St Bede's
Catholic School
& Sixth Form College
Lanchester

St Bede's Curriculum

Years 7, 8 and 9

2021 - 2022

St Bede's
Catholic School
& Sixth Form College
Lanchester

RE
St Bede's Curriculum 2021-2022

Areas of study (to be addressed across all Key Stages):
- Revelation
- The Church
- Celebration
- Life in Christ

Aims of Religious Education:
* To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith;
* To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
* To present an authentic vision of the Church's moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society;
* To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;
* To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life; * To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
* To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;
* To bring clarity to the relationship between faith and life, and between faith and culture.

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

At Key Stage 3/4:
Learners will be expected to demonstrate an understanding of the influence of religion on individuals, communities and societies. They will be expected to support their responses using appropriate knowledge and understanding of key sources of wisdom and sacred texts. These texts might include, for example: the Bible; extracts from the documents of Vatican II or other ecumenical councils, extracts from Papal encyclicals and exhortations, extracts from the work of key theologians and thinkers such as St Augustine of Hippo as well as the views of past and current philosophers (including ethical philosophers).
Learners must be aware how varied interpretations of sources and/or teachings may give rise to diversity within traditions or textual studies on religious, philosophical and ethical studies in the modern world.
Learners will be expected to demonstrate an understanding of different perspectives. These may derive from either different religions or different views/ denominations within a particular religion.

At Key Stage 5:
Religious Studies encourages learners to:
- develop their interest in a rigorous study of religion and belief and relate it to the wider world
- develop knowledge and understanding appropriate to a specialist study of religion
- develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies
- adopt an enquiring, critical and reflective approach to the study of religion
- reflect on and develop their own values, opinions and attitudes in the light of their study.

Religious Studies is designed to enable learners to develop their interest in, and enthusiasm for, a study of religion and its place in the wider world.
At A Level, The WJEC Eduqas specification contains three components which include a wide range of topics for consideration, including an in-depth and broad study of one of the six major world religions, philosophy of religion, religion and ethics.

St Bede's
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RE
Year 7 Curriculum

Year 7 RE		
Term 1	**Term 2**	**Term 3**
Unit 1: Faith, Home & Love • What it means to be a Catholic school. • The Mission statement and how it is lived. • How Mass is celebrated. • Discuss what a community is and explain the different communities we belong to. • Identify the positive features of a community. • Explain the importance of belonging to our school community. Unit: 2 God and gods • Why study RE? • What can we know? Different sorts of truth. • Is there a God? Are there gods? • Are we wired to believe in a higher power? Why do some people believe in God? Why do some people reject belief in God? • Which were the earliest religions? • When did people start to believe in God /gods? Egyptian, Celtic, Greek, Viking and Roman gods. • How and why do some people worship? (Hinduism, Buddhism). • When did belief in one God begin? (the Abrahamic Faiths). • What do we mean by God? (Christianity).	Unit 3: The Bible: The Big Story • Explores a Christian understanding of the big story of the Bible from Genesis to Revelation, Creation to New Creation, pairing Old Testament concepts with their equivalent fulfilment in the New Testament. • Concepts include creation, Fall, sin, forgiveness, sacrifice, justice, exile and Messiah. Unit 4: Who is Jesus? • How do people see Jesus? • What are the historical facts about Jesus? • Who was Jesus to his disciples and contemporaries? • What is meant by Messiah/Christ? • What does Jesus mean to Christians today? • What can we learn about Jesus during Advent? • Who is Jesus to me? • What is Revelation? How do we know God? • What is the Trinity? • Who is God to me?	Unit 5: Christian Church history/ The Northern Saints • Examine the establishment of the early Church in Britain • Explain the Reformation. • Consider what we can learn from the actions of the English martyrs. Unit 6: Vocation • What should I do with my life? What am I called to be? • What should I do with my life? • What is a 'vocation'? • How do people discern their vocation? • How do different people live out their vocation? • What does vocation mean to me?

St Bede's
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RE
Year 8 Curriculum

Year 8 RE		
Term 1	**Term 2**	**Term 3**
Unit 1: A Covenant People • Why do promises matter? What does it mean to be a covenant people? • Covenant history posing questions such as: • Why do promises matter? • What is a covenant? • What do Biblical covenants have in common? Unit 2: Jesus as the New Covenant • What does God's unconditional love mean to me? • Can one person change the world? • What did the Covenant mean to the Hebrew people? • How did Jesus establish the new covenant? • What was Jesus' new commandment and why did he give it? • What does Jesus as the new covenant mean to me?	Unit 3: What, why and how do we Celebrate? • Why is Eucharist a celebration? • What is the Easter Vigil? • How much do I live as a covenant person? Unit 4: Is there more to Life than Meets the Eye? • What is a Sacrament? • What is Baptism to Christians? • What is our understanding of Eucharist? • How might I see God in my everyday life?	Unit 5: World Faiths: Islam • The Qur'an. • Islamic beliefs about Allah. • The features and uses of a Mosque. • The Five Pillars of Islam. • The Shahadah and its importance to Muslims. • Why Muslims carry out Salat. • Ramadan and the impact of this on the every-day lives of Muslims Unit 6: How do we know what is fair? (Catholic Social Teaching) • How do we meet the challenge to live justly? • What is justice? • What is Catholic Social Teaching? • How do some Catholics meet the challenge to live justly? • How can I live justly?

St Bede's
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RE
Year 9 Curriculum

Year 9 RE		
Term 1	**Term 2**	**Term 3**
World Faiths: Judaism • The nature of God • Different Jewish views about the Messiah • The meaning and significance of the Covenants with Abraham and Moses • Life on earth (including sanctity of life) • The afterlife	World Faiths: Judaism • The Synagogue (Orthodox and Reform) • Rituals with a focus on rites of passage and Shabbat? • Daily Jewish community life including the use of the Tenakh and Talmud • Festivals and ceremonies such as Passover and Mitzvah Day. • How have I deepened my understanding of and respect for the Jewish community?	Foundational Catholic Theology: Origins and Meaning • Catholic and non-religious views about the origins of the universe and human beings including the Big Bang and theory of evolution • Biblical accounts of creation • The Bible as a source of wisdom and authority • The use of symbolism and imagery in art and sculpture including • Michelangelo's Creation of Adam and the Tree of Life Apse mosaic • The importance of loving and serving in Catholic communities

St Bede's
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English
St Bede's Curriculum 2021-2022

The English Curriculum at St. Bede's.

'Only Connect'. E. M. Forster.

Purpose of Study:
The study of English is central not only to students' education but to their ability to communicate: it is the key which unlocks our understanding of others and the world; it allows us to clearly express our thoughts, ideas and feelings to others. Fluency and competence in reading, writing, speaking and listening are essential in allowing students to fully access not only the school curriculum but knowledge and understanding of society as a whole. The English curriculum, through the reading of varied fiction and non-fiction texts across different times and cultures, allows students to develop emotionally, intellectually and spiritually while acquiring a love of reading and debate. Students will be taught to write and speak effectively and with confidence for different purposes and audiences in order to prepare them fully for the world beyond school.

Aims:

To develop curious and confident speakers and writers with an in-depth understanding and love of literature.
All pupils should:
- Read fluently and with good understanding of a wide range of both fiction and non-fiction texts.
- Read widely for both pleasure and information.
- Have a clear understanding of how writers use different linguistic, structural and generic conventions to create meaning.
- Have a good understanding and appreciation of a wide variety of literary texts and contexts.
- Develop a good understanding of the key conventions of spelling, punctuation and grammar.
- Acquire a wide vocabulary.
- Write and speak clearly, accurately and with confidence, adapting their language and style for wide variety of different audiences, purposes and genres.
- Use discussion in order to learn and as a means of communicating their thoughts and feelings with others.
- Develop their own thoughts, ideas and creativity through the array of texts and topics studied.

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English
Year 7 Curriculum

Year 7 English		
Term 1	**Term 2**	**Term 3**
Biography • Conventions of biography and autobiography. • Read a range of biographical pieces from different contexts. • Analysis of descriptive methods. • Write an autobiographical extract. 19th Century Literature • Read a range of Victorian fictional extracts and study 'The Speckled Band'. • Analysis of writers' methods and development of analytical skills. • Develop an awareness of Victorian contexts and generic conventions of murder mysteries.	Poetry from different genres and cultures • Study of a variety of poems from different genres, traditions and contexts to develop an understanding of poetic forms, devices and voices. • Development of cultural literacy and an understanding of the importance of poetry and its impact on different audiences. Analyse poems in a formal way. • Ability to memorise and recite a poem of student's choice. Non- fiction Reading and Opinion Writing • Exposure to a range of non-fiction texts including pre20th. • Understand the conventions of opinion writing and newspapers. • Utilise the conventions to construct own opinion piece.	Modern novel 'Five Children on the Western Front' • Reading for pleasure, reading to decipher meaning and reading to analyse language, form and structure. • Develop an awareness of authors' intentions and methods, as well as the impact of a novel's context on its production and reception.
NB: Accuracy of spelling, punctuation and grammar will be assessed throughout the year across all units. This forms an integral part of the English programmes of study. All students will have Literacy lessons in addition to their study of the English curriculum.		

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English
Year 8 Curriculum

Year 8 English		
Term 1	**Term 2**	**Term 3**
Non-fiction – Inspirational People • Learn about a range of text types, audience and purpose. • Read a range of engaging and challenging texts; analyse and evaluate these texts. Understand conventions of challenging non-fiction texts and utilise these conventions to produce a non-fiction text. War Poetry • Read a range of challenging poetry from both pre 20th C and 20th C. • Develop an understanding of poetic techniques and learn how to analyse and evaluate a range of poems.	Shakespeare: Macbeth • Read a whole Shakespeare play. • Analyse and evaluate language, form and structure. Learn about the context of a Shakespearean text and consider how this impacts on production and reception. • Gain an understanding of tragedy and the gothic genre.	Modern Novel (Either 'Cogheart' or 'The Lie Tree') • Exposure to a more challenging novel which is out of the normal reading experience for most pupils. • Reading for pleasure, reading to decipher meaning and reading to analyse and evaluate language, form and structure. Develop an awareness of authors' intentions and methods, as well as the impact of a novel's context on its production and reception.
NB: Accuracy of spelling, punctuation and grammar will be assessed throughout the year across all units. This forms an integral part of the English programmes of study. All students will have Literacy lessons in addition to their study of the English curriculum.		

