

Art

Subject Vision and Intent

The vision within the Subject of Art an is to develop young artists from Year 7: students who can think like artists and find joy in process. We aim to develop resilient, creative learners who are able to make authentic decisions drawing on a wide repertoire of techniques and knowledge which they can justify and evaluate.

Within Art students learn how to problem solve, build confidence and resilience learning about new tools, materials and techniques. Students will explore artists and designers from a variety of cultures and time periods, helping them to develop a better understanding of the world around them. A variety of themes are covered from throughout KS3,4 and 5 from the natural to the man-made environment, art can help forge links to other subjects such as Geography, History Science, English and Maths. Quite simply put art lessons will be a creative space to express and explore.

Seven Year Plan

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1	Toys	Identity	Snacktastic	Component 1 : In The City	Component 1 : In The City	Unit 14 – You Are What You Eat	Unit 2 – Critical and Contextual Influences in Art and Design
Autumn Term 2	Toys	Identity	Snacktastic	Component 1 : In The City	Component 1 : In The City	Unit 14- You Are What You Eat	Unit 2 - Critical and Contextual Influences in Art and Design
Spring Term 1	Organic Forms	Artist Timeline	Snacktastic	Component 1 : In The City	Component 2: Externally Set Assignment AQA	Unit 14 - You Are What You Eat	Unit 1 – Visual Recording in Art and Design
Spring Term 2	Organic Forms	Artist Timeline	Snacktastic	Component 1 : In The City	Component 2: Externally Set Assignment AQ	Unit 3 - Evolution	Unit 1 - Visual Recording in Art and Design

Summer Term 1	Fantastic Beasts	The Exhibition Project	Endangered Animals	Component 1: Food and Drink	Component 2: Externally Set Assignment AQ	Unit 3 - Evolution	
Summer Term 2	Fantastic Beasts	The Exhibition Project	Endangered Animals	Component 1: Food and Drink		Unit 3 - Evolution	

	Exam Board/s	Exam Course/s being studied
2024-25 Year 11	AQA	GCSE ART AND DESIGN FINE ART and/or PHOTOGRAPHY
2024-25 Year 13	PEARSON	BTEC LEVEL 3 EXTENDED CERTIFICATE / DIPLOMA IN ART AND DESIGN
2025-26 Year 11	AQA	GCSE ART AND DESIGN FINE ART and/or PHOTOGRAPHY
2025-26 Year 13	PEARSON	BTEC LEVEL 3 EXTENDED CERTIFICATE / DIPLOMA IN ART AND DESIGN

Biology

Subject Vision and Intent

Science is an essential part of modern living. From the technology we develop, the medicines we rely upon and environment we live in, we are surrounded by Science. Our curriculum is designed to inspire learners to develop a genuine interest in Science through the acquisition of knowledge and skills, making exceptional progress and forging strong foundations to fulfil their potential and aspirations. Our young Scientists will become successful citizens influencing our modern changing world.

Studying Biology gives you an in-depth understanding of the natural world, living things and how they relate to each other. It also helps you develop skills in research, problem solving, organisation and thinking critically. Studying Biology at KS5 opens the door to many exciting job opportunities. Whether you're interested in working with the environment, agriculture, wildlife, botany, laboratory services, or other science-related career, you'll find you'll have many options to pursue within the discipline.

Seven Year Plan

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1				Cell Biology	Homeostasis	Biological Molecules	Energy Transfers In and Between Organisms
Autumn Term 2				Organisation	Inheritance, Variation and Evolution	Biological Molecules Cells	Organism Response to Internal and External Environment.
Spring Term 1				Infection and Response	Inheritance, Variation and Evolution	Cells Organism Exchange with their environment	Genetics, evolution, population and ecosystems

Spring Term 2		Bioenergetics	Required practical focus	Organism Exchange with their environment Genetic, Variation and Relationships	Control of Gene Expression
Summer Term 1		Ecology	Exam Preparation	Genetic, Variation and Relationships	Exam Preparation
Summer Term 2		Ecology		Genetic, Variation and Relationships	

	Exam Board/s	Exam Course/s being studied
2024-25 Year 11	AQA	GCSE Biology (course code 8461)
2024-25 Year 13	AQA	A-level Biology (course code 7401 7402)
2025-26 Year 11	AQA	GCSE Biology (course code 8461)
2025-26 Year 13	AQA	A-level Biology (course code 7401 7402)

Business Enterprise

Subject Vision and Intent

The world of business is extremely relevant to all learners as they become confident and financially independent member of the community. Learners, through a dynamic curriculum, will develop and expand their future aspirational targets that are interesting, relevant, and challenging. This encompasses a combination of practical, theoretical learning as an individual and a group in order to cater for a variety of learning styles. As well as the knowledge needed to succeed, learners will develop employability skills such as working with other people, being reliable and dependable, and a willingness to learn.

To prepare independent learners, they will understand the role that businesses play in society and to be able to acknowledge the importance and role of different organisations, both locally and nationally. Providing opportunities to visit a business and research how national and international businesses play an important role in society and how the wider economic issues affect businesses and individuals will ensure learners are engaged and enthused in their studies.

Seven Year Plan

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1				Theme 1- Marketing for start up businesses	Unit 3 Revision	Unit 1 – A Exploring of different businesses B Investigate how businesses are organised	Unit 3 – Personal finance
Autumn Term 2				Theme 1– Finance	Unit 2 – Choosing an idea for a Pitch	Unit 1 – C Examine the environment in which business operate D Examine business markets	Unit 3 – Business finance

Spring Term 1		Theme 1- Entrepreneurship	Unit 2 – Planning for a pitch	Unit 1 – E investigate the role of innovation	Unit 8 – Preparing internal documents for the recruitment process
Spring Term 2		Theme 1- External environment part 1	Unit 2 – Presenting and evaluating the pitching	Unit 2 – Developing a marketing campaign AO1 marketing principles AO2 marketing information	Unit 8 – Participating in the selection process and reviewing performance
Summer Term 1		Theme 1- External environment part 2	Unit 3 Revision	Unit 2 Developing a marketing campaign AO3 make judgments AO4 Evaluate the campaign	Unit 2 and Unit 3 Revision
Summer Term 2		Theme 2- Marketing for growing businesses		Unit 8 – Preparing external documents for the recruitment process	

	Exam Board/s	Exam Course/s being studied
2024-25 Year 11	Pearson	BTEC Level 2 Business Enterprise
2024-25 Year 13	Pearson	BTEC Level 3 Business Enterprise
2025-26 Year 11	Edexcel	GCSE Business Studies
2025-26 Year 13	Pearson	BTEC Level 3 Business Enterprise

Chemistry

Subject Vision and Intent

Science is an essential part of modern living. From the technology we develop, the medicines we rely upon and environment we live in, we are surrounded by Science. Our curriculum is designed to inspire learners to develop a genuine interest in Science through the acquisition of knowledge and skills, making exceptional progress and forging strong foundations to fulfil their potential and aspirations. Our young Scientists will become successful citizens influencing our modern changing world.

Chemistry is the study of matter, energy and the interactions between them. Chemistry is everywhere around us. From the food we eat, clothes we wear, water we drink, air we breathe, to the medicines, cleaning products and building materials we rely on. Chemistry not only connects the other sciences but it opens the door to a wide range of careers and possibilities you may never have imagined were linked: Data science, forensics, pharmaceuticals, law and patent consultancy, intellectual property, as well as the more obvious science and medical options.

Seven Year Plan

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1				Atomic Structure and the Periodic Table	Chemical Analysis	Introduction to Organic Atomic Structure Bonding Amount of Substance	Kinetics Thermodynamics Nomenclature and Isomers
Autumn Term 2				Bonding, Structure and the Properties of Matter. Quantitative Chemistry	Using Resources	Energetics Alkanes Halogenoalkanes Alkenes	Equilibria Electrochemical Cells Acids, bases and Buffers Carboxylic Acids Aromatic Chemistry

Spring Term 1		Chemical Changes	The Rate and Extent of Chemical Reactions	Kinetics Alcohols Organic Analysis	Amines Polymers
Spring Term 2		Energy Changes	Required Practical Focus	Group 2 Group 7 Redox Reactions	Organic Synthesis Instrumental Analysis
Summer Term 1		Chemical Analysis	Exam Preparation	Periodicity Kinetics Required Practical Focus	Exam Preparation
Summer Term 2		Chemistry of the Atmosphere	Exam Preparation	Transition Metals Reactions of Inorganic Compounds	Exam Preparation

	Exam Board/s	Exam Course/s being studied
2024-25 Year 11	AQA	GCSE Chemistry (course code 8462)
2024-25 Year 13	AQA	A-level Chemistry (course code 7404 7405)
2025-26 Year 11	AQA	GCSE Chemistry (course code 8462)
2025-26 Year 13	AQA	A-level Chemistry (course code 7404 7405)

Citizenship

Subject Vision and Intent

Citizenship is a core part of the GOS ethos. The school is built on the principle of developing young and worldly students who are aware of their place in it. The students are gifted a curriculum that incorporates British values and looks in depth at the way we are governed. The course develops an insight into the communities that we are part of and how we have the power to make a change. It allows students to develop a breadth of knowledge to support understanding of a global market.

