage of music study if they wish, regardless of their prior musical experiences or opportunities outside of school.

We do not just teach to exam specifications but aim to provide students with all of the tools needed to succeed in music at a high level. This is evident in the destinations of our students after leaving us. Our robust curriculum offer is linked to, and strongly supported by, our outstanding extra-curricular programme and we work closely

with our large team of visiting peripatetic instrumental and vocal teachers. All students have access to an established route through from beginner to high quality senior ensembles, and there are many opportunities for students to perform in our extensive concert programme.

We teach, and provide opportunities for, students specialising in all areas of music, whether that is classical music, music technology/production, composition, or musicology, and we have strong links with external music organisations in Sheffield and further afield. At Tapton we aim to pass on our own passion for music to our students and nurture the musical development of every child

	Core Knowledge	Procedural Knowledge
	<p>Topics:</p> <p>Technical vocabulary linked to each of the musical elements in DR P SMITH – Dynamics, Rhythm, Pitch, Structure/Style, Melody/Metre, Instrumentation, Texture/Tonality, Harmony.</p> <p>Western Classical Music A brief history of classical music (spring) and a specific focus on the stylistic features of music from the classical era (spring).</p> <p>Popular Music Stylistic features of music for media (autumn) and music for theatre (spring-summer).</p> <p>Traditional Music Stylistic features of reggae, samba, Latin (autumn), folk (spring-summer), African fusion (summer) and calypso music (summer).</p>	<p>Students will:</p> <p>Listen to music analytically and describe it using technical vocabulary.</p> <p>Aurally identify: instruments; rhythms; chords; intervals up to a perfect 5th and beyond.</p> <p>Perform as both a soloist and as part of an ensemble on a range of instruments/voice/technology.</p> <p>Read more advanced elements of music notation including dynamics, articulation, repeats, different keys, tempo markings.</p> <p>Compose music following a given brief using both traditional written notation and music technology.</p>

Homework:

Homework is set on Satchel:One for every six hours taught.

Assessment

Each half-termly project includes self, peer, and teacher feedback throughout. Each half-termly project is teacher assessed. In the first half of the year, we will assess listening (*music for media*), performing (*a solo of the student's choice*), and composing (*traditional music rhythmic fusion project*) and then average them together as is the case at GCSE and A Level. We will then do the same for the second half of the year (*folk and musicals listening assessment, musicals ensemble performance, classical fusion composition*). This is so that we can track student progress and give students targeted feedback and support for progression to GCSE.

Links to Personal Development:

Careers in music are discussed throughout each topic. Students are encouraged to participate in our strong extra-curricular and concert programme. There are options available to all students, regardless of prior experience.

How is my knowledge developed further at GCSE?

In Key Stage Four, students continue to build upon their skills in the three areas of listening, performing, and composing. They will focus on one instrument/voice or decided to use music technology to produce their work. Students will continue to learn about music from all of the following three areas of study: Western Classical Music, Popular Music, and Traditional Music.

Personal Development

Subject Leader: Mr D Sabbagh dsabbagh@taptonschool.co.uk

Curriculum Intent: Our extensive and well-planned personal development programme provides all students the opportunity to enhance their physical and emotional well-being enabling them to become active citizens by developing and discovering their interests and talents.

Core Knowledge	Procedural Knowledge
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Autumn	<p>Topics:</p> <p>Equality and diversity</p> <p>GCSE Options</p>	<p>Students will:</p> <p>Learn about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</p> <p>Learn the need to promote inclusion and challenge discrimination, and how to do so safely, including online</p> <p>Research routes into work, training and other vocational and academic opportunities, and progression routes</p> <p>Review their strengths, interests, skills, qualities and values and how to develop them</p> <p>Set realistic yet ambitious targets and goals</p>
Spring	<p>Topics:</p> <p>Consent</p> <p>Drugs and alcohol</p>	<p>Students will:</p> <p>Learn to manage the influence of drugs and alcohol on decision-making within relationships and social situations</p> <p>Learn about the impact of sharing sexual images of others without consent</p> <p>Learn that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected</p>
Summer	<p>Topics:</p> <p>Mental health and wellbeing</p> <p>Personal safety</p> <p>Media and online safety</p>	<p>Students will:</p> <p>Make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them</p> <p>Recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views</p> <p>Acquire strategies to identify and reduce risk from people online that they do not already know; when and how to access help</p> <p>Acquire strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p> <p>Learn how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need.</p>
<p>Homework:</p> <p>A multiple choice quiz on Satchel:One at the end of each topic</p> <p>Student completed Knowledge Organiser at the end of each topic</p>		
<p>Assessment:</p> <p>Baseline tasks and progress tasks in all lessons</p> <p>A 20-mark question paper made up of short answer questions and multiple-choice questions</p>		
<p>Links to Personal Development:</p> <p>Enabling Students to recognise risks to their own wellbeing</p> <p>Social development: Practice using a range of social skills in different situations</p> <p>Prepare learners for future success in education, employment and training</p> <p>Confidence, Resilience and Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships</p>		
<p>How is my knowledge developed further at GCSE?</p>		

Students will continue to study Personal Development in Form Time and in core subject lessons. The content of these lessons mirrors what is taught in Key Stage Three and builds upon existing knowledge ensuring students develop all the key knowledge to be safe and are able to partake in wider society.