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English
Year 9 Curriculum

Year 9 English		
Term 1	**Term 2**	**Term 3**
A Christmas Carol • Research the context of the novella • Read and analyse the full text. • Understand the GCSE assessment objectives Write analytical responses with these in mind. Creative writing practice	An Inspector Calls • Research the context • Read and analyse the full text. • Write analytical responses • Creative writing practice.	Power and Conflict Poetry • Read and analyse a selection of poetry. Develop analytical, evaluative and comparative responses. • Develop the ability to retrieve and recall appropriate quotations.
NB: Accuracy of spelling, punctuation and grammar will be assessed throughout the year across all units. This forms an integral part of the English programmes of study. All students will have Literacy lessons in addition to their study of the English curriculum.		

St Bede's
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Maths
St Bede's Curriculum 2021-2022

Mathematics is creative as well as functional. We aim to teach in a meaningful context whilst providing opportunities for the students to use their skills creatively through problem solving and investigation. Each teacher endeavours to provide a variety of experiences and activities within each module of study. If pupils are actively involved in lessons, then it will help to foster independent thinking and informed planning. We have tailored our planning and assessments to support our pupils' fluency in the fundamentals of mathematics, through varied and frequent practice with increasingly complex problems over time. This enables our pupils to develop conceptual understanding as well the ability to recall and apply knowledge rapidly and accurately. The Department uses and supports the rewards system, records achievement and sets targets for each student to work to their full potential and to experience a sense of achievement.

The National Curriculum Key Stage 3 and 4 Mathematics is used as a basic core for our schemes of work. We have altered our approach in recent years to ensure our pupils develop deeper understanding of a topic before moving on. We encourage students to recall and apply their knowledge and skills in familiar and unfamiliar situations and they are taught to follow both verbal and written instructions accurately. As a result, our KS3 pupils are taught over a two-year scheme (three tiers) and KS4 over a three-year scheme (two tiers).

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on. We manage this effectively through our teaching calendar and shared resources.

Tests are given for independent assessment and are used to inform future planning. Question-by-question analysis spreadsheets are completed following each assessment for each child. As well as enabling classroom intervention to be put in place, targeted additional intervention during period 4 is also employed. Data from this information in conjunction with the results of the year group is the focus of subsequent departmental meetings to reflect on teaching and learning, identify strategies to move progress forward and track performance of pupils throughout their time at our school.

Outside of lessons we offer a range of support to maximise the progress of each child. In Y7, numeracy buddies and the catch up programme provide additional support to our non-secondary ready pupils. Intervention in Y10 and Y11 prioritises pupil premium students to attempt to close the gap. We also offer weekly after-school revision for Y11 and Y13 pupils. Resources are used weekly during tutor time with Y7-11 to help develop the recall of key topics with each student.

We believe that tests also help students to understand the need for targets to be set and reached. We actively celebrate effort and achievement in all areas and for all students. The combination of summative tests, alongside testing for recall and weekly homework encourages students to 'have a go' without fear of ridicule or feelings of failure.

Pupils are encouraged to have high aspirations within lessons through our commitment to career links as well as problem solving for real world applications. We also offer additional support for extra-curricular activities such as the UKMT maths challenges, with problem solving classes that run in the weeks leading up to the test for Y7 who want to attend. We also encourage our pupils to attend a range of sessions hosted by universities such as WISDOM which encourages girls to consider careers in maths. We are committed to ensuring the experience of maths our students receive prepares them for whatever career they want to pursue in the future.

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Maths
Year 7 Curriculum

Year 7 Maths		
Term 1	**Term 2**	**Term 3**
Arithmetic and rounding • Place value and ordering decimals • Multiplying and dividing by 0.1, 0.01, 0.001 • Rounding numbers and decimals. • Written methods of addition, subtraction, multiplication and division for whole numbers and decimals. • Estimation • Negative numbers. • Order of operations. **Powers, factors, multiples and primes** • Calculate with powers, squares, cubes and roots. • Identify factors, multiples and primes and find the prime factors of number. **Algebra** • Manipulate algebraic expressions and formulae • Solving equations.	**Fractions, decimals and percentages** • Simplify and calculate with fractions. • Calculate percentages of amounts. **Angles and scales** • Angles on a straight line, around a point, in a right angle and in parallel lines. • Properties of triangles and quadrilaterals. • Interior and exterior angles in polygons. • Convert between metric and imperial measures. • Scales and maps.	**Area and volume** • Area of perimeter of 2D shapes. • Volume and surface area of 2D shapes. • Draw 2D representations of 3D shapes, including nets. **Transformations** • Symmetry • Transformations: Rotations Reflections Translations Enlargements Combinations of transformations

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Maths
Year 8 Curriculum

Year 8 Maths		
Term 1	**Term 2**	**Term 3**
Sequences • Producing sequences from an nth term. • Finding the nth term of a sequence • Describing linear and geometric sequences. • Sequences using pictures. **Handling data** • Processing and representing data • The handling data cycle. Probability • Probability	**Ratio and proportion** • Ratio and proportion • Rates of change • Direct proportion • Currency conversions • Speed/Distance/Time **Graphs** • Functions and graphs • Interpret straight line graphs • Equation of a line • Quadratic graphs • Real-life graphs	• Expand two brackets to obtain a quadratic expression. • Changing the subject of an equation. • Solving a range of equations (brackets, variable on both sides etc). • Use trial and improvement to estimate solutions to equations. • Construction and loci • Geometrical reasoning; coordinates and construction • Scale drawings. • Bearings. • Congruence and similarity. • Pythagoras' theorem. • Recap fractions. Decimals and percentages. • Calculate outcome of repeated percentage change.

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Maths
Year 9 Curriculum

Year 9 Maths - Foundation		
Term 1	**Term 2**	**Term 3**
· Integers and place value · Decimals · Indices, powers and roots · Factors, multiples and primes · Algebra: the basics · Expanding and factorising single brackets · Expressions and substitution into formulae · Tables, Charts and graphs, Pie charts, Scatter graphs	· Fractions · Fractions, decimals and percentages · Percentages · Equations · Inequalities · Sequences	· Properties of shapes, parallel lines and angle facts · Interior and exterior angles of polygons · Statistics and sampling · The averages · Perimeter and area · 3D forms and volume

Year 9 Maths - Higher		
Term 1	**Term 2**	**Term 3**
· Calculations, checking and rounding · Indices, roots, reciprocals and hierarchy of operations · Factors, multiples and primes · Standard form and surds · Algebra: the basics · Setting up, rearranging and solving equations · Sequences · Averages and range	· Representing and interpreting data · Scatter graphs · Fractions · Percentages · Ratio and proportion	· Polygons, angles and parallel lines · Pythagoras' Theorem and trigonometry · Graphs: the basics and real-life graphs · Linear graphs and coordinate geometry · Quadratic, cubic and other graphs · Perimeter, area and circles

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Science
St Bede's Curriculum 2021-2022

Purpose of study

At St Bede's we aim to provide a high-quality science education for all pupils of all abilities and aspirations. Our curriculum provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science changes lives and is vital to the world's future economic and technological prosperity. All pupils will be taught the essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key knowledge and concepts, pupils will be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. Pupils will be equipped to make informed decisions on scientific and technological issues. They will be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. Students will use the tool of mathematics and mathematical language to develop explanations, applications and evaluations of science in theoretical and practical situations. Practical work is at the heart of science at St Bede's. It will support and consolidate scientific concepts by applying and developing what is known and understood of abstract ideas and models. It will make sense of new information and observations, and provide insights into the development of scientific thinking. It will develop transferable investigative skills including devising and investigating testable questions, identifying and controlling variables and analysing, interpreting and evaluating data. It will build and master practical skills such as using specialist equipment to take measurement, handling and manipulating equipment with confidence, recognising hazards and planning how to minimise risk.

Aims

The curriculum for science at St Bede's aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future
- have the skills and knowledge to continue with the study of science to a higher level
- are equipped with the scientific practical skills to link abstract models to testable hypotheses, develop transferable investigate skills and build practical skills to handle equipment with confidence and in safety

St Bede's
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Science
Year 7 Curriculum

Year 7 Science		
Term 1	**Term 2**	**Term 3**
Biology Structure & Functions of Living Organisms Skeleton, Joints and Muscles Cell structure and types Microscopes Genetics & Inheritance Variation Investigating variation Chemistry Particles, Atoms and Elements States of matter Atoms, elements, compounds and mixtures. Chemical Analysis Purity & Separation Physics Energy in foods Energy Stores and investigating foods Electrical Circuits Circuits & Symbols Currents and Circuits Static & Electric Fields	Biology Disease, Infection & Response Lifestyle & Health Biological Systems Male reproductive system Female reproductive system Sexual Reproduction & Menstrual Cycle Gestation and Birth Effects of recreational drugs on the foetus Chemistry Chemical Reactions Acids, Bases and Alkalis. Fuels and Combustion Physics Generating Electricity Energy Resources Generation Electrical Power & Costs Forces and Motion Types of Forces Friction Resultant Forces	Biology Plants Plant reproduction (flowers) Flower dissections Seed dispersal Ecology Interdependence Pollinators and Pollution Classification and Sampling Acid rain Chemistry Earth's Resources and Minerals The Structure of the Earth The Rock Cycle Investigating Crystals Physics Waves Light and Materials Shadows Longitudinal Waves & Sounds Forces and Motion Speed, Distance and Time