Seven Year Plan

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1				Theme A – Living in the UK	Theme A – Living in the UK		
Autumn Term 2				Theme B – Democracy at work in the UK	Theme B – Democracy at work in the UK		
Spring Term 1				Theme C – Law and Justice	Theme C – Law and Justice		
Spring Term 2				Theme E – Taking citizenship action	Theme E – Taking citizenship action		
Summer Term 1				Theme D – Power and Influence	Theme D – Power and Influence		
Summer Term 2				Course Review			

	Exam Board/s	Exam Course/s being studied
2023-24 Year 11	Edexcel	GCSE Citizenship (9-1)
2023-24 Year 13		

2024-25 Year 11	Edexcel	GCSE Citizenship (9-1)
2024-25 Year 13		
2025-26 Year 11	Edexcel	GCSE Citizenship (9-1)
2025-26 Year 13		

Computer Science

Subject Vision and Intent

Computing at Gospel Oak provides a bespoke curriculum to enable learners with varying abilities and experiences become empowered, independent and confident digital citizens in a ever evolving society. Learners develop their knowledge though online collaboration, physical programming projects and through a multimedia project, developing their understanding of spiritual, moral, social, and cultural beliefs for their future careers.

Seven Year Plan

KS3 Computing, GCSE, and A Level

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Autumn Term 1	Collaborating Online Respectfully	Understanding Computers	Python Programming with Sequences of Data	Systems Architecture	Network Security and Systems Software	H446 01 - Computer Systems - CPU H446 02 - Algorithms and programming - introduction
Autumn Term 2				Algorithms	Logic and Languages Practical programming	
Spring Term 1	Gaining Support for a Cause	Developing for the Web - Rocketcake	Animation Project	Data Representation	Impacts of Digital Technology	H446 03 - Programming Project H446 B 01 - Computer systems - Cloud
Spring Term 2	Introduction to Idea			Programming Fundamentals	Revision	
Summer Term 1	Physical Programming - Micro:Bit	Introduction to Python Programming	Dragons Den – Planning and Pitching an Idea	Network Connections and Protocols	Component 1 & Component 2 Exams	H446 B 02 Algorithms and
Summer Term 2				Python Turtle: Graphics	Programming Project	

						programming intermediate	
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	Exam Board/s	Exam Course/s being studied
2024-25 Year 11	OCR	GCSE Computer Science
2024-25 Year 13		
2025-26 Year 11	OCR	GCSE Computer Science
2025-26 Year 13	OCR	A-level Computer Science

Criminology

Subject Vision and Intent

Criminology is a course that is designed to develop student understanding of crime. The course focuses on the rationale of criminality and why crimes are committed. Sociological theories are adopted to further educate young people to have a theoretical approach to crime. This develops a strong skill set for students to be able to analyse, review and evaluate theories and theorists. The course also allows for a forensic approach to crime, looking at how miscarriages of justice occur, allowing for students to critique the criminal justice system.

Seven Year Plan

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1						Unit 1 – Changing awareness of crime LO1	Unit 3 – Crime scene to courtroom LO2
Autumn Term 2						Unit 1 – Changing awareness of crime LO1	Unit 3 – Crime scene to courtroom LO3
Spring Term 1						Unit 1 – Changing awareness of crime LO2 + LO3	Unit 4 – Crime and punishment LO1 + LO2
Spring Term 2						Unit 2 - Criminological Theories LO1 + LO2	Unit 4 – Crime and punishment LO2 + LO3

Summer Term 1		Unit 2 - Criminological Theories LO3 + LO4	Unit 4 – Crime and punishment LO3
Summer Term 2		Unit 3 – Crime scene to courtroom0 LO1	

	Exam Board/s	Exam Course/s being studied
2024-25 Year 11		
2024-25 Year 13	WJEC	Level 3 Applied Diploma Criminology
2025-26 Year 11		
2025-26 Year 13	WJEC	Level 3 Applied Diploma Criminology

Dance

Subject Vision and Intent

Dance promotes physical well-being. It teaches the language of bodily movement and allows the dancer to express and communicate. In Dance we aim to allow students to explore individual expression whilst growing in areas of social awareness, cognitive development and emotional maturity. Through participation, dance promotes self-confidence, self-esteem, self-discipline and a sense of self-awareness. Creating dance is like a giant puzzle that needs to be solved, incorporating a variety of elements to produce a creative outcome.

Dancers will:

- Have opportunities to create, perform and critically analyse work
- Master a wide range of dance skills e.g. choreography, interpretation, emotional responses
- Understand where dance can take them—world beyond school and transferrable skills
- Experience understanding of the community they live in and create performance pieces around this.

Seven Year Plan

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1	The Greatest Showman	Dance through Time	Basics of Hip-Hop	Component 1 – Exploring the Performing Arts Piece 1 / 2/ 3	Component 2 – Developing skills and techniques in the performing arts (comp ½ resits)	Unit 34 – Developing skills and techniques for performance	Unit 10 Jazz Dance Technique
Autumn Term 2	The Greatest Showman	Dance through Time	Basics of Hip-Hop	Component 1 – Exploring the	Component 2 – Developing skills and techniques	Unit 34 – Developing skills	Unit 10 Jazz Dance Technique

				Performing Arts Piece 1 / 2/ 3	in the performing arts (comp ½ resits)	and techniques for performance	
Spring Term 1	Dancing around the world	Responding to a stimulus	Contact work/stage combat	Component 2 – Developing skills and techniques in the performing arts	Component 3 – Performing to a brief (External Exam)	Unit 3 (External) Group performance workshop	Unit 14/21 Improvisation and Choreography
Spring Term 2	Dancing around the world	Responding to a stimulus	Contact work/stage combat	Component 2 – Developing skills and techniques in the performing arts	Component 3 – Performing to a brief (External Exam)	Unit 3 (External) Group performance workshop	Unit 14/21 Improvisation and Choreography
Summer Term 1	Matilda – Musical appreciation	Newsies – Musical appreciation	Hamilton – Musical appreciation	Component 2 – Developing skills and techniques in the performing arts	Component 3 – Performing to a brief (External Exam)	Unit 3 (External) Group performance workshop	Unit 14/21 Improvisation and Choreography
Summer Term 2	Matilda – Musical appreciation	Newsies – Musical appreciation	Hamilton – Musical appreciation	Component 3(PREP) – Performing to a brief (External Exam)		Unit 10 – Jazz dance technique	Unit 14/21 Improvisation and Choreography

	Exam Board/s	Exam Course/s being studied
2024-25 Year 11	BTEC Pearson	Level 2 Tech Award in Performing Arts
2024-25 Year 13		
2025-26 Year 11	BTEC Pearson	Level 2 Tech Award in Performing Arts
2025-26 Year 13		

Design and Technology (including Product Design)

Subject Vision and Intent

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation

Design and technology gives young people the skills and abilities to engage positively with the designed and made world and to harness the benefits of technology. They learn how products and systems are designed and manufactured, how to be innovative and to make creative use of a variety of resources including digital technologies, to improve the world around them.

Seven Year Plan

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1	Minecraft / Pixel Art Coaster Project	Building Project	Keyring Design	Skills Building	NEA Theory Skills	Skills Building	Unit 1 Project
Autumn Term 2	Minecraft / Pixel Art Coaster Project	Building Project	Keyring Design	Skills Building	NEA Theory Skills Mock Exam	Skills Building	Unit 1 Project
Spring Term 1	Minecraft / Pixel Art Coaster Project	Building Project	Keyring Design	Unit 1 Project	NEA Theory Skills	Unit 1 Project	Unit 1 Project Unit 2 Release

Spring Term 2	Minecraft / Pixel Art Coaster Project	Building Project	Keyring Design	Unit 1 Project	NEA Theory Skills	Unit 1 Project	Unit 2
Summer Term 1	Minecraft / Pixel Art Coaster Project	Building Project	Keyring Design	Unit 1 Project	Revision and Theory Skills	Unit 1 Project Written component	15 hour examined assessment
Summer Term 2	Minecraft / Pixel Art Coaster Project	Building Project	Keyring Design	Unit 1 Project	Written Exam	Unit 1 Project Outcome	

	Exam Board/s	Exam Course/s being studied
2024-25 Year 11	AQA	Design and Technology
2024-25 Year 13	AQA	A level Art and Design (3D Design)
2025-26 Year 11	AQA	GCSE Art and Design (3D Design)
2025-26 Year 13	AQA	A level Art and Design (3D Design)

Digital IT

Subject Vision and Intent

Digital IT at Gospel Oak provides a bespoke curriculum to enable learners with varying abilities and experiences become empowered, independent, and confident digital citizens in an ever-evolving society. Learners will develop their knowledge through online collaboration and MS Office skills. In addition, they will develop experience of interactive learning and analysis of how the world uses IT. Finally, students will create and analyse interactive software used by business in the real world.

