

English

Maths

Science

SUBJECT	ENGLISH	MATHS	SCIENCE
TRANSITION	<p>Introduction to KS3 Writing Students will build on their experience of creative writing at KS2 to explore short story conventions through the crime and mystery genre. As students will have experience with narrative writing at primary school, this is an opportunity to assess students' prior writing ability, while extending their technical and creative skills. Students will read challenging extracts of great fiction in order to become a more proficient writer.</p>	<p>Algebraic Thinking and Place Value: All students will start with algebraic thinking, a topic that they are unlikely to have seen before. The work completed in this phase will form the foundation for the rest of the KS3 curriculum. Students' understanding of basic algebraic principles and place value will be fundamental to both the algebra and number strands in the curriculum. By the end of this phase, students should be confident with the fundamental ideas of both number and algebra and be ready to build upon these.</p>	<p>Scientists in training: students develop a range of 'basic' science skills, such as using a Bunsen burner, communicating like a scientist, how to do research. The purpose of this phase is to tap in to student's excitement for starting Science at secondary school, and primarily to use this to develop a range of skills that they will need to use throughout their Science career, whether this is KS3 to KS4, or beyond.</p>

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PHASE 1	<p>Broadening Experience of Literature Students will begin to explore more challenging literature and will be introduced to the literary timeline in order to gain a better understanding of genre and significant literary movements. Students will begin their venture into 19th Century Literature by reading Charles Dickens' A Christmas Carol, before expanding their study into the literary timeline and a deeper understanding of the gothic genre through descriptive and atmospheric writing. Finally, students will begin their journey with Shakespeare, starting with The Tempest.</p>	<p>Proportion and Reasoning, Applications of Number, Lines and Angles, Representing Data: The phase begins with a continuation of the number strand. Students will revisit previous place value topics and apply them to proportional thinking and reasoning in their study of the equivalence of fractions, decimals and percentages. We will also ensure that students have the basic understanding of addition, subtraction, multiplication and division secured. They will then apply this understanding to the principles of probability and finding the factors of a number along with revisiting algebra to strengthen their understanding of the links between algebra and number.</p>	<p>Small to big: this phase weaves the three science disciplines together beginning with a look at Science at particle level, and moving on to how particles make molecules, and how molecules then come together to form the basic blocks of life (cells). This then develops to the study of forces and energy and how they determine movement, including the human skeleton. The final section will look at how reactions produce new products in a variety of different contexts.</p>

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PHASE 2	<p>Exploring the Power of Language Students will further develop their understanding of literary movements, through an introduction to Romanticism and William Blake’s poetry in Songs of Innocence and Experience. They will develop their skills of analysis further, considering context more effectively before exploring the power of rhetoric in modern and historical speeches. Students will develop their ability to write persuasively while also developing their oracy and presentation skills. Finally, students will read Shakespeare’s Macbeth, further developing their ability to read and analyse his verse.</p>	<p>Representations, Algebraic Techniques, Developing Number and Geometry: The phase begins with students learning to represent data and interpret graphs using algebra skills where appropriate. Students will then learn more fundamental algebraic ideas such as expanding and factorising along with deepening their understanding of fractions, decimals and percentages, and new concepts such as standard index form. The phase finishes with new geometrical concepts. There will be explicit links to algebra throughout the component, where students will form and solve equations, to help determine missing angles.</p>	<p>Big to small: Continuing the link between the three science disciplines, students will begin studying the theme ‘energy for life’ which incorporates a return to the ‘physics arguments’ topic of phase 1. Students will then investigate why plant leaves are green directly linking to the light section of the previous physics topic. The second theme ‘keep going’ links the physics topics of electricity and magnetism with health in Biology and the final theme explores the future of the planet and connects the topics of space physics, ecosystems, evolution and Earth’s resources.</p>
PHASE 3	<p>Appreciating Voices and Issues Students experience of drama will move closer to the present day and consider the modern day issues of scapegoating and witch hunts through the study of Arthur Miller’s The Crucible. This will increase students’ experience of American Literature and the American context. Students will then explore journalistic voice, honing their non-fiction writing skills to explore contemporary issues for teenagers. Our final unit allows students to broaden their experience of literary voices through a varied anthology of poetry, fiction and non-fiction created by diverse writers.</p>	<p>Reasoning in Mathematics and Constructions: Phase 3 begins by looking at data, then at reasoning in algebra where students will review and extend topics such as equations, inequalities, graphs and sequences and explore how these can be related to other mathematical topics. Students will also work on their proof skills, where they will be required to construct a mathematical argument to either prove/disprove statements. The final part of the phase will look at constructions, where students will explore 2D and 3D shapes.</p>	<p>Phase 3 marks the beginning of the teaching of Biology, Chemistry and Physics by specialist subject teachers. In Biology, the structure and intricacies of cells is revisited and the important skill of microscopy is developed. In Chemistry, atomic structure and the periodic table are revisited whilst the concepts of reactivity and bonding are developed. In Physics, the forces topic from phase 1 is revisited and built on, with a required practical on force and acceleration completed.</p>