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Science
Year 8 Curriculum

Year 8 Science		
Term 1	**Term 2**	**Term 3**
Biology Structure & Functions of Living Organisms Multicellular Organisms Respiration Investigating Respiration Genetics & Inheritance Genetic Material Extraction of DNA Practical Inheritance & Natural Selection The Importance of Biodiversity Chemistry Particles, Atoms and Elements Elements and Compounds The Periodic Table Metals and Non-metals Chemical Analysis Chromatography Physics Electricity Resistance Series and Parallel Circuits Forces and Motion Balances and Unbalanced Forces Buoyancy Pressure	Biology Disease, Infection & Response Critiquing Claims – Smoking Biological Systems Anatomy of Breathing Volume and Pressure Diet & The Digestive System Chemistry Chemical Reactions Conservation of Mass Thermal Decomposition Endothermic and Exothermic Reactions Physics Magnetism and Electromagnets Magnetic Fields Earth and Electromagnets Waves Reflection of Light Types of Reflection Colour Lenses and The Eye Light and Transverse Waves	Biology Plants Growing Plants Photosynthesis The Roots and Stem The Leaves & Glucose Ecology Sustainability & Sampling Our Carbon Footprint Chemistry Earth's Resources and Minerals Material Properties Ceramics, Composites and Polymers Physics Space Our Solar System and the Universe Day, Night and The Seasons Light and Distance Forces and Motion Distance-Time Graphs Relative Motion Forces and Levers Matter (Conduction) Thermal Energy and Temperature Thermal Energy Transfers

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Science
Year 9 Curriculum

Year 9		
Term 1	**Term 2**	**Term 3**
Biology Cells Students learn the cells structures and ultra-structures for prokaryotes and eukaryotes, building an appreciation of the theory of evolution of life with one common ancestor. We introduce the electron and light microscopes, including their importance for our rapidly increasing understanding of the Biological world. We look at bacterial cells and how they reproduce. Students also learn about stem cells alongside their potential in therapies and the associated ethical dilemmas. Genetics The structure and function of the genome as the instructions for all life are studied here, and students learn the core principles of inheritance and variation. **Chemistry** Atoms and the Periodic Table Students will study the history of the atomic model, the scientific processes used to develop the modern atomic model and the electron structures of smaller atoms. Students will investigate how chromatography, evaporation, filtration and distillation are used to separate various mixtures. Students will learn about the development of the periodic table, and the importance of the periodic table in predicting and understanding chemical properties. The properties of groups 0, 1 and 7 will be investigated alongside learning to understand trends in reactivity and chemical reactions between the groups. **Physics** Energy Students will learn to describe the concept of energy and energy transfers using diagrams for a range of examples. Each type of energy store and transfer is studied and understood before student progress to understanding and calculating efficiency. They will also learn about renewable and non-renewable energy resources and the benefits and drawbacks of each. Separate Science students will also learn about investigating insulation. Electricity Students will learn about mains electricity and domestic wiring, this includes developing an understanding of wiring a plug and the risks involved with live wires. Students will move on to calculate electrical power. Separate Science students will learn about static electricity, electric fields and phenomena relating to these.	**Biology** Infection and Response Students learn about the major categories of disease (communicable and non-communicable) before studying communicable diseases and their associated pathogens in (sometimes gruesome!) detail, including some that can only affect plants. Biological Systems This is one of the most relatable and exciting topics on the Y9 calendar! Students learn about the structures of the heart and lungs with highly anticipated dissections and demonstrations. We then study enzymes and their under-appreciated role in all life and many medical treatments. **Chemistry** Chemistry of the atmosphere Students will learn how the atmosphere was initially created and gain an understanding of the processes that have caused changes in the atmosphere. They will study the cause and impact of various pollutants and will evaluate methods of reducing carbon footprint. Resources Students will learn to consider the environmental impact of products and will learn how to carry out life cycle assessments. Students will also study the processes and methods involved in creating potable water. Students will gain an understanding of wastewater treatments and the importance of clean drinking water. **Physics** Matter The particle model of matter, a fundamental concept in Science, is studied in detail here. Students learn about the states of matter and transitions between each state, which links to energy stores and transfers. Students will calculate density of different substances and learn a practical method of how to determine density of different objects. Separate Science students will also learn about gas pressure relating to the particle model. Waves Students learn how to distinguish between transverse and longitudinal waves, including examples and their uses. This includes a detailed understanding of the electromagnetic spectrum and its properties. Separate Science students will learn about lenses and reflection and refraction of waves in more detail. Forces Students learn to distinguish between contact and noncontact forces and scalar and vector quantities. They learn how to calculate the weight of an object and the difference between weight and mass.	**Biology** Plants Plants and the process they have evolved to perform are essential for our existence – in this term, pupils will begin to understand why in more detail than in previous years. With strong links to Chemistry, students learn about the reactions of photosynthesis and how plants accumulate the raw ingredients to perform it along with how they are able to always get the substances that they need. Ecology In the final year 9 module students look at the interaction between organisms within ecosystems (food webs), and how those interaction shape the organisms themselves. This builds toward Natural Selection, a backbone of modern Biology that is taught in detail in year 10. **Chemistry** Energy Changes Students will compare endothermic and exothermic reactions, and calculation of bond energies. Chemical Analysis Finally, they will learn more about paper chromatography, gas tests and purity. **Physics** Forces (continued). Students also will investigate the relationship between force and extension for springs. Separate Science students will learn about moments, levers and gears. Magnetism Students will describe magnetic materials and compare permanent to induced magnets. They will investigate solenoids and factors affecting the strength of electromagnets. Separate Science students will learn about uses of electromagnets.

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Art
St Bede's Curriculum 2021-2022

Year 7 - Curriculum Intent
Students are given the opportunity to experience different approaches in Art and Design through practical application and a critical appreciative study of different artists and designers from the past and present in addition to different cultural traditions.
Students are taught the basic and formal elements to equip them with a visual vocabulary and understanding, necessary to express ideas, feelings, and record observations and to design and make artefacts.
Drawing and developing the individual strengths and abilities is central to all aspects of the Art and Design KS3 curriculum at the school.
Aims
- To show how Art and Design plays an important role in our lives.
- To develop individual skills, techniques, creativity, qualities and use of materials to promote confidence and interest.
- To develop visual awareness and observational skills.
- To develop confidence in visual language and the ability to critique themselves and others.
- To promote knowledge, historical and cultural interest.
- To develop self-motivation and independent learning.
- To share common experiences of working together and social awareness.
- To inform and educate all students that there are equal opportunities in Art and Design.

KS4 - Curriculum Intent
Students explore art & design through a range of two-dimensional and/or three-dimensional processes and media. They do this through practical application of skills and relevant critical and contextual sources such as the work of contemporary artists, craftspeople and designers and the different purposes, intentions and functions of art, craft and design as appropriate to their own work.
Students develop and apply the knowledge, understanding and skills through a range of different areas of study such as drawing, painting, sculpture, photography, printmaking, mixed media, textiles, ceramics etc.
Aims
- To show how Art and Design plays an important role in our lives.
- To develop individual skills, techniques, creativity, qualities and use of materials to promote confidence and interest.
- To develop visual awareness and observational skills.
- To develop confidence in visual language and the ability to critique themselves and others.
- To promote knowledge, historical and cultural interest.
- To develop self-motivation and independent learning.
- To share common experiences of working together and social awareness.
- To inform and educate all students that there are equal opportunities in Art and Design.

KS5 - Curriculum Intent
Students are introduced to a variety of experiences that explore a range of art & design media, processes and techniques. Students will explore both traditional and new media.
Students explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. Students may use sketchbooks/design boards to underpin their work where appropriate.
Students explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.
Areas of study include: drawing, painting, mixed-media, textiles, sculpture, ceramics, printmaking and photography.
Aims
- To show how Art and Design plays an important role in our lives.
- To develop individual skills, techniques, creativity, qualities and use of materials to promote confidence and interest.
- To develop visual awareness and observational skills.
- To develop confidence in visual language and the ability to critique themselves and others.
- To promote knowledge, historical and cultural interest.
- To develop self-motivation and independent learning.
- To share common experiences of working together and social awareness.
- To inform and educate all students that there are equal opportunities in Art and Design.

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Art
Year 7 Curriculum

Year 7 Art		
Term 1	**Term 2**	**Term 3**
Project Theme: Formal Elements & Natural Forms Students will develop their understanding of working from observation, responding to the theme of Natural forms. Students will select an area of focus and produce a wide range of responses using varied drawing media. The importance of tone, detail, texture, and composition will be explored through direct observation. The project will be skills based, developing student's confidence, and understanding in the use of the wide range of drawing media. Students will select imagery in response to the theme of Natural Forms. They will produce a series of drawings and colour studies whilst developing their understanding of the formal elements: tone, line, colour, shape, texture, pattern, and form. Students will develop their understanding of composition. Their drawings will explore the detail found in natural form sources selected, as they produce an exciting range of drawings. Key tasks: Tonal studies, colour studies, mark making studies, artist responses. Drawing materials explored: pencil, fine liner pen, colour pencil Artists: Cezanne, Egyptian art, Damien Hirst, Durer, Claire Moynihan, Kate Malone, Seguy, Chris Shields, Clare Young, Jennifer Angus, Helen Ward, Mike Libby, Murakami, Vincent Scarpace, Angie Lewin, Kim Sielbeck. Themes: CACTI, PLANTS, SEED HEADS, BUGS, INSECTS, BUTTERFLIES, PUMPKINS, MUSHROOMS, FISH, FLOWERS etc- staff select themes appropriate to classes.	Project Theme: Formal Elements & Natural Forms Students will continue project into Spring term. KNOWLEDGE: -Student's research artists who have explored natural forms in their work They should discuss the work and try to identify what the artistic objectives were in producing these images. Students should also be asked to investigate the work of 3D artists who produce artefacts using Natural forms for inspiration. MAKING-Skills- The students are set a range of tasks using formal elements work sheets linking to chosen theme to lead to producing a design for a print/painting/ sculpture (final piece) based on natural forms. They should be encouraged to produce a series of responses focusing on the FORMAL ELEMENTS: TONE, LINE, SHAPE, COLOUR, PATTERN, FORM. IDEAS- Students should be asked to study closely a series of natural form images. They describe the objects to a friend or use a magnifying glass to examine them in close detail. Develop ideas for a final piece EVALUATE-Presentation: Students will plan and present sketchbook pages with all the responses they have created. This project will highlight the importance of considering the overall presentation of work to reflect the style or theme of a particular project and how to evaluate own and others work successfully.	Project Theme: MONSTERS/MYTHICAL CREATURES. Focus: Further development of the formal elements. KNOWLEDGE-Research & Planning: Students will discuss examples of successful work during group discussions, using exemplar pieces to help plan their own outcomes. Produce responses to other artist's work. MAKING-Skills: Develop painting & 3D skills in a wide range of media & materials. Each response will consider effective use of tone and mark-making, whilst exploring the possibilities each media provides. Materials: Watercolour paints, poster paints., collage/mixed media, ceramics, papier mache etc. IDEAS: Students will be encouraged to take an experimental approach to creating a paintings & 3D final response, considering combinations of materials, obscure angles, and colour schemes to put a personalised style on their work. EVALUATE-Presentation: Students will plan and present sketchbook pages with all the responses they have created. This project will highlight the importance of considering the overall presentation of work to reflect the style or theme of a particular project and how to evaluate own and others work successfully. Drawing materials explored: pencil, fine liner pen, colour pencil Artists explored: Paride Bartholin, Amy P Williams, Chris Ryniak, Mateo Dineen, Greg Abbott James Derosso & John Burgerman.