Plan

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1				Exploring User Interface Design And ICT Skills.	Collecting, Presenting and Interpreting Data		
Autumn Term 2							
Spring Term 1				Principles and Project Planning Techniques	Collecting, Presenting and Interpreting Data		
Spring Term 2							
Summer Term 1				Collecting, Presenting and Interpreting Data	Revision for exams		
Summer Term 2							

	Exam Board/s	Exam Course/s being studied
2024-25 Year 11		
2024-25 Year 11	BTEC	DIT ICT
2024-25 Year 12		

2025-26 Year 13

Drama

Subject Vision and Intent

In drama we aim to deliver content through engaging narrative using explorative techniques to help learners understand the world that they live in, the 'self' and the 'other' through shared dramatic experience. Through the dramatic narrative that learners work through they are encouraged to deal with a diverse range of thematic issues and values. Our aim is to create a truly human curriculum. The curriculum strikes a delicate balance between the performative and explorative elements of drama and aims to give learners a well-rounded knowledge of and appreciation for dramatic form and content. Importantly, we draw inspiration from our place within the English National Curriculum, developing the learner's skills and attributes in reading, writing, grammar/ vocabulary and spoken English. Learners across all key stages will study a range of concepts, practitioners and texts that are wide, varied and challenging.

Whilst the drama curriculum at Gospel Oak Tipton keeps a sharp focus on the requirements of the examination board studied at Key Stage 4, it is also didactic in nature in that the subject gives the learners an opportunity to explore social, moral and cultural issues using the dramatic frame.

Seven Year Plan

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1	Gates of Roshomon	Oedipus	Practitioners	Component 1- exploring the performing arts	Component 3- responding to the brief	Unit 34 Group Performance	Unit 29 Storytelling
Autumn Term 2	Trestle Masks	Let Him av' It	Augusto Boal			Unit 34 Group Performance	Unit 29 Storytelling
Spring Term 1	Tread the boards	Curious incident of the dog the night-time	Physical theatre/combat			Component 2- developing skills and techniques	Unit 20 Developing voice for performance
Spring Term 2	Responding to live theatre			Component 3	Unit 20 Developing voice for performance		Unit 3 Group performance

Summer Term 1	The Terrible fate of Humpty Dumpty	Responding to live theatre – Peter Pan	Frankenstein	Teaching and Learning phase- Component 3		Unit 26 Physical Theatre Techniques	
Summer Term 2	The Box project	The Box project	The Box project	Teaching and Learning phase Component 3		Unit 26 Physical Theatre Techniques	

	Exam Board/s	Exam Course/s being studied
2024-25 Year 11	Pearson	BTEC Tech Award Performing Arts
2024-25 Year 13	Pearson	BTEC Level 3 Extended Certificate in Performance (Acting)
2025-26 Year 11	Pearson	BTEC Tech Award Performing Arts
2025-26 Year 13	Pearson	BTEC Level 3 Extended Certificate in Performance (Acting)

English (Language and Literature)

Subject Vision and Intent

Within English lessons, at Gospel Oak School, we strive to instil a love of reading and exploration of the world for our students, through a varied and broad curriculum. Language gives students the opportunity to express themselves and the opportunity to access the understanding, knowledge, and skill to promote their personal growth, leading to effective and active participation within society. Key themes such as conflict, prejudice and acceptance are explored within texts we study throughout all key stages and provides students with the fundamental skills of reading and writing. Our curriculum map provides a challenging and engaging experience for students, at KS3, covering the breadth of the National Curriculum. The skills, and knowledge, acquired in years 7-9 builds towards fundamental ideas and concepts needed to access both the Language and Literature components of KS4 and KS5.

Seven Year Plan

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1	Narrative Voice: Other Worlds	Methods Make Meaning: <i>The Crossing</i>	Narrative Voice: Dystopia	C19 Novel: <i>A Christmas Carol</i>	Viewpoints and Perspectives Spoken Language	The Handmaid's Tale And Mean Time: Carol Ann Duffy	Shakespeare: <i>Othello</i> And <i>The Kite Runner</i>
Autumn Term 2	Methods Make Meaning: Short Stories	Narrative Voice: Greek Mythology	Methods Make Meaning: Poetry Comparison	Exploration of Creative Writing and Reading	Power and Conflict Poetry		
Spring Term 1	Methods Make Meaning: Short Stories	Texts in Context: Pre 1900 Prose	Texts in Context: <i>Hamlet</i>	Shakespeare: <i>Macbeth</i>	Unseen Poetry	AQA Anthology: Paris	Revision: Paper 1 and Paper 2
Spring Term 2	Texts in Context: <i>Julius Caesar</i>						

Summer Term 1	Rhetoric: Persuasive Writing	Rhetoric: Writing to Argue	Rhetoric: Writing to Argue	Modern Text: <i>An Inspector Calls</i>	Revision	NEA	Final NEA drafting and submission
Summer Term 2	Spoken Language: Slam Poetry	Texts in Context: Protest Poetry	Methods Make Meaning: <i>The Tiffin</i>				Revision for external examinations

	Exam Board/s	Exam Course/s being studied
2024-25 Year 11	AQA	English Language 8700/English Literature 8702
2024-25 Year 13	AQA	
2025-26 Year 11	AQA	English Language 8700/English Literature 8702
2025-26 Year 13	AQA	A-level English Language and Literature 7707

Geography

Subject Vision and Intent

As our students are growing up in Tipton, our geography curriculum will inspire in them a curiosity and fascination about the world and its people, from local to international, that will remain with them for the rest of their lives. It will equip them with knowledge about contrasting places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Their growing knowledge about the world will provide learners with an in-depth geographical knowledge and understanding on a variety of scales, and the interdependence of human and physical geography in these. Learners will become curious and independent global citizens who have mastered a wide range of geographical skills.

Seven Year Plan

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1	Our World	The Populated World	Geopolitical World	Living World	UK Landscapes: Coasts	Physical: Coastal systems	NEA continued
Autumn Term 2	Watery World	Globalised World	Frozen World	Resource Management	Fieldwork (subject to booking, the order of units may change)	Human: Contemporary Urban Environments	Physical: The Water and Carbon Cycle
Spring Term 1					Developing World		Future World
Spring Term 2	Wild World	Coastal World	Disputed World		Tectonic Hazards	Human: Changing Places	Ecosystems Under Stress

Summer Term 1	Natural World	Sustainable World	Explosive World	Urban issues and challenges	Pre-release	NEA introduction	Examinations
Summer Term 2	Enquiring World	Unstable World	Transition World	UK Landscapes: Rivers	Examinations		Examinations

	Exam Board/s	Exam Course/s being studied
2024-25 Year 11	AQA	Living with the physical environment Challenges in the human environment Geographical applications Geographical skills
2024-25 Year 13		
2025-26 Year 11	AQA	Living with the physical environment: <ul style="list-style-type: none"> • 3.1.1 Section A: The challenge of natural hazards. • 3.1.2 Section B: The living world. • 3.1.3 Section C: Physical landscapes in the UK. Challenges in the human environment: <ul style="list-style-type: none"> • 3.2.1 Section A: Urban issues and challenges. • 3.2.2 Section B: The changing economic world. • 3.2.3 Section C: The challenge of resource management. Geographical applications: <ul style="list-style-type: none"> • 3.3.1: Section A: Issue evaluation. • 3.3.2: Section B: Fieldwork. Geographical skills: 3.4: Geographical skills.
2025-26 Year 13	AQA	Physical geography: <ul style="list-style-type: none"> • Water and carbon cycles.

		<ul style="list-style-type: none">• Hot desert systems and landscapes.• Coastal systems and landscapes.• Glacial systems and landscapes.• Hazards.• Ecosystems under stress. <p>Human geography:</p> <ul style="list-style-type: none">• Global systems and global governance.• Changing places.• Contemporary urban environments.• Population and the environment.• Resource security. <p>Geography fieldwork investigation:</p> <ul style="list-style-type: none">• Fieldwork requirements.• Investigation requirements. <p>Geographical skills: Geographical skills checklist.</p>
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Health and Social Care

Subject Vision and Intent

The Health and Social Care course is a vocational qualification which takes an engaging, practical and inspiring approach to learning and assessment. Health and Social Care aims to develop learner's awareness of careers within the sector, while providing students with the knowledge and a foundation of Health and Social Care concepts that will enable them to further their studies within this broad field. Learners study topics including 'Human lifespan and development', 'HSC values and sectors', 'Health and wellbeing', 'Meeting individual care needs' and 'Supporting individuals with additional needs'.

The course is designed to provide learners with underpinning knowledge, understanding and skills of the health and social care sectors, providing a broad basis for further or higher education or for moving into employment within the sectors. The content of the course includes knowledge of practitioner roles and values, relationships between contemporary policies and service provision and the impact of challenges on service provision in the UK. The curriculum challenges learners to think abstractly, work collaboratively and problem solve to develop curiosity and the desire for knowledge. The course is designed so that the units build upon each other as the learners grow in confidence. This allows the learners to embed their knowledge whilst giving opportunities to put into practice what they learn. This ensures they develop their technical skills, which they can they apply to real life scenarios through case studies and local community contexts.