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Key Stage 4 Transition	<p>Preparing for GCSE-style analysis As students prepare to transition to GCSE, they will appreciate the source of many modern day allusions and experience a dystopian vision of the future in George Orwell's 1984. Students will finish their KS3 journey with a look at common literary symbolism and allusions through anthologies of fiction and non-fiction texts on the thematic topics of mirrors, fire and love. This unit is designed to support students in linking critical concepts across texts, and prepare them for GCSE-style analysis.</p>	<p>Reasoning and Representations: Here, the specific focus on reasoning in number and geometry will give students the opportunity to test their understanding of topics such as fractions, standard index form and factors, before applying them to new scenarios. Students will also explore percentages and deal with questions involving money, such as bills and bank statements, dealing with interest and determining which product represents the best value for money. The phase finishes by looking at new ideas such as Pythagoras' Theorem.</p>	<p>The end point of the KS4 transition phase is that students now have a rigorous understanding of the key concepts that form the 'back bone' of GCSE Science. In Biology we build on work from the 'energy for life' theme by exploring the processes plants use to generate their food. In Chemistry, structure and bonding is explored in far more detail. Similarly, in Physics we build on forces work in 'moving on' to look at other examples of forces in more detail.</p>
Key Stage 4 Transition	<p>Preparing for GCSE-style analysis As students prepare to transition to GCSE, they will appreciate the source of many modern day allusions and experience a dystopian vision of the future in George Orwell's 1984. Students will finish their KS3 journey with a look at common literary symbolism and allusions through anthologies of fiction and non-fiction texts on the thematic topics of mirrors, fire and love. This unit is designed to support students in linking critical concepts across texts, and prepare them for GCSE-style analysis.</p>	<p>Reasoning and Representations Here, the specific focus on reasoning in number and geometry will give students the opportunity to test their understanding of topics such as fractions, standard index form and factors, before applying them to new scenarios. Students will also explore percentages and deal with questions involving money, such as bills and bank statements, dealing with interest and determining which product represents the best value for money. The phase finishes by looking at new ideas such as Pythagoras' Theorem.</p>	<p>The end point of the KS4 transition phase is that students now have a rigorous understanding of the key concepts that form the 'back bone' of GCSE Science. In Biology we build on work from the 'energy for life' theme by exploring the processes plants use to generate their food. In Chemistry, structure and bonding is explored in far more detail. Similarly, in Physics we build on forces work in 'moving on' to look at other examples of forces in more detail.</p>