St Bede's
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Art
Year 8 Curriculum

Year 8 Art		
Term 1	**Term 2**	**Term 3**
Project Theme: Still Life Students will develop their understanding of working from observation, responding to the theme of Still Life. Students will select an area of focus and produce a wide range of responses using varied drawing media. The importance of tone, detail, texture, and composition will be explored through direct observation. The project will be skills based, developing student's confidence, and understanding in the use of the wide range of drawing media. Students will select imagery in response to the theme of Still life. They will produce a series of drawings and colour studies whilst developing their understanding of the formal elements: tone, line, colour, shape, texture, pattern, and form. Students will develop their understanding of composition. Their drawings will explore the detail found in Still life sources selected, as they produce an exciting range of drawings and paintings. Key tasks: Tonal studies, colour studies, mark making studies, artist responses. Drawing materials explored: pencil, fine liner pen, colour pencil. Painting materials- watercolours, acrylic paint. Mixed media: collage. ARTISTS: Matisse, Dutch 17th century still-lives, Seurat, Cezanne, Michael Craig Martin, Cubism, Morandi, Degas & contemporary still life e.g., Burton Morris, Ron Magnes, Wayne Thiebaud, Gordon Smedt, Patrick Caulfield, Claes Oldenburg, Joel Penkman, Laura Manfre, Carolee Clark, Dawn tan, Michael English, Carla Bank, Georgina Luck. FOCUS IDEAS: SHOES, FAST FOOD, FRUIT, BOTTLES, EVERYDAY OBJECT, or FLOWERS.	Project Theme: Still Life Students will continue project into Spring term. KNOWLEDGE -History of Art, craft, design & architecture. Introduction to a selection of still-life artists. Show examples of different subjects & styles to inspire compositional ideas. MAKING SKILLS- IDEAS- Objects-Still life drawing can be developed in whatever context suits the chosen theme. Tonal shading- demonstrates the tonal range, shading with lines in the same direction & close together. Emphasize the importance of mark making in describing textural surface qualities of objects. Introduce the direction of light source & its importance in defining an objects appearance i.e., light & shadows. This can be adapted to suit style/art movement explored. Coloured Pencil- Introduce & demonstrate technique, emphasising tone & colour blending & burnishing. Emphasise light & shadows & accuracy when blending to attain tone & colour. Encourage students to experiment in sketchbooks. EVALUATE-Presentation: Students will plan and present pages with all the responses they have created. This project will highlight the importance of considering the overall presentation of work to reflect the style or theme of a particular project and how to evaluate own and others work successfully.	Project Theme: Structures: Architecture KNOWLEDGE -History of Art, craft, design & architecture-. Students research artists/designers who have used architecture as inspiration., analysing their composition and use of layering and selection. They should discuss the work and try to identify the artistic objectives. MAKING SKILLS- either: 1. One-point perspective and two-point perspective drawings explored. Create towers/ word compositions, room compositions. 2. Designing their own 2D/3D city linking to an artist. They will need to select the most interesting pieces of architecture that represent their city and produce a series of quick initial sketches from their research and personal studies. They will create buildings using a range of 2D/3D materials and processes and assemble them. Including drawing, painting textiles, found objects, cardboard sculpture, papier mache etc. They will need to consider texture and surface finish/detail. IDEAS- Students should be asked to study a range of architectural landmarks/ architectural features from photographs. They will produce detailed tonal drawings. Students will research architecture from around the world initially, and then focus on a particular city/country when developing their 2D/3D work. EVALUATE-Presentation: Students will plan and present pages with all the responses they have created. This project will highlight the importance of considering the overall presentation of work to reflect the style or theme of a particular project and how to evaluate own and others work successfully.

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Art
Year 9 Curriculum

Year 9 Art		
Term 1	**Term 2**	**Term 3**
Project 1 Mixed Media Experimentation • Develop an understanding of a mixed media approach. • Explore combinations of different materials & techniques. • Creating backgrounds & layering. • Experimentation in response to a theme. Materials Explored: Paint – Acrylic, watercolour, gouache. Collage – Tissue paper, newspaper, patterned paper. Ink. Printing – Monoprint, polyprint, bubble wrap, oil pastel transfer. Pen – Biro, fine liner, sharpie, coloured pens, gel pens. Wax resist – Crayons, pastels. Tasks: Create a series of backgrounds using a range of different materials. • Each background should explore use of colour & texture. • Themes: Autumn, Contrast, Under the sea, Woodland, Spring Further tasks: 3D experimentation links to theme explored.	Project 2- Mini project: Close Ups In response to a chosen theme, students will produce a range of outcomes to develop their skills and understanding of working in selected choice of media & techniques and how to successfully respond to other artist's work. Using the formal elements- line, tone, colour, texture, pattern, shape & form Close-up- Artists explored: Artists explored: Ian Murphy, Georgia O'Keeffe, Peri Priatna, Karl Blossfeldt, Sarah Graham, Dottie Dracos Tasks 1. Produce 2 close-up drawings from different themed images. 2. Produce a collage from a close-up photograph. 3. Produce 2 Artist response pieces in a material of your choice. 4. Monoprint or Oil pastel transfer from an Artist image. 5. Select a theme to focus on and produce 8 close-up pieces. 6. Prepare an explosion book, consider the colour of your background 7. Cut your drawings into triangles and stick onto the book.	Project Theme- GCSE exam style question/experimentation/developing ideas: This project will help students understand the transition from Year 9 to Year 10 In response to a chosen theme, students will produce a range of outcomes to develop their skills and understanding of working in selected choice of media & techniques and how to successfully respond to other artist's work. Using the formal elements- line, tone, colour, texture, pattern, shape & form Example Themes: NATURE, BACTERIA, BUTTERFLIES, FRUIT & VEG, OBJECTS Artists explored: Cezanne, Klari Reis, Damien Hirst, Durer, Claire Moynihan, Kate Malone, Seguy, Jennifer Angus, Helen Ward and Mike Libby 1.Select 4 of the artists from the list and produce an A5 copy of their work. 2. 4 x photo responses using a range of materials. 3. 4 x experiments combining two artists 4 A final piece/outcome from a photograph using the style of an artist or combining artists that you have looked at. ANNOTATION Students must thoroughly Annotate each Design Sheet/sketchbook page to explain their opinions & feelings about; the images & objects that they are drawing, the materials that you are experimenting with & the artist's work that you are looking at. Comment on what interests you in the objects & images that you have chosen to draw, explain what your intentions are for each technique, did it work out as planned? Describe your personal views & thoughts about the artists that you are looking at.

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Business
St Bede's Curriculum 2021-2022

KS4 - Curriculum Intent

The aims and objectives of this course are to enable students to:
- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to make informed judgements
- investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data.

KS5 - Curriculum Intent

The aims and objectives of the Edexcel Level 3 Advanced GCE in Business
are to enable students to:
- develop an enthusiasm for studying business
- gain a holistic understanding of business in a range of contexts
- develop a critical understanding of organisations and their ability to meet society's needs and wants
- understand that business behaviour can be studied from a range of perspectives
- generate enterprising and creative approaches to business opportunities, problems and issues
- be aware of the ethical dilemmas and responsibilities faced by organisations and individuals
- acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis
- apply numerical skills in a range of business contexts.

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Business
Year 9 Curriculum

Year 9 Business		
Term 1	**Term 2**	**Term 3**
Peter Jones Tycoon in Schools • Introduction to Business • Developing a Business Idea • Exploring the Business idea • Business Objectives • The Marketing Mix • Promotional material • Business costs • Break Even • Pitching & presenting a business idea	Enterprise and Entrepreneurship • The Dynamic nature of a business • Risk & Reward • The role or business enterprise	Spotting a business opportunity • Customer needs • Market Research • Market Segmentation • The competitive environment

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Computer Science
St Bede's Curriculum 2021-2022

In Computer Science students combine practical and computer-based skills with creative thinking to design and develop systems that meet a range of needs. They learn to use current technologies and consider the impact of future technological and software developments.
They will cover the three strands of the Computing curriculum, which are Computer Science, Information technology and Digital literacy, as identified by CAS.

Students will refine skills to develop software solutions for specific situations, and the understanding of the importance of computing, our dependency on it, and the cultural, moral and social impacts it has on modern society.

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems.

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.

Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.

Students are encouraged to be creative in the development of solutions, explaining the processes involved. Making the subject relevant to the experiences of the students is important in developing their understanding and interest. New technologies are investigated and used to further develop the learning of students.

Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims

- encourage and develop an understanding in Computer Science in students' everyday lives and an awareness of its advantages and limitations
- develop students' Computer Science and Information Communication Technology capability so that they understand the importance of information, how to select and prepare it.
- develop skills in using hardware, peripherals and software.
- develop students' ability to apply ICT capability across the curriculum and support their use of language and communication
- explore attitudes towards ICT/Computer Science, its value for themselves, others and society, and their awareness of its advantages, limitations and social context
- develop good health and safety attitudes and practice

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Computer Science
Year 7 Curriculum

Year 7 Computer Science		
Term 1	**Term 2**	**Term 3**
Topics studied: You will be introduced to St Bede's network and systems The Impact of Technology – how do we access the online systems at St Bede's: • Safety in the computing lab • Your workstation • Respectful online communication • Presenting to an audience • Online safety	Topics studied: Programming essentials in Scratch • Introduction to programming and sequencing • Sequence and variables • Selection • Operators • Count controlled iteration • Problem solving • Produce algorithms • Mathematical and logical operators Assigning and using variables in a program	Topics studied: Developing a computer game using Scratch • Define a subroutine • Implement condition-controlled iteration in a program • Evaluate which type of iteration is required in a program • Identify when lists can be used in a program • Apply appropriate constructs to solve a problem

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Computer Science
Year 8 Curriculum

Year 8 Computer Science		
Term 1	**Term 2**	**Term 3**
Topics studied: Mobile app development • Identify when a problem needs to be broken down • Use variables in an event-driven programming environment • Identify and fix common coding errors • Use a block-based programming language to create a sequence • Evaluate the success of the programming project • Use computational thinking skills to solve problems • Design an app that could be used in real life • Use an interface to apply programming constructs to solve a problem	Topics studied: Cyber Security • Data and information • Strategies to minimise the risk of data being compromised through human error • Hacking and the Computer Misuse Act • Malware in computer systems • Networks, security threats and cyber attacks • Analyse and evaluate a range of situations affected by cyber security issues • Be familiar with the terminology used within cyber security related issues	Topics studied: Media & Animation • Move, rotate, scale and colour • Add, move, and delete keyframes to make basic animations • Use loop cut and face editing • Use proportional editing • Compare different render modes • Create a 3–10 second animation • Implement and develop a range of skills using animation software

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Computer Science
Year 9 Curriculum

Year 9 Computer Science		
Term 1	**Term 2**	**Term 3**
Introduction to the course	1.1 Systems Architecture	2.2 Programming fundamentals
Introduction to Python Programming	1.1.1 Architecture of the CPU	2.2.1 Programming fundamentals
Programming Challenges and problem solving (Computational Thinking)	1.1.2 CPU Performance	2.2.2 Data types
CyberFirst Schools Cyber Assess curriculum	1.1.3 Embedded systems	2.2.3 Additional programming techniques
	1.2 Memory and storage	1.4 Network security
	1.2.1 Primary storage (Memory)	1.4.1 Threats to computer systems and networks
	1.2.2 Secondary storage	1.4.2 Identifying and preventing vulnerabilities
	1.2.3 Units	
	1.2.4 Data storage	
	1.2.5 Compression	

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Design and Technology
St Bede's Curriculum 2021-2022

KS 3

At KS3 Design and Technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- To understand and apply the principles of nutrition and learn how to cook

The KS3 Design Technology curriculum includes projects in the following materials areas; Textiles, Wood, Plastics, Electronics and Cooking and Nutrition. Students rotate round 3 of the subject areas in Years 7 & 8.
During years 7 and 8 students work through the planned sequence of Design & Make Assignments developing their designing and making capabilities through the completion of a wide range of practical projects and cooking a variety of dishes.

KS 4

At Key Stage 4 the D&T department offers a wide range of GCSE & Vocational courses to allow students to further develop in the specialist areas which they have worked in at KS3 to examination level. All the D&T specialist areas (with the exception of Food Preparation and Nutrition) are covered under the single 'Design & Technology' banner. Students choose to make their products in one of the following material categories;

- Timber, Plastics and electronics based materials (Materials)
- Textile based materials (Textiles)

The courses are delivered through a planned sequence of theory lessons and practical making activities which deliver the prescribed knowledge and understanding of the subject content relevant to the chosen material area. Assessment is through a combination of Examinations & Non-Examined Assessment.
A balance is 50% Examination / 50% Non-Examined Assessment. Students design and make a variety of practical products in their chosen material areas which will be available to take home once assessment is complete.

KS 5

At Key Stage 5 the D&T department offers students the opportunity to further develop their designing and making capabilities to advanced level.
The subject content is modern and relevant, allowing students to learn about contemporary technologies, materials and processes, as well as established practices. There is a significant emphasis on understanding and applying iterative design processes. Students use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

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Design Technology
Year 7 Curriculum

Year 7 Design Technology - Carousel System		
Textile Technology	**Materials**	**Food**
Understand what a textile is and means in the world we live in today. Demonstrate basic sewing skills. Understand the sources of materials. Understand the consequences of cotton production Learn about different fashion designers across different decades.	Measuring and marking skills. Target Market analysis, designing creative products aimed at a specific target market. Basic wood working hand tool skills. Use of woodworking machinery. Design skills.	To understand the importance of safety and hygiene whilst preparing and cooking food. To demonstrate basic cooking skills. To understand the macronutrients in the diet To understand food provenance To understand the labels used on food packaging

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Design Technology
Year 8 Curriculum

Year 8 Design Technology - Carousel System		
Textile Technology	**Cooking and Nutrition**	**Materials**
Learn about different fashions styles throughout the decades. Demonstrate sewing skills and a range of decorative techniques. Learn how to use mathematical skills to create repeat pattern. Understand the wider consequences of the textile industry. Learn about what influences fashion design.	What is CAD design, laser cut lid linked to industry. Sources of timber. Use of technical drawings, maths and algebra within a practical task. Woodworking joints. Using CAD and CAM.	To understand health, hygiene and safety rules in a food room. To identify macro and micronutrients, their sources and functions. To understand the variety of special/different diets for individuals with nutritional or personal needs. To identify a variety of cuisines from different cultures. To understand food processing and provenance.

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Design Technology
Year 9 Curriculum

Year 9 Design Technology - Carousel System		
D&T: Textile Technology	**D&T: Materials Technology**	**Food Preparation and Nutrition**
Learn and demonstrate a wide range of textile skills in order to make a variety of textile products. Demonstrate how to use machinery safely and accurately to carry out a variety of textile process. Learn about industrial process and how the textile and fashion industry operate. Understand how the design cycle works in industry. Understand why it is important to design for a particular function and user in mind. Understand where materials and components are sourced from. Understand the wider implications of the textile industry; considering moral, social, ethical and environmental concerns.	Learn and demonstrate a wide range of woodworking skills in order to make a variety of timber products. Demonstrate how to use machinery safely and accurately to carry out a variety of woodworking process. Learn about industrial process and how the timber industry operates. Understand how design influences society, with market push and pull. Different cultures and needs. Understand why it is important to design for a particular function and user in mind. Understand where materials and components are sourced from. Understand the wider implications of the timber industry; considering moral, social, ethical and environmental concerns.	Learn and demonstrate a wide range of preparation and cooking skills in order to make a variety of high-quality products. Demonstrate how to use equipment safely and accurately to carry out a variety of processes. Learn about industrial process and how the food industry operates. Understand how the food science behind the different ingredients and processes. Understand where ingredients and components are sourced. Understand the wider implications of the food industry; considering moral, social, ethical and environmental concerns

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French
St Bede's Curriculum 2021-2022

KS3 French - Curriculum Intent

The KS3 French curriculum is intended to broaden students' awareness and understanding of France and other Francophone countries, whilst giving them the basic tools to be able to communicate and express their own ideas and thoughts in the foreign language. We encourage students to communicate for practical purposes, as the communication skills gained through the study of French can be readily applied to other subject areas in addition to MFL, but also for personal enjoyment.

Students at KS3 will receive a solid foundation in the 4 skills – reading, listening, speaking and writing, as well as cultural knowledge, aimed at breaking down the barriers of intolerance and ignorance. Students will be encouraged to think creatively and be curious about the world around them. It is also our intention to expose students to as many authentic situations as possible, where their knowledge of French will be an asset and an invaluable resource in overcoming challenges and for their own personal development as an individual.

KS4 French - Curriculum Intent

The KS4 French curriculum is intended to further broaden students' awareness and understanding of France and other Francophone countries, whilst building on the solid foundations acquired at KS3 so that they are able to communicate and express their own ideas and thoughts with some fluency in the foreign language. At KS4, we encourage students to communicate for practical purposes, for personal enjoyment and there is some exposure to foreign literature to further deepen their appreciation for French culture.

Students at KS4 will receive further practice in the 4 skills – reading, listening, speaking and writing, in order to develop their French to an intermediate level. The GCSE course also has a detailed focus on cultural events in order to educate students in the importance of tolerance and understanding of other beliefs and ways of life. It is also our intention to expose students to as many authentic situations as possible, where their knowledge of French will be an asset and an invaluable resource in overcoming challenges and for their own personal development as an individual.

KS5 French – Curriculum Intent

The KS5 French curriculum is intended to allow students to specialise in their knowledge of France and other Francophone countries, whilst building on the solid foundations acquired at KS3 and KS4 so that they are able to communicate and express their own ideas and thoughts with fluency in the foreign language. At KS5, students are encouraged to use French wherever possible so that they improve their confidence in manipulating the language and become fluent communicators. They will also be given the opportunity of reading classic literature and experiencing acclaimed foreign cinema in order to deepen their appreciation of French culture.

Students at KS5 will receive regular practice in the 4 skills – reading, listening, speaking and writing, in order to develop their French to an advanced level. The A Level course also has a detailed focus on current events, other Francophone countries as well as culturally significant events in order to educate students in the importance of tolerance and understanding of other beliefs and ways of life. It is also our intention to expose students to as many authentic situations as possible, where their knowledge of French will be an asset and an invaluable resource in overcoming challenges and for their own personal development as an individual. Students at KS5 will also have the opportunity to investigate potential career paths which involve the use of MFL so that they can explore the relevance of their programme of study.