Seven Year Plan

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1				Component 1: Human Lifespan Development	Component 2: HSC Services and Values PSA: Assessment	Unit 1: Human Lifespan and development	Unit 12: Supporting individuals with additional needs (LAB)
Autumn Term 2				Component 1: Human Lifespan Development	Component 1: Human Lifespan Development PSA: Assessment	Unit 1: Human Lifespan and development (EXAM)	Unit 12: Supporting individuals with additional needs (LAC)

Spring Term 1		Component 1: Human Lifespan Development	Component 3: Health and Wellbeing	Unit 2: Working in HSC sector	Unit 5: Meeting individual care and support needs. (LAA/LAB)
Spring Term 2		Component 1: Human Lifespan Development PSA: Assessment	Component 3: Health and Wellbeing	Unit 2: Working in HSC sector	Unit 5: Meeting individual care and support needs. (LAC)
Summer Term 1		Component 1: Human Lifespan Development PSA: Assessment	Component 3: Health and Wellbeing (EXAM)	Unit 2: Working in HSC sector (EXAM)	Unit 5: Meeting individual care and support needs (LAD)
Summer Term 2		Component 2: HSC Services and Values		Unit 12: Supporting individuals with additional needs (LAA)	

	Exam Board/s	Exam Course/s being studied
2024-25 Year 11	Pearson/Edexcel	Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care
2024-25 Year 13	Pearson/Edexcel	Pearson BTEC Level 3 National Extended Certificate in Health and Social Care
2025-26 Year 11	Pearson/Edexcel	Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care
2025-26 Year 13	Pearson/AAQ	Pearson BTEC Level 3 National Extended Certificate in Health and Social Care (AAQ)

History

Subject Vision and Intent

At Gospel Oak School, our history curriculum gives students access to a range of substantive knowledge that allows all to engage and take pride in the history of our nation and examine its links to the wider world. Alongside this our students are supported to explore disciplinary knowledge to understand how historical events are recorded, examined, analysed, and evaluated.

We are ambitious in our implementation by exceeding the national curriculum to give students the aspiration to develop the depth and breadth of their knowledge and skill as historians. We also provide students with respect for other cultures with our integration of history from many cultures and the opportunity to explore these stories and understand their vital importance to the development of Britain and our world.

Seven Year Plan

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1	Historical Skills – Why is history important? Tollund Man – Who killed the Tollund man?	The Stuarts and the Witch Craze – Why was there a Witch craze in Stuart England?	Riots and Unrest in 20 th Century Britain – Was race the biggest factor in causing riots and unrest in 20 th Century Britain?	Early Elizabethan England	Weimar and Nazi Germany, 1918-39	The Later Tudors and Democracy and Dictatorships in Germany	Russia and its Rulers, 1855-1964 and Coursework Essay
Autumn Term 2	Local History – Why is our local area significant?	The Industrial Revolution - Was the industrial revolution all negative?	Leadership – Are the best leaders democratic?	Early Elizabethan England	Weimar and Nazi Germany, 1918-39	The Later Tudors and Democracy and Dictatorships in Germany	Russia and its Rulers, 1855-1964 and Coursework Essay
Spring Term 1	Anglo-Saxons and the Normans	Suffrage – Was the work of Emmeline Pankhurst the most significant	The Holocaust – Were ‘normal’ people to blame for the holocaust?	Medicine Through Time 1250-Present Day, including	The American West, c.1835-c.1895	The Later Tudors and Democracy and Dictatorships in Germany	Russia and its Rulers, 1855-1964 and

		factor in some women gaining the vote in 1918?		depth study 'Medicine on the Western Front'.			Coursework Essay
Spring Term 2	Medieval Life	African Kingdoms, Empire and Transatlantic slavery	Ancient Societies	Medicine Through Time 1250-Present Day, including depth study 'Medicine on the Western Front'.	The American West, c.1835-c.1895	The Later Tudors and Democracy and Dictatorships in Germany	Russia and its Rulers, 1855-1964
Summer Term 1	The Tudors	World War One	Migration Through the Centuries	Medicine Through Time 1250-Present Day, including depth study 'Medicine on the Western Front'.	Exams and structured revision	The Later Tudors and Democracy and Dictatorships in Germany	Exams and structured revision
Summer Term 2	English Civil War	World War Two	Wider knowledge topics.	Weimar and Nazi Germany, 1918-39		The Later Tudors and Democracy and Dictatorships in Germany	

Exam Cohort Topics

	Exam Board/s	Exam Course/s being studied
2023-24 Year 11	Pearson Edexcel	GCSE (9-1) History Paper 1: Medicine Through Time c.1250-present and The British Sector of the Western front 1914-1918 Paper 2: The American West c.1835-c.1895 and Early Elizabethan England 1558-1588 Paper 3: Weimar and Nazi Germany, 1918-1939
2023-24 Year 13	Cambridge OCR	OCR A-Level History Y107: The Later Tudors, 1547-1603

		Y221: Democracy and Dictatorships in Germany, 1919-1963 Y317: Russia and its Rules, 1855-1964 Y100: Non-Exam Assessment
2024-25 Year 11	Pearson Edexcel	GCSE (9-1) History Paper 1: Medicine Through Time c.1250-present and The British Sector of the Western front 1914-1918 Paper 2: The American West c.1835-c.1895 and Early Elizabethan England 1558-1588 Paper 3: Weimar and Nazi Germany, 1918-1939
2024-25 Year 13	OCR	OCR A-Level History Y107: The Later Tudors, 1547-1603 Y221: Democracy and Dictatorships in Germany, 1919-1963 Y317: Russia and its Rules, 1855-1964 Y100: Non-Exam Assessment
2025-26 Year 11	Pearson Edexcel	GCSE (9-1) History Paper 1: Medicine Through Time c.1250-present and The British Sector of the Western front 1914-1918 Paper 2: The American West c.1835-c.1895 and Early Elizabethan England 1558-1588 Paper 3: Weimar and Nazi Germany, 1918-1939
2025-26 Year 13	OCR	OCR A-Level History Y107: The Later Tudors, 1547-1603 Y221: Democracy and Dictatorships in Germany, 1919-1963 Y318: Russia and its Rules, 1855-1964 Y100: Non-Exam Assessment

Hospitality and Food

Subject Vision and Intent

Hospitality and Catering is a dynamic, vibrant and innovative sector, it delivers vital jobs, growth and investment in the heart of our local communities - important culturally, socially and economically.

This course provides learners with opportunities to study a vocational subject as part of a broad programme of study. The course offers an experience that focuses on applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work

Seven Year Plan –KS3 Based on 1 x10 week programme of study and rotation of groups ; alternating practical and theory lessons

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1	Intro to Health & Safety and Healthy Eating	Investigating the cause, symptoms and prevention of food poisoning Developing knowledge and understanding of macro and micronutrients	Recap of Health and Safety Developing knowledge and understanding of risk assessment and HACCP Developing knowledge and understanding of special dietary needs	1.4 Food related causes of ill health. Development of distinction level practical skills	Launch of Unit 2 NEA task Exam board release the brief in September Focus on 1 diet, nutrition and special dietary needs 2 Effect of cooking methods on nutrition		

					3. Factors affecting menu choice	
Autumn Term 2	Intro to 4 Practical Skills while applying safety rules in the food room	Progression of 4 practical skills including the Science of bread making	Further progression of 4 practical skills covering the theme of international cuisine	1.3 Food Safety in the catering industry Further development of distinction level practical skills	NEA continued Mock Written Exam	
Spring Term 1	Intro to Health & Safety and Healthy Eating	investigating the cause, symptoms and prevention of food poisoning Developing knowledge and understanding of macro and micronutrients	Recap of Health and Safety Developing knowledge and understanding of risk assessment and HACCP Developing knowledge and understanding of special dietary needs	1.1.2 Working in the hospitality and catering industry Further development of practical skills	NEA Factors effecting menu choice Time planning of chosen recipes 3 hour practical exam Final evaluation of NEA and practical	
Spring Term 2	Intro to 4 Practical Skills while applying	Progression of 4 practical skills including	Further progression of 4 practical skills covering the	1.2 Operational aspects of the	Revision Focus for external Exam All topics	

	safety rules in the food room	the Science of bread making	theme of international cuisine	hospitality and catering industry Further development of practical skills	on Unit 1 Revised
Summer Term 1	Intro to Health & Safety and Healthy Eating	investigating the cause, symptoms and prevention of food poisoning Developing knowledge and understanding of macro and micro nutrients	Recap of Health and Safety Developing knowledge and understanding of risk assessment and HACCP Developing knowledge and understanding of special dietary needs	1.1.3 Working conditions in the hospitality and catering industry Development of Practical Skills in preparation of Mock Exam Unit 2 theory on diet and nutrition	Revision Focus for external Exam All topics on Unit 1 Revised
Summer Term 2	Intro to 4 Practical Skills while applying safety rules in the food room	Progression of 4 practical skills including the Science of bread making	Further progression of 4 practical skills covering the theme of international cuisine	Preparations for Unit 1 External Examination and Mock Practical Introduction of nutrition and special diets for unit 2 NEA that is released in	Unit 1 Exam

				September of year 11		
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	Exam Board/s	Exam Course/s being studied
2023-24 Year 13		
2024-25 Year 11	WJEC L1/2 Award	Hospitality and Catering
2024-25 Year 13		
2025-26 Year 11	WJEC L1/2 Award	Hospitality and Catering
2025-26 Year 13		

Law

Subject Vision and Intent

Law at Gospel Oak provides students with the opportunity to gain knowledge and understanding of the English legal system and areas of both private and public law within the law of England and Wales. They'll also develop an awareness of law in a European and global context. The qualification will also help them learn how to apply the techniques of legal method and reasoning to analyse and offer answers to problems, based on legal principles, legislation and case law. They will also explore the changing nature of law and more in this broad programme of study.