History

Geography

RS

SUBJECT	HISTORY	GEOGRAPHY	RS
TRANSITION	<p>Local history - Who are we? Students engage in an overview of national history from the Roman period to the present day. Within lessons, key skills such as chronology, using sources, continuity and change will be identified and practiced. Within this unit, there will be an opportunity to explore local history during the department's case study on Tarporley.</p>	<p>LOCAL AREA - Where we live: Students will come to Tarporley with a variety of experiences. We will develop an enquiry-based approach to geography and at the same time build upon maths and literacy skills. We will look at what geography is (physical, human environmental), the settlement of Tarporley, greenfield and brownfield development and the North-West and its future development. The aim is that the students will become experts on their home town and Local area whilst utilising some basic geographical skills.</p>	<p>WHY RS? Students at Tarporley come from a wide range of experiences of RE at primary school, and the Transition Phase of the curriculum seeks to enable students to understand the importance of the subject in the curriculum. Students will encounter some of the big philosophical and ethical questions of the subject; reflect upon the different ways we gain knowledge, and they will have the opportunity to express their own personal knowledge. This phase will also begin the journey of human relationships with the divine by drawing upon some of their knowledge of polytheistic ancient civilisations.</p>
PHASE 1	<p>Our island story: What events have shaped our society? In their study of The Norman Conquest, Students will assess the events of the Battle of Hastings. Students will then focus on societal impact in their study of the Black Death. Following this, students will study The Tudors and explore the impact of each of the Tudor monarchs on their period. In their study of The Industrial Revolution, students will focus on explaining the consequences for the people living during the period. Finally, students will focus on the reasons for and the impact of the Transatlantic Slave Trade.</p>	<p>THE CONNECTED WORLD: Students will look at the world from the viewpoint of children globally, widening their understanding of what the world is like and could be like in the future. The aim is that students are aware that their actions and the actions of others have implications locally, nationally and internationally and they are fully aware of their part in it. In doing so, students will study globalisation, the development gap, China (superpowers), Europe and Brexit; Low Income Countries and climate change.</p>	<p>RELIGIOUS AND NON-RELIGIOUS TRADITIONS:Phase 1 moves on from polytheism and starts to explore monotheism in world religions. Students will encounter key beliefs and practices of Abrahamic and Eastern traditions. The aim is to provide students with substantive knowledge, alongside opportunities to reflect on sources of authority within traditions and for them to express and develop their own personal knowledge of religious traditions. Students will finish the phase by encountering non-religious worldviews. The phase will focus on providing students with an overview of key beliefs of worldviews, origins, sources of authority, places of worship, key stories and artefacts.</p>

SUBJECT	HISTORY	GEOGRAPHY	RS
PHASE 2	<p>Human impact: How are lives affected by changes in history?</p> <p>Students will assess the impact of the Civil Rights movement on the USA before moving onto a longer unit on Crime and Punishment focusing on how crime and its punishment has developed over time. In doing so, students will be given greater exposure to key historical periods (the Middle Ages, the Renaissance, the Industrial Period and the Modern Period). Students will also briefly cover the causes of WWI and then analyse the conditions that soldiers endured in the trenches.</p>	<p>ONE PLANET: After improving their knowledge of the ever-shrinking world students will look at the concept of SUSTAINABILITY. Students will assess the impacts of theirs and other’s actions to evaluate the success of schemes in place to manage the world’s ever shrinking resources. The aim is that students understand the ‘one planet’ concept and how they can change their own lives and the lives of others for the benefit of the everyone. Students will study energy, rainforests, pollution, water and food as part of this phase.</p>	<p>DEEPENING OF KNOWLEDGE</p> <p>The aim of this phase is to build on the substantive knowledge of Phase 1 and allow students to have a greater depth of knowledge with more detailed content on which they can build ideas, concepts and theories about religion. The phase delivers crucial components with the aim of providing a firm foundation for subsequent content. It includes specific vocabulary, facts, examples, illustrations and disciplinary procedures necessary for later study.</p>

SUBJECT	HISTORY	GEOGRAPHY	RS
<p style="text-align: center;">PHASE 3</p>	<p>Differences and diversity: How do historical events highlight issues in society?</p> <p>Students will analyse the events of the Jack the Ripper murders to gain an understanding of the conditions in Whitechapel at the end of the 19th Century. In their study of The Campaign for Women’s Suffrage. Students will assess the methods used and the impact of the Suffragists and Suffragettes. Following this, students will explore the Nazi Rise to Power and The Holocaust on the chronology of the Holocaust and the anti-Jew policies.</p>	<p>WORLD AT RISK: Students will investigate the risks posed by an ever-growing population. Students will explore the ever-increasing threats we face and explore how we manage our restless planet, assessing if we are more at risk than ever from natural hazards. Students will investigate the causes of tropical storms and undertake evaluation from both the environmental v socio-economic and the HIC and LIC perspective. Students will look at development, population, volcanoes, earthquakes, tropical storms, tornadoes, climate change and floods.</p>	<p>SOCIOLOGY, PHILOSOPHY, ETHICS AND THEOLOGY: Students explore a range of contemporary moral and philosophical issues through various academic lenses. Students will encounter ethical theories which will provide them with tools to explore sensitive philosophical and ethical questions on the sanctity of life. They will draw upon some of the skills and knowledge from Phase 2 in exploring tensions between their own perspectives and those of others. To get better at RS means they will need to be able to apply different religious and non-religious views to topics and develop their ability to construct well-argued, well informed, balanced structured arguments and form judgements. They will again encounter religious and non-religious sources of wisdom; reflect on their own ideas of meaning, purpose and truth; their own values, beliefs and ideas, contributing to their own preparation for adult life in a pluralist society and global community. Students will develop their religious literacy and ability to explain other peoples and their own ideas accurately.</p>