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French
Year 8 Curriculum

Year 8 French

Term 1	Term 2	Term 3
Term 1.1: • Asking how to say and write new words in French • Distinguishing between being and having • Talking about jobs • Talking about what, when, where and why you celebrate • Talking about how people celebrate • What happens and doesn't happen Term 1.2: • Talking about what you are doing today vs what you did yesterday • Sharing past experiences • People and places in the past • Asking about what happened in the past • Extended reading: journalistic text • Talking about what you do in your free time and where you do it • Talking about parts and wholes Grammar studied: • Gender (le/la) • Il y a/ il n'y a pas de • Possessive adjectives (mon, ma, mes, ton, ta, tes, son, sa ses) • Question forms • Adjectival agreement (masculine/feminine) • er verb endings • verbs with prepositions (au, à la, à l', aux, du, de la, de l', des) • Negation (ne…pas) • Perfect Tense formation (je form) • Demonstrative adjectives (ce, cet, cette, ces) • Partitve Articles (du, de la, de l', des, quel, quelle, quels, quelles) SSCs (phonic sounds) studied : a, i, eu e, au/eau/o h u, ou em/am SFE, é/er/ez aim/im an/en, on om ain/in, ê/è th ai, oi gn ch, ç/c r j/soft g, qu eu/oeu tion, ien o, ô, s, th	Term 2.1: • Talking about nouns you can't count • What is it like? • Saying what you do or did in a typical day • Talking about what groups of people do • Formal and informal situations: Talking to • people you do and don't know Term 2.2: • Talking about what you and others do at school • Talking about what you are doing this week and what you do every week • What is it like? Describing more than one thing • Talking about what you can, must, will and want to do Grammar studied: • re verb endings (eg. boire, prendre) • ir verb endings (eg. partir, sortir, dire) • Negation in the perfect tense • formal and informal use of verbs (tu/vous) • Adjectival agreement (plural) • Adjective position (before or after the noun) • the verb aller (to go) • Modal verbs (devoir, vouloir, pouvoir) SSCs (phonic sounds) studied : ill, ille aill, ail eill, eil euill, euil ueill, ueil, oeill ouill, ouil oy y silent h em/am en/an aim/im ain/in	Term 3.1: • What is it like? Comparing things • Talking about how groups of people do things • Comparing how people do things • Communicating in other languages Term 3.2: • Communicating in other languages • Talking about the environment • Talking about what groups of people did • Talking about what you did and have done • Asking about what you did and have done • Extended reading: poetry Grammar studied: • Comparatives (plus/moins… que) • Prepositions (à and de) • Plural verb forms (nous, vous, ils/elles forms) • Adjectives overview (position, agreement) • Perfect tense (full verb paradigms) • Irregular past participles • Adverb placement SSCs (phonic sounds) studied : Revisiting all of Yr 7 and Yr 8 SSCs.

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French
Year 9 Curriculum

Year 9 French		
Term 1	**Term 2**	**Term 3**
All about me · Revision of family vocabulary and describing people · Places in town and activities · Talking about what makes a good friend · Talking about family relationships · Describing a night out using the perfect tense · Talking about how you used to be using the imperfect tense · Discussing role models **Grammar studied** Using irregular verbs in the present tense Using reflexive verbs in the present tense Using the near future tense	**Free time** · Revision of sport and music vocabulary · Revision of technology, films and TV vocabulary · Talking about sport Talking about your life online · Using comparatives · Talking about books and reading · Talking about favourite TV shows · Talking about actors and films **Grammar studied** Using depuis and the present tense More practice of the imperfect tense Using direct object pronouns using superlative adjectives	**Special occasions** · Talking about food and meals · Discussing shopping for clothes · Describing daily life · Talking about food for special occasions · Using the pronoun en · Using polite language · Describing family celebrations · Describing festivals and traditions **Grammar studied** Using modal verbs Using venir de + infinitive using a combination of tenses

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Geography
St Bede's Curriculum 2021-2022

Purpose of study

The Geography curriculum at St Bede's is designed to inspire students' curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Geography is a window on the world and our schemes of learning and lessons equip students with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
As pupils progress through the key stages, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. The different units allow students to investigate geography at a range of different scales and the units are topical; allowing for decision making about important current issues of the 21st century.

Aims

All students will:
- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in a range of the geographical skills needed to:

collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

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Geography
Year 7 Curriculum

Year 7 Geography		
Term 1	**Term 2**	**Term 3**
TOPIC 1 MAP SKILLS HOW DOES THE WORLD CHANGE AS WE ZOOM IN ON OUR GRID SQUARE? • What are the different types of geography? • Where are the continents, oceans and key physical features in the world? • What is the geography of Europe? • What makes up the British Isles? • How do we use contours? • Why are map symbols and grid references important? • How do we measure distance on a map? • How has the human geography of our local area changed over time? TOPIC 2 DEVELOPMENT IS OUR UNDERSTANDING OF THE WORLD WRONG? • What is development? • How do we measure development? • What is the human development index? • Where is the DRC and what is it like? • What causes uneven development in the DRC? • How is the gap development gap being closed?	TOPIC 3 POPULATION ARE THERE TOO MANY PEOPLE IN OUR WORLD? • Where does everyone live and why? • How is global population changing? • What is population structure and how does it change? • Why do we use population pyramids? • How is population being managed in China? • How is population being managed in Russia? • Why do people migrate? • Why do people migrate within the UK? • Why are people migrating from Mexico to the USA? TOPIC 4 WEATHER AND CLIMATE WHY IS OUR WEATHER SO WEIRD? • What is the difference between weather and climate? • How do we record the weather? • What different factors affect the weather? • What is the hydrological cycle? • What are the characteristics of anticyclones? • What are the characteristics of depressions? • How can we present the weather? • What are the causes and consequences of extreme weather in the UK? • How and why do weather and climate vary around the world?	TOPIC 5 HAZARDS IS THE WORLD BECOMING A MORE HAZARDOUS PLACE? • What is the structure of the earth? • What is the global pattern of volcanoes and earthquakes? • How do processes differ at the three different plate margins? • What are the main features of a volcano? • What were the causes, effects and responses to a volcanic eruption? • How does a super volcano differ from a normal volcano? • What are the key features of an earthquake? • What were the causes, effects and responses to an earthquake? • What were the causes, effects and responses to a tsunami? • How can we make the world a less hazardous place? TOPIC 6 PHYSICAL LANDSCAPES HOW IS WATER SHAPING THE LAND? • How does landscape vary in the UK? • Why are rivers important? • What is a drainage basin? • How do rivers shape the upper course? • How do rivers shape the lower course? • Are rivers a threat or a lifeline? • What happens when the land meets the sea? • How does erosion shape the coastline? • How does deposition shape the coastline?

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Geography
Year 8 Curriculum

Year 8 Geography		
Term 1	**Term 2**	**Term 3**
TOPIC 1 MAP SKILLS HOW DOES THE WORLD CHANGE AS WE ZOOM IN ON OUR GRID SQUARE? • What are the different types of geography? • Where are the continents, oceans and key physical features in the world? • What is the geography of Europe? • What makes up the British Isles? • How do we use contours? • Why are map symbols and grid references important? • How do we measure distance on a map? • How has the human geography of our local area changed over time? TOPIC 2 WILDERNESS REGIONS IS ANYWHERE IN THE WORLD STILL WILD? • Where are the wild places? • Is Antarctica the last great wilderness? • What threatens Russia's wild places? • Why are the Miombo forests a precious resource? • What threatens the Pantanal wetlands? • Are coral reefs the rainforests of the sea? • What are the most significant threats to wilderness regions? • Is anywhere in the UK wild?	TOPIC 3 CLIMATE CHANGE HOW MUCH ARE OUR INDIVIDUAL ACTIONS RESPONSIBLE FOR CLIMATE CHANGE? • What evidence is there for climate change? • What are the physical and human causes climate change? • What are the different views in the climate change debate? • What are the environmental impacts of climate change? • What impacts is climate change having on health? • What action is being taken at a national and international level? • What can I do about climate change? TOPIC 4 ICE HOW HAVE GLACIAL PROCESSES SHAPED OUR LANDSCAPE? • What are glaciers and how do they form? • How do glaciers move and change over time? • How can we identify glacial landforms? • What landforms are created by glacial erosion and deposition? • What are the opportunities and challenges caused by glacial retreat? • How and why do glacial landscapes need to be managed?	BRIDGING THE GAP TO GCSE CHALLENGE 1 WHY DOES OUR WORLD SEEM TO BE GETTING SMALLER? CHALLENGE 2 WHY DID DONALD TRUMP WANT TO BUY GREENLAND? CHALLENGE 3 WHY IS WITHERNSEA ON THE DEFENSIVE? POSSIBLE FIELDWORK/ENQUIRY Covers: • independent research • map projections • longitude and latitude • OS map skills • data interpretation • investigation skills • geographical applications • resource use

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Geography
Year 9 Curriculum

Year 9 Geography		
Term 1	**Term 2**	**Term 3**
THE LIVING WORLD Topics studied: - An introduction to ecosystems - Tropical rainforests and cold environments	THE CHALLENGE OF RESOURCE MANAGEMENT Topics studied: - Changing supply and demand of resource in the UK - Food resources	URBAN ENVIRONMENTS Topics studied: - Global patterns of urban change - Urban growth in Brazil, a newly emerging economy.

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History
St Bede's Curriculum 2021-2022

KS3 and 4

History at key stage 3 and 4 at St Bede's, will allow students to gain an understanding of Britain's past and its context within the wider world. History in KS3 will allow pupils to develop the chronological narrative of events in British history from the Norman invasion to the present day. Themes that will be developed are the changing nature of warfare, how democracy and changed and developed over time and how the social conditions of the British people have changed over time alongside the key factors that have allowed that to happen.
At KS4, this knowledge will be specialised based on the following: Medicine through Time, charting the changes and continuity of medical developments from C1250 to present day and key events that impacted on those changes; Anglo-Saxon and Norman England which will develop from KS3 with added depth; the changes that occurred during the colonisation of America and an in depth case study of the changes occurring in Germany, from the democratic Weimar Republic to dictatorship of Nazi Germany.
Alongside the content, pupils develop understand of concepts such as change and continuity, cause and consequence, similarities and differences and be able to use these terms to analyse change over time as well as short term and long term significance.
Pupils will also develop historical skills that will allow them to investigate and judge the quality and usefulness of historical sources based on their contextual knowledge and develop an understanding of why there are different interpretations of past events.

KS5

At A level, students will develop their interest in and enthusiasm for History and their understanding of the real significance of history within the wider world context and its impact on current events.
The depth of knowledge will expand for their key topics. At A level this will cover Britain during the sixteenth and seventeenth centuries and the profound changes during the time, economically, militarily, social and politically, charting the change from a monarchy to the beginnings of the parliamentary system that we have today as well as they key events that shaped Britain, namely the English Civil War. A level students will also cover the key changes that occurred during the Russian Revolution and go further into the key issues of Germany, from its emergence as an empire, its change to a democracy as an impact of World War One and then to a dictatorship under the Nazis ending with a Federal Republic in the midst of the Cold War.
As part of A level, students will need to improve their skills of enquiry and independence in order to study different academic and contemporary interpretations of key events and make judgements based on these and their own ability to ask relevant and significant questions about the past.
Their understanding of key historical concepts will mature from those in KS4 and they will use them to develop their written communication in order to analyse key questions.