Plan

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1						H018 – Section A: The Legal System	
Autumn Term 2						H018 – Section A: Law Making	
Spring Term 1						H018 – Section B: Criminal Law	
Spring Term 2						H018 – Section B: Criminal Law (Continued)	
Summer Term 1						H018 – Section B: Law of Tort	
Summer Term 2						H018 – Section B: Law of Tort (Continued)	

	Exam Board/s	Exam Course/s being studied
2024-25 Year 11		
2024-25 Year 11		
2024-25 Year 12	OCR	OCR AS Level Law H018
2025-26 Year 13	OCR	OCR A Level Law H418

Maths

Subject Vision and Intent

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

We aim to deliver a high-quality mathematics education that provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. We aim to do this by providing a spiralling curriculum that diagnostically builds on student knowledge to broaden and deepen their mathematical ability so that they know more, remember more and can do more as an individual and collaboratively. We aspire to create young, confident, competent mathematicians who have a passion for the subject and want to continue studying mathematics into Key Stage 5 and beyond.

Exam Board: Pearson Edexcel

Seven Year Plan

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1	Algebra: the basics Expressions and Substitution Integers, Place Value and Decimals	Consolidation on key concepts of algebra, substitution and solving. Multiplying & dividing by decimals.	The beginning of either a higher or foundation pathway Number: rounding, estimation, bounds, indices, factors, multiples and primes	Foundation: Integers, place value, Algebra-equations and inequalities, Fractions decimals and percentages, Real life graphs Higher: Estimation, Bounds, Perimeter and area, 3	Foundation: Ratio & Proportion Similar Shapes Vectors	Pure Mathematics: -Algebra and functions -Coordinate geometry in the (x, y) plane.	Pure Mathematics: -The binomial theorem -Trigonometry - Parametric equations

				dimensional shapes			
Autumn Term 2	Indices, Powers and Roots Factors, Multiples and Primes Tables, Charts and Graphs Fractions, Decimals and Percentages	Laws of indices embedded. LCM & HCF are explored after prior knowledge got factors & multiples. Representing & analysing data using pie charts & scatter graphs. Using fractions, decimals and percentages in context.	Algebra: Expressions and substitution Sequences, averages and range, tables charts and graphs, scatter graphs,	Foundation: Straight line graphs, Transformations, Ratios, Proportion Higher: Cylinders, Spheres & cones, Accuracy & Bounds, Quadratic and simultaneous equations, Inequalities	Higher: Solving Quadratics Inequalities Algebraic Fractions Foundation: Rearranging equations Graphs of cubic and reciprocal functions Simultaneous equations	Pure Mathematics: -Further algebra -Trigonometry (2D) -Vectors (2D)	Pure Mathematics: -Differentiation -Numerical methods -Integration (part 1)
Spring Term 1	Equations, Inequalities and Sequences Properties of Shapes, Parallel Lines and Angle Facts, involving Polygons Statistics: sampling and the averages Perimeter, Area and Volume	Solving inequalities and using sequences to create number rules. Properties of 2D shapes are analysed to use and look at angle facts. A deeper embed of statistics and	Fractions, decimals and percentages, ratio and proportion	Foundation: Pythagoras & Trigonometry, Probability, Multiplicative Reasoning, Higher: Probability, Multiplicative Reasoning,	Higher: Vectors & proof Advanced Graphs Proportionality Foundation: Diagnostic Mock Exam	Pure Mathematics: -Differentiation -Integration -Exponentials and logarithms	Pure Mathematics: -Integration (part 2) -Vectors (3D)

		choosing appropriate averages.		Similar shapes & Congruence	Targeted Revision Programme		
Spring Term 2	All things graphs including real life graphs, straight line graphs moving into transformations to apply skills used. Ratio simplification and sharing in ratios. Applying this to proportionality in context.	Straight line graphs revised and applied using gradient of a line to determine properties of lines. Transformations are evaluated and practised using prior 2D shape knowledge whilst completing with ratio and proportion.	Properties of shape, Pythagoras and Trigonometry, real life graphs,	Foundation: Plans and Elevations, Constructions, Loci & Bearings, Quadratic Equations & Graphs Higher: Graphs of Trigonometric Graphs, Further Trigonometry, Collecting Data,	Higher: Diagnostic Mock Exam Targeted Revision Programme Foundation: Targeted Revision Programme	Statistics: -Statistical sampling -Data presentation and interpretation Mechanics: -Quantities and units in mechanics -Kinematics 1	Statistics: -Regression and correlation -Probability Mechanics: -Moments -Forces at any angle
Summer Term 1	Introduction to right angled triangles and the exploration of specific theories. Identifying probabilities and moving into compound measures. 3D shapes are analysed and	A deeper understanding of right-angled triangles and some understanding of trigonometry ratios. Probability of events and a continuation of	Interior and exterior angles, Transformations, Constructions and bearings	Foundation: 3 Dimensional shapes, Reciprocals, Indices and Standard form Higher: Data, Quadratics,	Higher: Targeted Revision Programme Foundation: Targeted Revision Programme	Statistics: -Probability -Statistical distributions -Statistical hypothesis testing Mechanics:	Statistics: -The Normal distribution Mechanics: -Applications of kinematics -Applications of forces

	discussed in terms of their appearance and measurements using faces, edges, vertices & nets.	plans & elevations of 3D shapes.				-Forces and Newtons laws -Kinematics 2	-Further kinematics Revision
Summer Term 2	Using mathematical equipment to accurately measure, draw and construct shapes to scale. Exploring quadratic equations through expansion, factorisation and graphing. Circumference and area of circles. Powers of 10 explored and understood and reasons behind why standard form is used.	Loci is introduced to show pathways to construct accurately. Quadratic equations in context to embed prior knowledge. Volume of spheres & cones. Fractions & reciprocals leading into indices. Use of standard form in context with calculations.		Higher: Circle Theorems & Circle Geometry then assessment information Assessment information to inform teaching. Students to use feedback sheets to support their independent learning. Hegarty clip numbers have been given	Higher: Targeted Revision Programme GCSE Exams	Pure Mathematics (Year2): -Proof -Algebraic and partial fractions -Functions and modelling -Series and sequences	Revision and Formal examinations

	Exam Board/s	Exam Course/s being studied
2024-25 Year 11	Pearson Edexcel	Level 1/Level 2 GCSE Mathematics 1MA1
2024-25 Year 13	Pearson Edexcel	A-level Mathematics 9MA0
2025-26 Year 11	Pearson Edexcel	Level 1/Level 2 GCSE Mathematics 1MA1
2025-26 Year 13	Pearson Edexcel	A-level Mathematics 9MAo

Music

Subject Vision and Intent

Music can be separated into three different areas of focus – Performing Music, Composing Music, Listening & Reviewing. The three core disciplines of Music are taught and developed with the aim to build skills that students can draw upon to succeed, not only in music lessons but also beyond school life and in future education and employment. The life skills that are developed are an essential part of the development of subject specific skills as well as developing well rounded and independent individuals.

Music is taught through a varied and skills-based curriculum where the key musical elements are explored both practically and theoretically. These elements are regularly revisited throughout each unit building upon the technical difficulty and engaging with a wide range on a variety of instruments and performance settings. Students develop a wide a range of musical skills, key knowledge and specific techniques that fully prepare them and will also develop valuable skills to support them in all other curriculum areas. Students are taught practical performance and composition skills, music theory and the ability to self- assess and evaluate their own musical journey.

Seven Year Plan

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1	Rhythm and Pulse Exploring percussion	Themes and variation	Hooks and riffs	Component 1 Exploring Music Products and Styles	Component 3 – Responding to a brief - prep Resits for Comp 1 and 2	Unit 1 – Practical music theory and harmony	Unit 2 Professional practice
Autumn Term 2	Samba	Film music	Rap and hiphop	Component 1	Comp 3 prep Resits	Unit 1 – Practical music theory and harmony	Unit 3 Ensemble performance
Spring Term 1	Boomwhackers	Blues	Solo performance	Component 1	Comp 3 exam	Unit 6 -Solo Performance	Unit 2 Professional practice
Spring Term 2	Singing	Rock and roll	Gaming	Component 2 Music Skills development	Comp 3 exam	Unit 6 – Solo performance	Unit 3 Ensemble performance

Summer Term 1	Keyboard technique	Reggae	Dance music	Component 2		Unit 2 – Professional practice Unit 3 – ensemble performance	Unit 2 Professional practice
Summer Term 2	Keyboard notation	African drumming	Responding to a brief	Component 2	Unit 2 – Managing a music product	Unit 2 – Professional practice Unit 3 – ensemble performance	Unit 3 Ensemble performance

	Exam Board/s	Exam Course/s being studied
2024-25 Year 11	Pearson Edexcel	BTEC Level 2 First Award in Music
2024-25 Year 13		
2025-26 Year 11	Pearson Edexcel	BTEC Level 2 First Award in Music
2025-26 Year 13		

Media Studies

Subject Vision and Intent

Learners study a range of media forms in terms of a theoretical framework which consists of media language, representation, media industries and audiences. The following forms are studied in depth through applying all areas of the framework: newspapers, television, music video and online, social and participatory media. Advertising and marketing, film, video games, radio and magazines are studied in relation to selected areas of the framework.