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<p style="text-align: center;">Key Stage 4 Transition</p>	<p>Events that shaped the present day – What can we learn from modern history? Students will focus on the theory of communism and subsequent issues in The Vietnam War. In exploring Key Events of the 20th Century, students will consider the impact and importance of some of the key events of the last century. This will include: the impact of terrorism, the moon landings, the dropping of the atomic bombs on Hiroshima and Nagasaki, race relations and apartheid, Black Lives Matter and Winston Churchill.</p>	<p>THE LANDSCAPE OF THE UK: After studying human, environmental and physical geography, students will realise that local, national and international actions all play a part, especially when looking at formation of physical features and management of hazards. Students will be able to describe and explain the formation of coastal and river features, assess and evaluate the effectiveness of management strategies and assess their sustainability. They will understand that all aspects of study contain elements of human, environmental and physical geography.</p>	<p>JUSTICE: The aim of this phase is to provide all students with an engaging curriculum, that leaves them with a great experience of RE and a desire to continue reflecting upon the issues and themes it raises for young people in the world today. Students will encounter issues to do with environmental and social justice and explore these through sociological, philosophical and theological lenses .This brings to fruition their learning journey on humans’ relationships with the divine, and the theme of what it means to be human and how should we live and treat other beings. This will include religious and non-religious attitudes to inequalities of wealth and a case study of a contemporary social justice issue. They will be able to apply skills and knowledge from previous phases to address ethical questions and continue to develop their ability to construct well-argued, well informed, balanced structured arguments and form judgements.</p>

French

Spanish

ICT

SUBJECT	FRENCH	SPANISH	ICT
TRANSITION	<p>Linguists in Training: The transition phase includes a phonics programme (les francophoniques), which will give students the tools to sound French and increase their confidence in reading aloud and understanding spoken French. Students will also explore ‘le monde francophone’ and consider how learning a language can open doors for them in the future.</p>	<p>Linguists in training: The transition phase includes a phonics programme, which will give students the tools to sound Spanish and increase their confidence in reading aloud and understanding spoken Spanish. Students will also explore ‘el mundo hispánico’ and consider how learning a language can open doors for them in the future.</p>	<p>Dialup – Computer Scientists in training In this phase we introduce the school network, VLE and email system. There will also be an emphasis on software basics, so all students can use key software effectively.</p>
PHASE 1	<p>Tout sur moi:Students will build on their knowledge of phonics through opportunities every lesson to practise pronunciation and develop their intonation and accent. They will begin the writing pathway and learn about the building blocks of a language and the skills of a linguist in the language detectives component and will develop a deep understanding of verbs in the infinitive form. Throughout this phase, students will accumulate a wealth of cultural references from learning about French ID cards to Francophone cuisine. The ‘Crazy Zoo’ component (and assessment) will allow students to re-visit all the language and grammar they have covered in one context and support them in developing a bank of key MFL revision strategies.</p>	<p>Mi burbuja:Students will build on their knowledge of phonics through opportunities every lesson to practise pronunciation and develop their intonation and accent. They will begin the writing pathway and learn about the building blocks of a language and the skills of a linguist in the language detectives component and will develop a deep understanding of verbs in the infinitive form. Throughout this phase, students will accumulate a wealth of cultural references from learning about Spanish ID cards to Spanish and Hispanic cuisine. The ‘Crazy Zoo’ component (and assessment) will allow students to re-visit all the language and grammar they have covered in one context and support them in developing a bank of key MFL revision strategies.</p>	<p>3G - The Fundamentals: Students will learn about the fundamentals of ICT including dangers online, parts of a computer and the history of computing. Students will then start to develop their computational thinking to enable them to grow the skills needed to problem solve and program. This will include algorithms and flowcharts. Students will also complete a graphics project with an emphasis on the repurposing and characteristics of graphics for different scenarios.</p>