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History
Year 7 Curriculum

Year 7 History		
Term 1	**Term 2**	**Term 3**
Chronology and recap of pre-medieval history The Norman Conquest Explain why William won at Hastings and was then able to extend his control. The Early Middle Ages-Who held power in medieval England? Life in medieval Towns/Villages-The Guild system • Power of the Church- how did it influence Medieval life? • Conflict between the monarchy: Thomas Becket • Medieval attitudes towards migrants (early anti-Semitism) • Black Death- social, political and economic impact • Peasants Revolt- as a result of the Black Death, early political change.	Continue and complete the Early Middle Ages Mansa Musa Who was Mansa Musa? Why did he go on a Pilgrimage to Mecca? What was his legacy? The Tudors and the Reformation England's role in global politics and exploration Reasons for the Reformation in Europe and England. Impact in England- the dissolution of the Monasteries, the conversion back to Catholicism under Mary I and the 'Middle Way' under Elizabeth I. How successful each monarch was for England	The Tudors and the Reformation Continued The Stuarts, the English Civil War and the Restoration Gunpowder Plot Why was there conflict between the Crown and Parliament? – Long-Term and Short-Term reasons for the Civil war. Why did the Republic fail? Life during Restoration England (Charles II)- Great Fire of London, the Plague, the rise of the British empire.

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History
Year 8 Curriculum

Year 8 History		
Term 1	**Term 2**	**Term 3**
The abolition of the Transatlantic Slave Trade British empire, slave trade triangle, conditions during the Middle Passage. Life on the plantations Abolition movement in Britain and America- American Civil War and the Emancipation Proclamation The Industrial Revolution Political change - Causes and impact of 1832 Reform Act. Chartism- impact and failure Women's suffrage, methods and impact. Economic change - The domestic system to the factory system. Impact of changes to the Railways. Social change - Living conditions in towns- slum areas, Working conditions in factories and child labour. Conditions in the mines.	The British Empire Expansion during 1700s Start of the British Empire Britain in India, Australia and Ireland 1857 Indian Rebellion WW1 Causes Long-Term and Short-Term Trench conditions, key battles e.g. the Somme, different areas of fighting. New weapons Impact on the Home Front	Inter war years Russian Revolution Rise of dictators Life in a totalitarian states WW2 Causes, Long-Term and Short-Term, Changing tactics e.g. Blitzkrieg- the Blitz, Poland, Battle of Britain, Aerial Bombing, Dunkirk Impact on the Home Front-evacuation, Hiroshima and Nagasaki

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History
Year 9 Curriculum

Year 9 History		
Term 1	**Term 2**	**Term 3**
French Revolution The Ancien Regime-What caused the Revolution Events The Terror Napoleon Significance **Law and Order** Living conditions in Whitechapel Rising racial tension in Whitechapel in the 1880s Difficulties the Police faced in trying to catch the Whitechapel murderer? **1920s America** Political change-Republican Presidents, Prohibition, Roosevelt Social change - The 'Roaring Twenties'- lifestyles, culture and fashions, gangsters Economic change – economic boom and bust - Development of the car industry-Wall Street Crash and Economic recovery with the New Deal	**Post War USA** Role of USA in WW2 McCarthyism Civil Rights Vietnam War. **Cold War** How tensions developed between USA and USSR after WW2. NATO and the Warsaw Pact. Berlin Blockade, Hungarian Uprising, into Kennedy's presidency with the Berlin Crisis and the Berlin Wall, the Space Race. Kennedy's assassination End of the Cold War and fall of the Berlin Wall **1960s Britain-did the 60s swing?** Swinging Sixties Youth Culture Protest Poverty and Prosperity Migrant communities.	GCSE paper 2 – **Anglo-Saxons and the Norman Conquest** Anglo-Saxon society Contenders to the throne after Edward the Confessors death Battles of 1066- how did William of Normandy win? How did William secure control over England? (Castles, Marcher Earldoms, A-S rebellions, Harrying of the North) Changes made to England (Feudal system, landholding, the Church, society, culture and language)

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Music
St Bede's Curriculum 2021-2022

The music curriculum at St Bede's aims to engage and inspire pupils to develop a love of music and their talent as musicians, increasing self-confidence, creativity and sense of achievement. Pupils will develop a critical engagement with music, performing, composing, and listening with discrimination to a range of historical periods, genres, styles and traditions. We will endeavour to build opportunities through curriculum and extra-curricular activities that develop performance skills through singing and the ability to play a musical instrument. The curriculum is designed to build an understanding of how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

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Music
Year 7 Curriculum

Year 7 Music		
Term 1	**Term 2**	**Term 3**
Instrumental and vocal music. Read, write and perform music using basic notation. Recognise and identify the key features of instrumental and vocal music and understand how it changed through the introduction of new ideas and the invention of new instruments. Explore musical theory through the study of a set work relating to the scheme of learning focus. Compare and contrast music taken from a wide range of instrumental and vocal music genres from 1150 - present day.	Vocal music and music for stage and screen. Read, write and perform vocal, musical theatre and film music using basic notation. Recognise and identify the key features of the vocal music and music for stage and screen and understand how both new and old conventions have contributed to these genres. Explore musical theory through the study of a set work relating to the scheme of learning focus. Compare and contrast music in a wide range of vocal music, film and musical theatre styles and how they have enhanced the emotional impact of drama and media mediums.	Fusion music and independent performance projects. Read, write and perform fusion music using basic notation. Recognise and identify the way in which different musical genres are combined to create fusion styles. Explore musical theory through the study of a set work relating to the scheme of learning focus. Compare and contrast a wide range of fusion styles including blues, Celtic/ folk music and club-dance.

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Music
Year 8 Curriculum

Year 8 Music		
Term 1	**Term 2**	**Term 3**
Instrumental and vocal music. Read, write and perform music using basic notation. Recognise and identify the key features of instrumental and vocal music and understand how it changed through the introduction of new ideas and the invention of new instruments. Explore musical theory through the study of a set work relating to the scheme of learning focus. Compare and contrast music taken from a wide range of instrumental and vocal music genres from 1150 - present day.	Vocal music and music for stage and screen. Read, write and perform vocal, musical theatre and film music using basic notation. Recognise and identify the key features of the vocal music and music for stage and screen and understand how both new and old conventions have contributed to these genres. Explore musical theory through the study of a set work relating to the scheme of learning focus. Compare and contrast music in a wide range of vocal music, film and musical theatre styles and how they have enhanced the emotional impact of drama and media mediums.	Fusion music and independent performance projects. Read, write and perform fusion music using basic notation. Recognise and identify the way in which different musical genres are combined to create fusion styles. Explore musical theory through the study of a set work relating to the scheme of learning focus. Compare and contrast a wide range of fusion styles including Latin music, samba and bhangra.

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Music
Year 9 Curriculum

Year 9 Music		
Term 1	**Term 2**	**Term 3**
Students develop a critical engagement with music, performing and listening with discrimination to a range of historical periods, genres, styles and traditions. These are focused upon the 3 areas: Performing (as Teams submissions) Students work towards an assessment where they perform a piece set at their individual relative level of challenge. They will be assessed using the GCSE exam criteria on: • Technique • Interpretation • Accuracy Composing Students build a working knowledge of the basic functions of the DAW Cubase through a series of composing tasks. Functions explored include: • Stepwise input • Quantising • Basic volume (velocity) automation Listening and appraising Students will be assessed on their understanding of musical theory and their ability to use it to describe musical elements in our set works. Elements will include: • Metre, tempo and rhythm • Structure, tonality and harmony • Texture and timbre	Students develop a critical engagement with music, performing and listening with discrimination to a range of historical periods, genres, styles and traditions. These are focused upon the 3 areas: Performing (as Teams submissions) Students work towards an assessment where they perform a piece set at their individual relative level of challenge. They will be assessed using the GCSE exam criteria on: • Technique • Interpretation • Accuracy Composing Students build a working knowledge of the basic functions of the DAW Cubase through a series of composing tasks. Functions explored include: • Chord pads • Panning and effects • MIDI input Listening and appraising Students will continue to be assessed on their understanding of musical theory and their ability to use it to describe musical elements in our set works and related unfamiliar works. Elements will include: • Metre, tempo and rhythm • Structure, tonality and harmony • Texture and timbre	Students develop a critical engagement with music, performing and listening with discrimination to a range of historical periods, genres, styles and traditions. These are focused upon the 3 areas: Performing (as Teams submissions) Students work towards an assessment where they perform a piece set at their individual relative level of challenge. They will be assessed using the GCSE exam criteria on: • Technique • Interpretation • Accuracy Composing Students build a working knowledge of the basic functions of the DAW Cubase through a series of composing tasks. Functions explored include: • Recording audio • Automating effect using read and write functions • Time stretch, modulation and transposition. Listening and appraising Students will continue to be assessed on their understanding of musical theory and their ability to use it to describe musical elements in our set works and related unfamiliar works. Elements will include: • Metre, tempo and rhythm • Structure, tonality and harmony • Texture and timbre

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PE
St Bede's Curriculum 2021-2022

The PE curriculum at St Bede's aims to inspire all students to succeed and fulfil their personal potential in a range of competitive sports and other physically-demanding activities. It provides opportunities for students to become confident in their physical ability and develop their level of health and fitness. Opportunities both within the curriculum and through extra-curricular sport and fitness activities embed values such as fairness, respect, teamwork and integrity and encourage students to develop their resilience.