Seven Year Plan

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1					Component 3 Creating Media Products		
Autumn Term 2					Component 3 Creating Media Products		
Spring Term 1					Component 1 Exploring the Media		
Spring Term 2					Component 1 Exploring the Media		
Summer Term 1					Component 2 Understanding Media Forms and Products		
Summer Term 2					Component 2 Understanding Media Forms and Products		

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	Exam Board/s	Exam Course/s being studied
2024-25 Year 11	Eduqas	Media Studies 9-1 GCSE
2024-25 Year 13		
2025-26 Year 11		
2025-26 Year 13		

Photography

Subject Vision and Intent

Photography encourages students to learn how to have an eye for detail, develop their technical understanding of the elements of composing an image such as angles, viewpoints, lighting sources as well as composition. Throughout the course students will be involved in the exploration of photography as an artistic medium to create imagery but also skills involved within the technical aspects. It combines well with more traditional subjects, providing an outlet for creativity. Studying photography can open the door to lots of exciting careers in the creative industry, the fastest growing sector of the UK economy.

Seven Year Plan

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1				Basic Skills: Formal Elements within Photography	Component 1: The Experimental Portrait Project		
Autumn Term 2				Basic Skills: Formal Elements within Photography	Component 1: The Experimental Portrait Project		
Spring Term 1				Basic Skills: Formal Elements within Photography	Component 2: Externally Set Task		
Spring Term 2				Component 1: The Distortion Project	Component 2: Externally Set Task		
Summer Term 1				Component 1: The Distortion Project			

Summer Term 2		Component 1: The Distortion Project	

	Exam Board/s	Exam Course/s being studied
2024-25 Year 11	AQA	GCSE Art and Design (Photography)
2024-25 Year 13		
2025-26 Year 11	AQA	GCSE Art and Design (Photography)
2025-26 Year 13		

Physical Education (Core)

Subject Vision and Intent

Our PE curriculum is broad and balanced to allow students to explore a variety of physical activities, whilst identifying and developing their strengths and areas for development. Our ambitious curriculum allows our students to be assessed in four strands of physical activity levels of performance, knowledge and understanding, fitness, leadership, as well as developing core values such as fair play, teamwork, and mutual respect. Students will leave Gospel Oak School with a clear vision of what a healthy active lifestyle is and be equipped with the knowledge of how to achieve this through whichever medium they desire.

Seven Year Plan

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1	Invasion Games Net and Wall Games Replicating Movement Working at Maximal Levels - HRF	Invasion Games Net and Wall Games Replicating Movement Working at Maximal Levels - HRF	Invasion Games Net and Wall Games Replicating Movement Working at Maximal Levels - HRF	Invasion Games Net and Wall Games	Pathways (competitive, combination, fitness, leadership) ways		
Autumn Term 2	OAA and First Aid Invasion Games Net and Wall Games Replicating Movement	OAA and First Aid Invasion Games Net and Wall Games Replicating Movement	OAA and First Aid Invasion Games Net and Wall Games Replicating Movement	Invasion Games Net and Wall Games	Pathways (aesthetics, competitive, combination, leadership)		

	Working at Maximal Levels - HRF	Working at Maximal Levels - HRF	Working at Maximal Levels - HRF		
Spring Term 1	OAA and First Aid Invasion Games Net and Wall Games Replicating Movement Working at Maximal Levels - HRF	OAA and First Aid Invasion Games Net and Wall Games Replicating Movement Working at Maximal Levels - HRF	OAA and First Aid Invasion Games Net and Wall Games Replicating Movement Working at Maximal Levels - HRF	Invasion Games Working at Maximal Levels - HRF	Pathways (aesthetics, competitive, combination, leadership)
Spring Term 2	Working at Maximal Levels – Athletics Strike and Field	Working at Maximal Levels – Athletics Strike and Field	Working at Maximal Levels – Athletics Strike and Field	Invasion Games Working at Maximal Levels - HRF	Pathways (aesthetics, competitive, combination, leadership)
Summer Term 1	Working at Maximal Levels – Athletics Strike and Field	Working at Maximal Levels – Athletics Strike and Field	Working at Maximal Levels – Athletics Strike and Field	Working at Maximal Levels – Athletics	Pathways (aesthetics, competitive, combination, leadership)
Summer Term 2	World Sports	World Sports	World Sports	Strike and Field	

	Exam Board/s	Exam Course/s being studied
2023-24 Year 11		
2023-24 Year 13		
2024-25 Year 11		
2024-25 Year 13		
2025-26 Year 11		
2025-26 Year 13		

Physical Education (BTEC Sport)

Subject Vision and Intent

The Pearson BTEC Level 1/Level 2 Tech Award in Sport and Level 3 BTEC Sport is for students who want to acquire sport specific knowledge and skills by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation. They will also explore the different types of participants and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity as well as developing their knowledge and understanding of anatomy and physiology. Students will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. The qualification allows learners to develop skills, such as sport analysis and sports leadership, using realistic contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment.

Seven Year Plan

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1				Component 2 – Taking Part and Improving others Sporting Performance	Component 1 – Preparing Participants to take part in Physical Activity	Unit 2 – Fitness Training and Programming for Health, Sport, and Wellbeing	Unit 1 – Anatomy and physiology
Autumn Term 2				Component 2 – Taking Part and Improving others Sporting Performance	Component 1 – Preparing Participants to take part in Physical Activity PSA Window Component 3 – Developing Fitness to Improve Other Participants	Unit 2 – Fitness Training and Programming for Health, Sport, and Wellbeing	Unit 1 – Anatomy and Physiology

			Performance in Sport and Physical Activity		
Spring Term 1		Component 2 – Taking Part and Improving others Sporting Performance	Component 3 – Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	Unit 2 – Fitness Training and Programming for Health, Sport, and Wellbeing	Unit 3 – Professional Development in the Sports Industry
Spring Term 2		Component 2 – Taking Part and Improving others Sporting Performance PSA Window	Component 3 – Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	Unit 4 – Sports Leadership	Unit 3 – Professional Development in the Sports Industry
Summer Term 1		Component 1 – Preparing Participants to take part in Physical Activity	Preparation for possible resit of any component Component 3 exam	Unit 4 – Sports Leadership	Unit 3 – Professional Development in the Sports Industry
Summer Term 2		Component 1 – Preparing Participants to take part in Physical Activity		Unit 4 – Sports Leadership	

	Exam Board/s	Exam Course/s being studied
2024-25 Year 11	Pearson	Pearson BTEC Tech Award Level 1/2 in Sport Component 1 – Preparing Participants to take part in Physical Activity Component 2 – Taking Part and Improving others Sporting Performance Component 3 - Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity (Exam)
2024-25 Year 13	Pearson	Pearson BTEC Level 3 National Extended Certificate in Sport – Single Award Unit 1 - Anatomy and physiology Unit 2 - Fitness Training and Programming for Health, Sport, and Wellbeing Unit 3 - Professional Development in the Sports Industry Unit 4 – Sports Leadership Pearson BTEC Level 3 National Diploma in Sport – Double Award Unit 8 – Coaching for Performance Unit 10 – Sports Event Organisation Unit 22 – Investigating Business in Sport and the Active Leisure Industry Unit 23 – Skill Acquisition in Sport Unit 25 – Rules, Regulations and Officiating in Sport Pearson BTEC Level 3 National Extended Diploma in Sport Extended – Triple Award Unit 5 – Application to Fitness Testing Unit 6 – Sports Psychology Unit 7 – Practical Sports Performance Unit 9 – Research Methods in Sport Unit 19 – Development and Provision of Sport and Physical Activity
2025-26 Year 11	Pearson	Pearson BTEC Tech Award Level 1/2 in Sport Component 1 – Preparing Participants to take part in Physical Activity Component 2 – Taking Part and Improving others Sporting Performance Component 3 - Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity (Exam)
2025-26 Year 13	Pearson	Pearson BTEC Level 3 National Extended Certificate in Sport – Single Award

		<p>Unit 1 - Anatomy and physiology Unit 2 - Fitness Training and Programming for Health, Sport, and Wellbeing Unit 3 - Professional Development in the Sports Industry Unit 4 – Sports Leadership</p> <p>Pearson BTEC Level 3 National Diploma in Sport – Double Award Unit 5 – Application of Fitness Testing Unit 8 – Coaching for Performance Unit 22 – Investigating Business in Sport and the Active Leisure Industry Unit 23 – Skill Acquisition in Sport Unit 25 – Rules, Regulations and Officiating in Sport</p>
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Physical Education (GCSE PE)

Subject Vision and Intent

The AQA GCSE Physical Education specification will inspire teaching and learning. New and contemporary topics will help students of all abilities to develop a well-rounded skill set and prepare them for progression to further studies. The activity list and practical weighting for GCSE Physical Education will be the same across all exam boards and allows for a balance of academic ability as well as practical prowess. Students will develop a well-rounded set of knowledge and skills in a practical setting across a variety of sporting activities. GCSE PE will enable students to have a deeper understanding of the human body and movement in addition to socio-cultural influences and wellbeing. The GCSE PE pathway will afford students a variety of opportunities when selecting their pathways, post 16.