SUBJECT	FRENCH	SPANISH	ICT
PHASE 2	<p>Ça, c'est mon truc:Students will build on the work that they did on infinitives in phase 1 to be able to conjugate regular verbs in the present tense, as well as 'the 4 key verbs' and their speaking and writing will be developed through engagement with the 'French Toolkit' and 'magic verbs'. Students will continue to develop their spoken confidence and will move from a phonics focus to acquiring a bank of language that can support their spontaneous speech through engagement with sentence builders and group talk activities so that they can use language autonomously. Again, students will explore elements of French culture by exploring the world of French and Francophone music, TV shows and Sports Stars, and the impact of French Fashion houses in French culture.</p>	<p>Donde vivo yo:Students will build on the work that they did on infinitives in phase 1 to be able to conjugate regular verbs in the present tense, as well as 'the key verbs' and their speaking and writing will be developed through engagement with the 'Spanish Toolkit' and 'magic verbs'. Students will continue to develop their spoken confidence and will move from a phonics focus to acquiring a bank of language that can support their spontaneous speech through engagement with sentence builders and group talk activities so that they can use language autonomously. Again, students will have the opportunity to explore elements of Spanish culture from exploring typical Spanish towns and weather in the Hispanic world to talking about the Spanish attitudes to food and diet.</p>	<p>4G - Technology in the world around us: This phase will start by teaching how computers represent numbers, images, text and sound before moving on to programming using Python to look at variables, sequence, selection and iteration. We will also learn about computer networks and the threats to computer systems.</p>
PHASE 3	<p>Destination vacances: Students will move from their bank of 'magic verbs' to being able to confidently conjugate in three time-frames and all three themes allow students to express sophisticated opinions and use increasingly complex linguistic structures. All three themes (La scolarité, destination vacances and ein pleine forme) appear towards the end of the GCSE, which will allow students to build up language that will then be interleaved in Year 11. This phase is full of cultural elements, such as discussing the differences between French and British school systems.</p>	<p>Aqui mando yo:Students will move from their bank of 'magic verbs' to being able to confidently conjugate in three time-frames and all Phase 3 themes allow students to express sophisticated opinions and use increasingly complex linguistic structures. The Phase 3 themes (appear towards the end of the GCSE, which will allow students to build up language that will then be interleaved in Year 11. This phase is full of cultural elements, from Spanish gastronomy to popular culture in the Hispanic world</p>	<p>5G - Where will technology take us? Students will look at the history of encryption and code breaking and will then develop spreadsheet skills in order to understand encryption methods. Students will enhance their programming skills using Visual Basic to experience advanced event driven text-based programming. This phase will also look at the internet and web design.</p>

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Key Stage 4 Transition	<p>Approfondissement: All of the components have been designed to provide intrigue and challenge for those who have opted to study French at GCSE, but still feel relevant to those who haven't. There is significant opportunity for cultural capital and students will be inspired by the wonders of Paris through the 'Paris je t'aime' component, learning how to navigate 'le métro', as well as developing the language to talk confidently about Parisian art and engage with the GCSE photo cards. Students will also have an introduction to 'l'environnement', one of the more complex GCSE theme 2 topics and will be able to not only use topic-specific vocabulary, but engage with France's response to the climate crisis. Students will finish the year with 'approfondissement' grammar section, with a particular focus on producing grammar timelines</p>	<p>De paseo por el mundo hispano:All of the components have been designed to provide intrigue and challenge for those who have opted to study Spanish at GCSE, but still feel relevant to those who haven't. There is significant opportunity for cultural capital and students will be inspired by the wonders of the Hispanic world and acquire the language required to complete GCSE role-play style tasks. Students will also have an introduction to 'el medio ambiente', one of the more complex GCSE theme 2 topics and will be able to not only use topic-specific vocabulary, but engage with Spain's response to the climate crisis. Students will finish the year with 'repaso' grammar section, with a particular focus on producing grammar timelines.</p>	<p>Fiber Optic - The Impact of Technology: Students will be given a client brief that needs to be analysed and using planning skills and pre-production documents to meet client requirements. There will be a combination of skills and knowledge across the units that includes skills from ICT and Computer Science. They will also explain their project in term of digital ethics, culture, environmental and legal issues.</p>