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PE
Year 7 Curriculum

Year 7 PE		
Under current guidance sports such as futsal and hockey are taught in a non-contact context with the focus being on the development of skills, movement and tactics. Other sports may be added to the lists below once guidance allows this. Similarly contact elements of sports will be reintroduced once guidance allows.		
Term 1	**Term 2**	**Term 3**
· Futsal · Hockey · Fitness	· Futsal · Hockey · Fitness	· Athletics

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PE
Year 8 Curriculum

Year 9 PE		
Under current guidance sports such as futsal and hockey are taught in a non-contact context with the focus being on the development of skills, movement and tactics. Other sports may be added to the lists below once guidance allows this. Similarly contact elements of sports will be reintroduced once guidance allows.		
Term 1	**Term 2**	**Term 3**
· Futsal · Hockey · Fitness	· Futsal · Hockey · Fitness	· Athletics

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PE - Sports Science
Year 9 Curriculum

Year 9 Sports Science		
Term 1	**Term 2**	**Term 3**
Reducing the risk of sports injuries unit LO1: Understanding the different factors which influence the risk of injury in sport. · Extrinsic factors · Type of activity · Coaching supervision · Environmental factors · Equipment · Safety Hazards · Intrinsic factors · Physical preparation · Individual variables · Psychological factors · Posture and causes of poor posture · Sports injuries related to poor posture. LO2: Understand how appropriate warm up and cool down routines can help to prevent injury. · Physical benefits of a warm-up · Psychological benefits of a warm-up · Key components of a warm-up · Physical benefits of a cool down · Key components of a cool down · Specific needs that a warm-up and cool down must consider. LO3: Understand how to respond to injuries within a sporting context. · Acute injuries · Chronic injuries · Types causes and treatment of common sports injuries · Types causes and treatment of common sports injuries · Emergency Action Plans.	Reducing the risk of sports injuries unit LO4: Know how to respond to medical conditions. ·Asthma ·Diabetes ·Epilepsy Principles of training unit LO1: Applying the principles of training. · Principles of training LO2: Know how training methods target different fitness components. · Aerobic and anaerobic exercise · Components of fitness · Specific training methods for each component of fitness	Principles of training unit LO2: Know how training methods target different fitness components (continued). · Aerobic and anaerobic exercise · Components of fitness · Specific training methods for each component of fitness LO3: Be able to conduct fitness tests. · Tests for each component of fitness · Maximal and sub-maximal testing · Test sequence · Interpreting results of fitness tests LO4: Be able to develop fitness training programmes. ·Design a fitness training programme · Evaluate the effectiveness of a fitness training programme.

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Spanish
St Bede's Curriculum 2021-2022

KS3 Spanish - Curriculum Intent

The KS3 Spanish curriculum is intended to broaden students' awareness and understanding of Spain and other Hispanic countries, whilst giving them the basic tools to be able to communicate and express their own ideas and thoughts in the foreign language. We encourage students to communicate for practical purposes, as the communication skills gained through the study of Spanish can be readily applied to other subject areas in addition to MFL, but also for personal enjoyment.
Students at KS3 will receive a solid foundation in the 4 skills – reading, listening, speaking and writing, as well as cultural knowledge, aimed at breaking down the barriers of intolerance and ignorance. Students will be encouraged to think creatively and be curious about the world around them. It is also our intention to expose students to as many authentic situations as possible, where their knowledge of Spanish will be an asset and an invaluable resource in overcoming challenges and for their own personal development as an individual.

KS4 Spanish - Curriculum Intent

The KS4 Spanish curriculum is intended to further broaden students' awareness and understanding of Spain and other Hispanic countries, whilst building on the solid foundations acquired at KS3 so that they are able to communicate and express their own ideas and thoughts with some fluency in the foreign language.
At KS4, we encourage students to communicate for practical purposes, for personal enjoyment and there is some exposure to foreign literature to further deepen their appreciation for Spanish culture.
Students at KS4 will receive further practice in the 4 skills – reading, listening, speaking and writing, in order to develop their Spanish to an intermediate level. The GCSE course also has a detailed focus on cultural events in order to educate students in the importance of tolerance and understanding of other beliefs and ways of life. It is also our intention to expose students to as many authentic situations as possible, where their knowledge of Spanish will be an asset and an invaluable resource in overcoming challenges and for their own personal development as an individual.

KS5 Spanish – Curriculum Intent

The KS5 Spanish curriculum is intended to allow students to specialise in their knowledge of Spain and other Hispanic countries, whilst building on the solid foundations acquired at KS3 and KS4 so that they are able to communicate and express their own ideas and thoughts with fluency in the foreign language. At KS5, students are encouraged to use Spanish wherever possible so that they improve their confidence in manipulating the language and become fluent communicators. They will also be given the opportunity of reading classic literature and experiencing acclaimed foreign cinema in order to deepen their appreciation of Spanish culture.

Students at KS5 will receive regular practice in the 4 skills – reading, listening, speaking and writing, in order to develop their Spanish to an advanced level. The A Level course also has a detailed focus on current events, other Hispanic countries as well as culturally significant events in order to educate students in the importance of tolerance and understanding of other beliefs and ways of life. It is also our intention to expose students to as many authentic situations as possible, where their knowledge of Spanish will be an asset and an invaluable resource in overcoming challenges and for their own personal development as an individual. Students at KS5 will also have the opportunity to investigate potential career paths which involve the use of MFL so that they can explore the relevance of their programme of study.

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Spanish
Year 7 Curriculum

Year 7 Spanish		
Term 1	**Term 2**	**Term 3**
Term 1.1 • Describing places and location. • Saying what someone is like at the moment. • Saying what someone is like in general. • Saying what people have. • Saying what people do Term 1.2 • Saying what people do and don't do. • Numbers (1 to 12) and talking about more than one thing • Saying what there is around you and describing it • Talking about the location of things • Describing a place • Giving and wanting (festive season and family) Grammar studied: • Essential verbs • ESTAR (to be, being) - location and mood, SER (to be, being) - general characteristics • TENER (to have, having) (1st, 2nd, 3rd persons singular) • Indefinite articles, singular and plural nouns • Adjectives - gender and agreement • Yes/no questions with raised intonation • -AR verbs in the present • (1st, 2nd, 3rd persons singular) • Using 'no' to make a verb negative • HAY (vs 'TIENE') • son [SER], adjective (number, agreement with -s in relation to the verb) • Singular definite articles - el & la • Plural definite articles - los & las • DAR (to give, giving) - doy, das, da (plus noun) • Modal verb QUERER (to want, wanting) - quiero, quieres, quiere (plus noun) SSCs (phonic sounds) studied : • n sounds for vowels in Spanish a, e, i, o , u • Contrast SSC 'l 'and 'll' • Learn hard 'ca/co/cu' • Learn 'cu' + vowel 'cue/cua/cui' • Learn soft 'ce/ci' • Concentrate on pronunciation of 'z' • Learn SSC 'que' • Learn SSC 'qui' • Learn hard 'ga/go/gu' • Learn soft 'ge/gi' • Learn 'j' • Contrast SSC 'n' and 'ñ'	Term 2.1: • Describing family • Describing some natural wonders of the Spanish-speaking world • Asking and answering questions Term 2.2: • Talking about what you do with others (rural life) • Talking about what people can do • Contrasting what people must, can and want to do • Places and locations • Saying what people are like today vs in general Grammar studied: • tenemos, tienen [TENER] • Adjective position • WH questions • HACER (to do, make) (1st, 2nd and 3rd persons singular) •-AR verbs (1st person plural, -amos) •Modal verb PODER (can, to be able to) + infinitive (positive/negative statements, yes/no questions)	Topics studied: • Latin America and festivals • Favourite types of film • Opinions and descriptions of characters in films • Narrating a small section of a film • Film review Grammar studied: • Consolidation of all grammar coverage in Y7 & 8 • En… se habla • Prepositions • Extended opinions (Me gusta Havana porque es bonito) • Miguel es/ parece + adjective • More use of comparatives más/ menos… que tan… como • Revision of preterite tense

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Spanish
Year 9 Curriculum

Year 9 Spanish		
Term 1	**Term 2**	**Term 3**
Travel and tourism □ Discussing holidays and weather □ Saying what you do in summer □ Talking about holidays □ Saying what you did on holiday □ Describing where you stayed □ Booking accommodation and dealing with problems □ Giving an account of a holiday in the past Grammar studied: Revision of present and preterite tenses Using the present tense regular verbs ser Verbs of opinion Using the preterite tense Using the imperfect tense Negatives: Using verbs with usted	My studies □ Giving opinions about school subjects □ Describing school uniform □ Talking about subjects and teachers □ Talking about school rules and problems □ Talking about plans for a school exchange □ Talking about activities and achievements Grammar studied: Interesar Adjectival endings Using comparatives and superlatives Using negatives Revision of imperfect and present tenses for descriptions of then and now. Using phrases followed by the infinitive Using the near future tense Desde hace + present tense Using direct object pronouns	Me, my family and friends, Free-time activities: □ Talking about socialising and family □ Describing people □ Talking about social networks □ Making arrangements □ Talking about reading preferences □ Describing people □ Talking about friends and family Grammar studied: Possessive adjectives Present tense Stem changing verbs Using adjectival agreement Using para with infinitives Using the present continuous Using ser and estar Using a range of relationship verbs Personal 'a'

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Health and Social Care

Year 9 Curriculum

Year 9 Health and Social		
Term 1	**Term 2**	**Term 3**
Students should have a basic knowledge of PIES development across all life stages. · Recite and spell the life stages and age ranges. · Identify common features of life stages. · Explain changes that might happen as individuals pass through different life stages. This knowledge is the foundation of the subject and is the basis of future topics which build on this understanding. Students all gain good foundational skills and this can be used to help students to talk about their own and other lives and provide them with good examples.	Students gain a detailed knowledge of a series of factors which might impact on the PIES development throughout the life stages. · Explain the effects of factors on PIES. · Evaluate the impact of factors This knowledge starts to feed into component 1 coursework task. Students have a good understanding of how to apply their knowledge to a written task, and a chosen celebrity. This knowledge also forms that basis for the first section of the examined unit covered in Year 10.	Students cover events both expected and unexpected, that might happen to an individual throughout their life. Students also cover services, and job roles within health and social care. • Describe the job roles of people who can support us. • Evaluate how well some people might use support. This knowledge is used for the second part of component 1 coursework. Students will apply this knowledge to two case studies and then compare them. * **All future work has its foundations in the topics covered in the Year 9 curriculum**