Seven Year Plan

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1				Musculoskeletal System Sports psychology NEA Practical assessments	Physical Training Ethical issues NEA Practical assessments		
Autumn Term 2				Cardiovascular and Respiratory System Sports psychology NEA Practical assessments	Physical Training Ethical issues NEA Practical assessments		
Spring Term 1				Movement Analysis	Health and Fitness Use of data		

		Socio-cultural influences	NEA Practical assessments	
		NEA Practical assessments		
Spring Term 2		Aerobic and Anaerobic exercise	Revision	
		Socio-cultural influences		
		NEA Practical assessments		
Summer Term 1		Components of fitness	Revision and exam preparation	
		Commercialisation of physical activity and sport		
		NEA Practical assessments		
Summer Term 2		Use of data		
		Commercialisation of physical activity and sport		
		NEA Practical assessments		

	Exam Board/s	Exam Course/s being studied
2024-25 Year 11	AQA GCSE PE	Paper 1 – The Human Body and Movement in Physical Activity and Sport Paper 2 – Socio-Cultural Influences and Well-Being in Physical Activity and Sport NEA – Practical Performance in Physical Activity and Sport
2024-25 Year 13		
2025-26 Year 11	AQA GCSE PE	Paper 1 – The Human Body and Movement in Physical Activity and Sport Paper 2 – Socio-Cultural Influences and Well-Being in Physical Activity and Sport NEA – Practical Performance in Physical Activity and Sport
2025-26 Year 13		

Physics

Subject Vision and Intent

Science is an essential part of modern living. From the technology we develop, the medicines we rely upon and environment we live in, we are surrounded by Science. Our curriculum is designed to inspire learners to develop a genuine interest in Science through the acquisition of knowledge and skills, making exceptional progress and forging strong foundations to fulfil their potential and aspirations. Our young Scientists will become successful citizens influencing our modern changing world.

Studying Physics gives you an insight into the fundamental interactions between matter, energy and the universe. Physics helps you understand the world around you as well as developing skills such as problem-solving and critical thinking. Physics is a versatile subject that opens many career paths, and as a global enterprise offers endless opportunities to work abroad. Physics is crucial to driving technological advancements which have a far-reaching impact on society, environment and economy.

Seven Year Plan

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1				Conservation and Dissipation of Energy. Heat Transfer.	Forces in Balance. Motion.	Measurements and their errors	Further mechanics and thermal physics
Autumn Term 2				Energy Resources. Electrical Circuits.	Force and Motion. Force and Pressure.	Particles and Radiation	Fields and their Consequences
Spring Term 1				Electricity in the Home. Molecules and Matter.	Waves. Light.	Waves	Nuclear Physics

Spring Term 2		Radioactivity.	Electromagnetism.	Mechanics and materials	Option Unit
Summer Term 1		Space		Electricity	
Summer Term 2		Forces in Balance		Electricity	

	Exam Board/s	Exam Course/s being studied
2024-25 Year 11	AQA	GCSE Physics (8463)
2024-25 Year 13	AQA	A-level Physics (7407 7408)
2025-26 Year 11	AQA	GCSE Physics (8463)
2025-26 Year 13	AQA	A-level Physics (7407 7408)

PSHE/RSHE

Subject Vision and Intent

Our PSHE, RSE and Citizenship curriculum is deliberately designed to align with our Trust mission of 'social justice for all.' We do this through strong Trust co-design across key stages and ensuring that the PSHE and RSE programme is sequenced to exceed the department for education statutory compliance for topic coverage and Citizenship national curriculum; and in addition, take into account KCSIE Annex B and more importantly our student context and demographic.

We recognise that our students are interested in issues which affect them. Social issues which our students may be exposed to include drugs, gangs, deprivation and many more.

Our students will be able to access accurate and reliable information which will be explored and discussed within a safe environment. We also want our students to have confidence, to build resilience, to take pride in themselves and their community and always believe in achieving their fullest potential. With this in mind, our curriculum is developed with students' personal development at the forefront. This means that all departments have committed to reviewing and addressing cultural bias and opportunities to express diversity throughout learning sequences.

All of our departments plan learning sequences, supported by the Trust's co-design strategy to explore opportunities for social, moral, spiritual and cultural awareness; understanding that this plays a key role in developing students' cultural capital.

Support Services:

If you wish to carry out further reading around RSHE, the following documents may be of use to you:

Government guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907640/RSE_secondary_schools_guide_for_parents.pdf

The Department for Education guidance <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>

Seven Year Plan

Term	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn Term 1	<ul style="list-style-type: none"> • Toxic friendships and CONSENT • What is my personal identity and why is diversity important? • Love and relationships • Bullying/Banter • Positive online/offline relationships • CyberBullying 	<ul style="list-style-type: none"> • What is consent and why is it important we know about it? • Body Image: Boys focus • How do we have safe sex and use different forms of contraception? • How do we keep good sexual health and avoid STIs? • What is sexting and why is it so risky to send personal images? • What is pornography and why is it dangerous? 	<ul style="list-style-type: none"> • Body Image - Girls focus • Body Image - Eating disorders • What is domestic violence and abusive relationships • What is peer pressure and how can we avoid this? • CSE - how are children lured into dangerous relationships and what do they look like? • How can we celebrate British values and practice our own religion or culture? Inform 	<ul style="list-style-type: none"> • Same-sex relationships • Do we have unhealthy relationships with our role models? • Gender and Trans identity. • How do we manage conflict successfully? • Why do sexism, gender prejudice and stereotypes exist? • What are forced and arranged marriages? 	<ul style="list-style-type: none"> • Relationship types and sexuality • Relationship break-ups • Why is it essential we know about consent, rape and sexual abuse? • What is 'good' sex? • Bullying - Body shaming • How can we make ourselves and other people feel positive?
Autumn Term 2	<ul style="list-style-type: none"> • Family Relationships • How can we manage our anger? 	<ul style="list-style-type: none"> • LGBTQ+ Focus: Homophobia • How can British Values teach us Tolerance and 	<ul style="list-style-type: none"> • How can we celebrate British values and practice our own religion or culture? 	<ul style="list-style-type: none"> • Harassment and stalking - what are these things and what does the law say about them? 	<ul style="list-style-type: none"> • What is Chem sex? • Risk Taking • Gambling and online gambling

	<ul style="list-style-type: none"> • Introduction to mental health - depression focus • The importance of self-esteem • Personal identity and diversity 	<p>Respect for others?</p> <ul style="list-style-type: none"> • Who are the extremist groups and why are they so dangerous? • Where does extremism come from? • How can we prevent radicalisation and recognise the signs of extremism? 	<p>Explore and Apply (display)</p> <ul style="list-style-type: none"> • Why are British communities so diverse? • Who are the LGBTQ community? • Why do we need to keep the rules in order to succeed? • What are the short- and long-term consequences of drinking excess alcohol? 	<ul style="list-style-type: none"> • Revenge porn - what is it and how can we prevent ourselves from being a victim? • Parenting - the different types and looking after children • What are hate crimes and why do they still happen? • What is overt and covert racism and why are people still prejudiced? 	<ul style="list-style-type: none"> • Why is our digital footprint appointment?
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Psychology

Subject Vision and Intent

Psychology is the scientific study of behaviour and the mind. It offers a unique educational experience that develops a distinctive and broad set of skills. It's located in scientific method and allows scope for extensive evaluation from a range of perspectives.

They will have the opportunity to develop a wide ranging set of key skills, including being able to communicate effectively using appropriate language, to interpret and critically assess scientific data, and to research and critically evaluate a range of sources. The specification also encourages the development of strong literacy and numeracy skills. The acquisition of such a diverse range of skills will be of great benefit to your students in further education, the workplace and society in general.

Seven Year Plan

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1					Memory	Approaches and Biopsychology	Issues and debates
Autumn Term 2					Perception	Research methods	Aggression
Spring Term 1					Development	Psychopathology	Schizophrenia
Spring Term 2					Research Methods	Social influence	Cognition and development
Summer Term 1					Revision	Memory	Research Methods
Summer Term 2						Attachment	

	Exam Board/s	Exam Course/s being studied
2023-24 Year 11		
2023-24 Year 13		
2024-25 Year 11	AQA	GCSE Psychology
2024-25 Year 13	AQA	A-level Psychology
2025-26 Year 11	AQA	GCSE Psychology
2025-26 Year 13	AQA	A-level Psychology

Religious Education

Subject Vision and Intent

In RE, through a positive, inclusive and caring environment, we aim to explore challenging and ultimate questions to make sense of a range of both religious and non-religious beliefs using the Sandwell Agreed Syllabus. We promote a deeper understanding about the impact, significance, and connections of religious and non-religious beliefs through examining concepts, practices, ideas, and art. RE is taught in such a way that it inspires learners to explore, develop, and affirm their own values and have respect for faith, diverse beliefs, and the principles of others. This promotes learner opportunities through social, moral, spiritual, and cultural understanding at our school and within a wider society, which can be carried through to their adult life.