Physical Education (PE)

Subject Leader: Mrs R Becks rbecks@taptonschool.co.uk

Key Stage Three Leader: Mrs S Wilson swilson7@taptonschool.co.uk

Curriculum Intent: To provide students with the opportunity to try a variety of activities, have enjoyable experiences and gain a lifelong love of PE. At Key Stage Three we follow a spiral curriculum whereby we revisit each sport in years 7, 8 and 9. With each successive encounter learning progresses, building and deepening the knowledge of every sport. At the end of Key Stage Three all students will have developed competence to perform in a broad range of physical activities.

	Core Knowledge	Procedural Knowledge
	<p>Topics:</p> <p>Invasion games.</p> <p>Net/racket games.</p> <p>Striking and fielding games.</p> <p>Gymnastics.</p> <p>Dance.</p> <p>Athletics.</p> <p>Fitness.</p>	<p>Students will:</p> <p>Develop their skills, knowledge and understanding in PE.</p> <p>Develop the ability to apply skills learnt in competitive situations.</p> <p>They are encouraged to work both independently and as part of a team.</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition.</p> <p>Select and apply the appropriate strategy or technique to master an activity.</p> <p>Develop their technique to improve their performance.</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</p>

Homework: No formal homework is set in PE, but we encourage all Students to involve themselves in physical activity in their spare time and lead an active and healthy lifestyle.

A range of extra-curricular activities are available before and after school and everyone is welcome to attend

Assessment: We informally assess throughout PE using observation, peer and teacher assessments. Students receive constant verbal feedback. Formal assessments take place twice a year, and our focus is on a Student's behaviour, and whether or not they are meeting Tapton expectations.

Links to Personal Development:

Leading healthy active lives.

Be physically active for sustained periods of time.

Have the knowledge and understanding of the importance of fitness and health.

How is my knowledge developed further at GCSE? If students choose GCSE PE they will continue to develop their sporting ability in the activities described above. They will also learn about the theory of sport. If students do not choose GCSE PE, they will take part in 2 hours of Core PE a week and will build in their ability in all the activity areas mentioned above. There will be a focus on lifelong learning and inspiring students to take part in PE outside of school.

Product Design

Subject Leader: Mr J Fulson jfulson@taptonschool.co.uk

Curriculum Intent: Students will learn through a variety of projects during Key Stage Three/Four and Five, how to use the technological principles of explore, create, and evaluate to solve problems. On this learning journey, these projects will also bestow upon them the technical knowledge required to be a Product Designer.

	Core Knowledge	Procedural Knowledge
	<p>Topics :</p> <ul style="list-style-type: none"> Friction fits 2D/3D perspectives Biomimicry Ergonomics Design development History/why flat pack furniture? SWOT analysis Scale factors Manufactured boards British standards Cantilever definition Perimeters Wastage Hardwoods Softwoods Render to look like wood Manufactured boards Wood joints Wood Tools Tools for measuring/marketing out Moments/levers Difference between annotation and labels Pewter casting Pewter properties Sand Casting – stages/one off production Die casting – stages/batch/mass production Difference between vector and bitmaps One off production Mass/Batch Metals Metal tools Temporary/Permanent fixtures 	<p>Students will:</p> <ul style="list-style-type: none"> Use Craft knives Do advanced sketch modelling Work with ergonomics Design and make flat pack furniture Use Iterative design to advance a design Use hand tools – manufactured boards Learn how to use CAD- Fusion Learn how to make and use templates Learn how to use a reamer Measure with accuracy Make mitre joints Render a design to look like wood Make a rebate joint Make butt Joints Sketch in 2D Learn about Cloud computing Learn about nanotechnology Learn about economies of scale Learn about disruptive technologies Learn about additive manufacturing Learn about maker movement Use all the areas of CAD proficiently Learn how to render like metal Learn how to pewter cast Learn how to polish/finish metal Learn how to use the brazing hearth
	<p>Homework: Homework is set on Satchel:One for every six hours taught Homework will comprise a presentation on a specific designer, of the students choosing, and how their work has affected modern life and revision for tests</p>	
	<p>Assessment: Formative verbal and other feedback Exploration grade (research), Create grade (making), Evaluation grade, Principles grade through a multiple-choice test and presentation skills and content grade.</p>	
	<p>Links to Personal Development: Dexterity and hand skills. Self-evaluation of work. Presentation skills. Research/analytical skills.</p>	
	<p>How is my knowledge developed further at GCSE? Product Design GCSE. Design and making of timber products (including relevant theory) is developed. Design and making of Products using CAD/CAM, as used in industry (including relevant theory) is developed. Deeper knowledge and understanding of materials, processes and the core knowledge required of a Product Designer is furthered. This is a good preparation for the A level in Product Design.</p>	