Art

Music

Drama

SUBJECT	ART	MUSIC	DRAMA
TRANSITION	<p>CORE SKILLS: Students will explore the formal elements of Art that underpin all creative processes. Students will explore tone and develop basic pencil skills. They will experiment with mark making and will learn about weight of line and its impact on a drawing. They will also take abstract photographs of textures and use this to underpin a textural drawing.</p>	<p>ESTABLISH AND ENTHUSE: Students will begin an exploration of the four key contextual and conceptual aspects of music focussed around melody, rhythm, chords and basslines within which a discovery of the elements of music can begin. Underpinning this exploration is a series of creative activities that begin to establish students' knowledge of music by engaging with the six main strands of: singing, composing, improvising, performing, critical engagement and spirital, moral, social and cultural development. Ultimately, students will learn to take creative risks when making music</p>	<p>Foundation Drama: Students will engage in an introduction to the foundation techniques in Drama, through the exploration of Ricky Brown. This will include the fundamental vocal and physical skills needed to create and develop a character as well as the fundamental skills of being able to work in a practical environment collaboratively.</p>
PHASE 1	<p>ENVIRONMENTAL: Pupils explore the current world around us and how humans are impacting on the natural world. This project will develop empathy, an awareness of our role in society and how we can look after the planet. The project builds to an outcome of a contemporary illustration using paint. Students will begin with the formal elements of colour and will also learn how to analyse works of art using the formal elements and produce a creative response.</p>	<p>EMBED AND EXPLORE: Students will embed the key principles from the Transition Phase. They will explore various forms of musical notation as well as unfamiliar genres, styles and concepts. Students will learn a variety of scales, discover the development of the orchestra and compose a functional piece of music linked to TV and Film that will demand appropriate use of harmonic and rhythmic devices. Students will explore the basic use of Music Technology by notating their compositions on Sibelius or recording musical ideas into Cubase.</p>	<p>Learning through Drama: Students will begin with an introduction to the famous theatre practitioner Stanislavski. This is to introduce students to the fundamentals of creating a naturalistic character convincingly. Students will then experience their first text-based term, exploring dramatic tension, gothic fiction and realising a script in performance. Finally, students will be introduced to the process of devising drama and the strategies and processes we use to create theatre.</p>

SUBJECT	ART	MUSIC	DRAMA
PHASE 2	<p>HISTORICAL: Students will study a historical aspect of Art exploring historical events and how humans responded to them. This will develop empathy and knowledge of art's ties with other subjects, an awareness of our differing values in society and how we can learn from the past. Themes could include; First Flight, The Tiananmen Square Protests, World War I & II, The Berlin Wall etc. We will use materials with two- & three-dimensional properties with an outcome that is broadly linked to ceramics or construction.</p>	<p>EMBRACE AND EVOLVE: Students will experience music of significant cultural importance such as 'Blues', 'Rap & Hip-Hop' and 'Reggae' and will show refinement in ensemble skills. Students will evolve their knowledge and skills linked to different types of scales, chords and bass lines, discovering links between genres and their contrasting use. Students will study Programme Music which looks at interpreting stories, artwork or characteristics of creatures when illustrating them with music.</p>	<p>Developing Drama: Students will further develop their understanding of character development, applying their new knowledge to creating more complex roles and relationships. This will develop into them exploring examples of classic texts through time, interpreting how to make historical plays engaging for a modern audience. Students will study the processes of devising through the physical theatre style of Frantic Assembly, to communicate meaning for an audience.</p>
PHASE 3	<p>CULTURAL: Students will study a cultural aspect to Art by exploring the current world around us and how others live to develop empathy and an awareness of both self and others. Example themes could include; The Syrian War, The slums of Rio De Janeiro, Japanese housing crisis. Materials will be of a more three-dimensional property with a focus on construction, painting and technical drawing. The outcome will broadly be linked to a three-dimensional architectural inspired piece.</p>	<p>ENRICH AND ENHANCE: In this Phase, students will be consciously aware of an open-minded approach to unfamiliar music and how it enriches our lives. Students will seek to enhance their use of rhythm, melody, chords and bass lines within a structure that shows some confidence in achieving unity and variety. Students will be exposed to 'modern' music in its various forms. Students will engage in extended tasks, requiring them to analyse and enhance musical ideas constructively to produce convincing and insightful outcomes.</p>	<p>Real life Drama: Students will apply skills from Phase 1 and 2 to events that changed society. They will explore the theatre practitioner Brecht whose epic style of theatre will be explored through the study of 9/11 and The London Riots. Students will then explore an evaluation unit based on the live production of the innovative musical, Hamilton. Here they will explore the processes of theatre design as well as performance. Finally, students will look at the processes of devising through more topical stimuli.</p>