Seven Year Plan

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1	Beliefs about Jesus: Why do Christians believe Jesus was God on Earth? (Incarnation) What do Muslims believe about Jesus? (Risalah, Prophethood)	What makes some scientists believe in religion, and others reject religion?	Does religion make peace or cause wars?	Our current choice of Religion - Islam, which must run alongside Christianity Component 1: Life and Death (Unit 1) <ul style="list-style-type: none"> • Creation • Evolution • Stewardship and Dominion • Abortion 	Component 2: Beliefs and Teachings (Unit 1) <ul style="list-style-type: none"> • Review Jesus • Evangelism Practices (Unit 2) <ul style="list-style-type: none"> • Forms of Worship • Sacraments • Pilgrimages 	Component 1: Christianity Theme 1 Part ABC Component	
Autumn Term 2		If time allows:	If time allows	Component 1: Life and Death (Unit 1) <ul style="list-style-type: none"> • Euthanasia • Sanctity of Life 	Component 2: Practices (Unit 2) <ul style="list-style-type: none"> • Celebrations 		

		Does Charity really begin at home?	Good and bad, right and wrong, how do we decide?	<ul style="list-style-type: none"> • Afterlife • Funerals Human Rights (Unit 2) <ul style="list-style-type: none"> • What are Human Rights? • Discrimination • Religious expression • Free Speech 	<ul style="list-style-type: none"> • Role of the Church in Britain • The Worldwide Church Component 3: Beliefs and Teachings (Unit 1) <ul style="list-style-type: none"> • Nature of God • Oneness of God • Gurmukh and Manmukh 		
Spring Term 1	How can people express the spiritual through the arts?	What difference does it make to be atheist or agnostic in Britain today?	Green Issues and Environmentalism in Religion.	Component 1: Human Rights (Unit 2) <ul style="list-style-type: none"> • Racism • Personal Conviction • Gender Roles Relationships (Unit 3) <ul style="list-style-type: none"> • Marriage • Divorce • Adultery • Role of Women 	Component 3: Beliefs and Teachings (Unit 1) <ul style="list-style-type: none"> • Sagnat • Afterlife/ Mukti Practices (Unit 2) <ul style="list-style-type: none"> • The Gurdwara • Worship • Ceremonies 		
Spring Term 2				Component 1: Relationships (Unit 3) <ul style="list-style-type: none"> • Homosexuality • Cohabitation • Role of Sex 	Component 3: Practices (Unit 2) <ul style="list-style-type: none"> • Amritsar • Festivals Component 1: Revision		

				<ul style="list-style-type: none"> • Same Sex Marriage • Responsibilities Good and Evil (Unit 4) <ul style="list-style-type: none"> • Morality • Origin of Evil • Forgiveness • Free Will 	<ul style="list-style-type: none"> • Unit 1 • Unit 2 • Unit 3 • Unit 4 		
Summer Term 1	Where Can we find Wisdom to Live by?	Why is there suffering? Are there any good solutions?	Death: Is it the end? Six main world religions	Component 1: Good and Evil (Unit 4) <ul style="list-style-type: none"> • Justice • Death Penalty • Punishment • Sin • Suffering Component 2: Beliefs and Teachings (Unit 1) <ul style="list-style-type: none"> • Creation • Nature of God • Trinity 	Exam Revision		
Summer Term 2				Component 2: Beliefs and Teachings (Unit 1) <ul style="list-style-type: none"> • Jesus: Incarnation • Jesus: Crucifixion/ Atonement 	External Exam Period		

	<p>If time allows: What makes a person inspirational to others?</p>	<p>If curriculum time allows: Rastafarianis Zoroastrianis Jainism Yezidi</p>	<p>If time allows: If God is Trinity, what does that mean for Christians?</p>	<ul style="list-style-type: none">• Jesus: Resurrection		
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	Exam Board/s	Exam Course/s being studied
2024-25 Year 11	WJEC-Eduqas	GCSE Religious Studies Route A: Christianity and Sikhism
2024-25 Year 13		
2025-26 Year 11	WJEC-Eduqas	GCSE Religious Studies Route A: Christianity and TBD
2025-26 Year 13		

Science (Trilogy - combined)

Subject Vision and Intent

Science is an essential part of modern living. From the technology we develop, the medicines we rely upon and environment we live in, we are surrounded by Science. Our curriculum is designed to inspire learners to develop a genuine interest in Science through the acquisition of knowledge and skills, making exceptional progress and forging strong foundations to fulfil their potential and aspirations. Our young Scientists will become successful citizens influencing our modern changing world.

Seven Year Plan

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1	Introduction Cells Earth and Climate	Reproduction Elements and the Periodic Table	Photosynthesis. Earth's Resources.	Cell Biology. Atomic Structure and the Periodic Table Conservation and Dissipation of Energy. Heat Transfer.	Homeostasis Chemical Analysis Forces in Balance. Motion.		
Autumn Term 2	Earth and Climate Universe Movement	Breathing Metals and Non- Metals	Magnets and Electromagnets. Respiration.	Organisation Bonding, Structure and the Properties of Matter. Quantitative Chemistry. Energy Resources. Electrical Circuits.	Inheritance, Variation and Evolution Using Resources Force and Motion. Force and Pressure.		

Spring Term 1	Particle Model Current and Cost of Electricity	Work and Energy Transfer. Evolution.	Chemical Reactions. Forces.	Infection and Response Chemical Changes. Electricity in the Home. Molecules and Matter.	Inheritance, Variation and Evolution The Rate and Extent of Chemical Reactions. Waves. Light.	
Spring Term 2	Cells	Separating mixtures. Sound and Light.	Inheritance. Waves.	Bioenergetics Energy Changes. Radioactivity.	Magnets and Electromagnetism.	
Summer Term 1	Speed and Forces	Electricity	Electricity	Ecology Chemical Analysis.	Required practical focus	
Summer Term 2	Interdependence	Digestion. Speed.	Atomic Structure. Transition skills for GCSE	Ecology Chemistry of the Atmosphere Forces in Balance		

	Exam Board/s	Exam Course/s being studied
2024-25 Year 11	AQA	GCSE Combined Science: Trilogy (8464)
2024-25 Year 13		
2025-26 Year 11	AQA	GCSE Combined Science: Trilogy (8464)
2025-26 Year 13		

Sociology

Subject Vision and Intent

Sociology allows learners to gain a better understanding of humankind and the everchanging world we live in. Students will develop skills such as critical thinking, researching and effective communication throughout their studies. Sociology will enable students to progress into their adult lives with open mindedness, an awareness of inequalities and expertise in a range of societal issues.

Seven Year Plan

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1				Families, sociological perspectives and research methods	Crime and deviance, sociological perspectives and research methods		
Autumn Term 2				Families, sociological perspectives and research methods	Crime and deviance, sociological perspectives and research methods		
Spring Term 1				Families, sociological perspectives and research methods	Crime and deviance/social stratification, sociological perspectives and research methods		
Spring Term 2				Education, sociological perspectives and research methods	Social stratification, sociological perspectives and research methods		
Summer Term 1				Education, sociological perspectives and research methods	Social stratification, sociological perspectives and		

			research methods, revision	
Summer Term 2		Education, sociological perspectives and research methods	NA	

	Exam Board/s	Exam Course/s being studied
2024-25 Year 11	AQA	GCSE Sociology
2024-25 Year 13		
2025-26 Year 11	AQA	GCSE Sociology
2025-26 Year 13		

Spanish/French

Subject Vision and Intent

As an MFL team, our vision is to deliver a curriculum which, by the end of their language learning, allows pupils to become confident using language to express themselves and their opinions. Pupils will have a strong command of the phonics, vocabulary and grammar of the languages taught and will be able to talk about things that have happened in the past, their future plans as well as their current lives and relationships. We intend for pupils to learn more about the wider world and learn about the culture of other countries, as well as the language, so that they become more empathetic to the differences between us all.

In a world that is getting smaller, thanks to new technologies, languages have never been more important. We are creating linguists who can apply their skills taught in lessons to learn other languages outside of school or in the future. We are also setting pupils on a path which supports their learning in other subjects, for example logic skills, patterns, grammar, culture, creating well-rounded, resilient, and knowledgeable pupils ready to tackle the modern world and what may be thrown at them.

Seven Year Plan

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1	Greetings and describing people	Jobs and Celebrations	Talking about the environment	Online Life Free Time	Our Planet Mock revision		
Autumn Term 2	Saying and describing what people have	Past activities and free time	Past events	Family and Friends Celebrity Life	Mocks My Town		
Spring Term 1	Describing friends	Everyday life	Music and cultural events	My School Life	Shopping Future Plans		
Spring Term 2	Talking about doing and making things.	A school exchange and school life	Future plans	Healthy Living	Revision Speaking exams		

	Writing a poem					
Summer Term 1	Talking about likes and dislikes Talking about someone you admire	In the news Planning a trip	People and Places Talking about your day	Mock Exams Holidays	Revision Final Exams	
Summer Term 2	Talking about activities with others and on holiday	Making comparisons	Past and Present events	Holidays		

	Exam Board/s	Exam Course/s being studied
2024-25 Year 11	AQA	GCSE Spanish
2024-25 Year 13		
2025-26 Year 11	AQA	GCSE French (new specification)
2025-26 Year 13		