Art and Design: Textiles

Subject Leader: Mrs K Pilarek kpilarek@taptonschool.co.uk

Curriculum Intent: Engaging with an Art and Design curriculum enables students to broaden their horizons and offers them a greater understanding of the world in which we live. Students are taught to develop a broad range of skills and techniques allowing them to engage with artists, designers, concepts, issues and build cultural awareness. Students are encouraged to record, refine, develop and respond to design briefs allowing them to build confidence and creativity. Written work encourages the use of key terminology, analysis, evaluation, and self-critique along with contextual writing in reference to artists and designers. We endeavour to provide opportunities to understand and explore a wider art and design culture through the introduction of a broad range

of current and past artists, traditions and cultures, gallery visits and opportunities to work with outside agencies including involvement in The Big Draw and other competitions. We are passionate about supporting and leading our students with their own style and creativity to become life-long practitioners with the skills to communicate effectively in a range of media. We believe that all students should have the opportunity to engage with the Arts and develop cultural and creative understanding and abilities.

	Core Knowledge	Procedural Knowledge
Autumn Term	<p>Topics:</p> <p>The sewing machine: Advance sewing machine skills. Surface decoration and construction techniques.</p> <p>Investigations into a range of Textile artists to inspire and inform textile artwork, development and experimentation.</p> <p>Sweet Treats</p> <p>Research, analysis, and evaluation of Textile Art installations, exploring the work of Lucy Sparrow, Kate Jenkins and Holly Levell.</p> <p>Development of surface decoration and construction techniques, informed by the work of artists and designers.</p>	<p>Students will:</p> <p>Develop their sewing machine skills</p> <p>Complete research and analysis of artists and designer's work.</p> <p>Develop machine and hand embroidery skills in relation to their developed design and artist research.</p> <p>Produce a felt sweet treat piece of textile art using embroidery, surface decoration and applique skills.</p>
Spring Term	<p>Topic: Architecture and Fashion</p> <p>The exploration of key fashion designers and architects, taking inspiration from famous and local buildings.</p> <p>Research into artists and architects such as Gou Pei, Zaha Hadid, Thom Browne, Issy Miyake and Phillip Lim.</p> <p>Fabric construction – knits, weaving and bonded fabrics.</p> <p>Re-visit sewing machine skills.</p> <p>Textile construction samples relating to the theme of architecture.</p> <p>Under the Microscope</p> <p>Exploration of textile art surface decoration skills and techniques inspired by cells and other microscopic stimuli.</p> <p>Dyeing and printing techniques</p> <p>Fabric manipulation techniques</p> <p>Advanced and 3D embroidery skills.</p>	<p>Students will:</p> <p>Practise fashion illustration techniques – croquis, illustration and technical drawing styles.</p> <p>Practise Illustration styles using a variety of media such as water colour pencils, brush pens, marker pens and inks to explore colour rendering.</p> <p>Learn sketchbook and professional presentation skills.</p> <p>Learn practical construction skills including pleats, gathers and construction of 3D geometric shapes.</p> <p>Learn sketchbook presentation skills, focussing on the layout of samples.</p> <p>Learn practical experimentation skills, including working in batik, fabric dyeing and tie dye.</p> <p>3D embroidery skills using a broad range of materials and found objects.</p> <p>Work creatively to produce a petri dish inspired final piece.</p>
Summer Term	<p>Fashion Inspired – Designers</p> <p>Research into famous and important fashion designers such as Vivienne Westwood, Alexander McQueen and Dior.</p> <p>Fashion Understanding of designer's key styles and the wider context.</p>	<p>Students will:</p> <p>Synthesise research and own ideas to develop a fashion collection inspired by chosen designers and recent runway shows.</p> <p>Complete a collaborative paper modelling project, producing a paper garment on the mannequin in response to designer research and an illustrated design collection.</p>

Homework:

Homework in Textiles will be set four times during the rotation, it will be explained in lesson and set on Satchel:One.

The purpose of the homework set is to develop, consolidate, and refine skills taught in lessons, or support upcoming lessons. The content will either focus on research, development, recording, personally responding or annotating work.

Homework should be completed to a high standard, mirroring the standard of work in lessons.

Throughout the year students may need to print images for their textile homework, printing facilities are available in the Art and Design department at break time, lunchtime and afterschool. Students will be given adequate time to complete these tasks.

Assessment:

AO1: Research

AO2: Development

AO3: Designing

AO4: Making

AO5: Evaluation

Work is assessed for each assessment objective and students are given an overall percentage, relating to their learning, development, and skill during research, design, making and evaluation.

In assessment week students have the opportunity in lesson time to act on feedback to improve and complete elements of their work before it is assessed. No revision is required.

Links to Personal Development:

Cultural development

British values

Confidence, Resilience and Knowledge

How is my knowledge developed further at GCSE?

AQA: Art and Design: Textile Art

Following the assessment objectives of research, experiment, record and personally respond, students completing two coursework projects and a final exam, responding to a set brief from the exam board. Students continue to develop construction skills and surface decoration techniques learnt in Key Stage Three, specialising in either Textile Art, Constructed/ Fashion textiles or costume.