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<p style="text-align: center;">Key Stage 4 Transition</p>	<p>SOCIAL: Students will explore the notion of Art as a voice for society. They will analyse the merits and implications of the work of contemporary artists of different backgrounds such as Banksy, Grayson Perry, JR, Tracey Emin, Guerilla Girls. Students will produce a creative response to their work. Photography will be a key component to the module as pupils will learn the notion of ‘primary research’ where they will photograph urban ‘tags’ and surfaces.</p>	<p>EXTEND AND ELEVATE: Students will consolidate their skills within two projects where they will be challenged to produce convincing and creative responses with a clear sense of style, structure and purpose. This brief will encompass an extended interrelation of Singing or Performing, Composing or Improvising and elevate their critical engagement while looking forward to the crucial musical skills required for GCSE Music.</p>	<p>An intro to GCSE Drama: Students will start the transition process by exploring the GCSE set text ‘DNA’ from the perspective of a performer, a director and a designer. Students will then transition into a unit that exposes them to different examples of live theatre from historical to contemporary, to develop their knowledge and understanding of analysis and evaluation of different examples of performance.</p>

PE

Technology

SUBJECT	PE	TECHNOLOGY
TRANSITION	<p>Preparation for Physical Activity: This phase will develop understanding of how to prepare for and recover from exercise through delivery of invasion games, health related fitness activities, outdoor and adventurous activities and aesthetics. This phase is an opportunity for students to experience the routines and expectations of Physical Education at secondary school.</p> <p>Key content will include warming up and cooling down, heart rate and breathing rate and sports leadership.</p>	<p>Amazing Materials and Marvelous machines: The main purpose of this phase is to introduce safety and workshop practice, show how the separate materials disciplines relate to the common core and teach the basic understanding of the sequence of outline design and making processes. We will also introduce the fundamental knowledge of materials including relevant movements and theories. Technological Cultural capital will also see students explore British design and the influence of the Industrial Revolution.</p>
PHASE 1	<p>Physical Training : This phase targets the development of understanding of how to plan, apply and review the impact of physical training to develop both fitness and performance. The phase is delivered through invasion games, health related fitness activities, outdoor and adventurous activities and aesthetics.</p>	<p>Understanding Designing: In this phase students will experience a range of different making and designing environments using a variety of different materials and acquire a good working knowledge of materials and techniques. Students will demonstrate how to apply the outline design process to structure their ideas and produce quality practical outcomes supported and guided by the structured making process. We will also look at links between technology, everyday lives and other curriculum subjects.</p>
PHASE 2	<p>Anatomy and Physiology: This phase focuses on the development of understanding of the effect of exercise on different body systems and the adaptations that take place as a response to training over long periods of time. The phase is delivered through invasion games, health related fitness activities, outdoor and adventurous activities and aesthetics.</p>	<p>Exploring Ideas: This phase allows students to engage with a range of different making and designing environments using their chosen materials. We aim to inspire students to apply their working knowledge of materials and techniques independently to ideas that they have devised. Students will write their own brief and specification, using evaluation and testing to achieve high quality outcomes. Students will also use their knowledge of design, its history and the cultural capital to directly influence what they make.</p>

SUBJECT	PE	TECHNOLOGY
PHASE 3	<p>Health, Fitness and Well-being: In this phase students develop an understanding of healthy active lifestyles with reference to the impact of lifestyle choices, diet and nutrition. The phase is delivered through invasion games, health related fitness activities, outdoor and adventurous activities and aesthetics.</p>	<p>Designing for others: In this phase students will explore the iterative design process in specific making and designing environments using their chosen materials. They will use their working knowledge of materials and techniques independently to develop their own ideas that lend themselves to commercial production. There will be a specific focus on evaluation and testing to refine their high-quality outcomes. Students will be encouraged to work within a commercial design and technology framework and understand the influences of mass production.</p>
Key Stage 4 Transition	<p>Sport Psychology and Leadership: This phase advances an understanding of how psychology affects performance in physical activity and an opportunity to develop sports leadership skills through the delivery of invasion games, health related fitness activities, outdoor and adventurous activities and aesthetics. The phase will prepare students for both the transition to studying Physical Education at GCSE level or to continue with PE as a core option.</p>	<p>How designing changed our world: The main purpose of this phase is to prepare the path to GCSE. Students will explore the iterative design process in specific making and designing environments using a GCSE framework. We will further explore twentieth century design movements in the context of generally accepted classic designs.</p>