The Test Valley Curriculum is designed to:

- Model our vision as a small, rural, high achieving school
- Be enriching and enjoyable giving pupils an understanding of the world in which they live
- Support pupils to acquire the knowledge, understanding and skills they will need to be active citizens throughout their lifetime
- Encourage pupils to be lifelong learners acquiring the skills they need for working life
- Encourage a high degree of independence and resilience
- Be carefully sequenced so that all pupils are supported and challenged

Test Valley School Curriculum Vision and Map 2023-2024

English

Statement of curriculum intent	At Test Valley School our English curriculum is text-driven, offering a rich and varied diet of English and world literature that enables pupils to engage with significant literary ideas and the ways that texts work. Pupils learn about character archetypes, narrative arcs and structures, and the conventions of texts within a range of genres. The curriculum is explicitly designed to give pupils a strong sense of self through story, exploring characterisation, motivation, and the over-arching theme of identity. Our choice of heritage texts and literary retellings of mythology nurtures pupils in developing their understanding of intertextuality, as well as developing a frame of cultural reference that opens doors to other texts and ideas. Choices of modern, engaging, and accessible novels and plays, short stories and non-fiction are intended to help pupils position themselves within the wider literary landscape. The journey through story enables and encourages pupils to express themselves confidently and clearly, both orally and in writing, and to become responsible, curious, and successful members of their community.

Year 7	Year 8	Year 9	Year 10	Year 11
Topic1 – Who shapes & influences me? The concept of growing up, understanding change. Gothic genre knowledge *The Graveyard Book study* Using language knowledge to create tension Introducing comparison though *The Jungle Book* Exploring the characters of Mowgli & Bod. Introduction to oral presentation skills **Topic 2 – How do stories influence & affect us?** *The Odyssey – what is a hero?* Explain-Change-Create an epic adventure Planning for effective structure Use language creatively **Topic 3 – What affects who we become?** *Playscript – Frankenstein* How we treat other people matters The difference between implicit & explicit Introduction to analysis through character The importance of context The conventions of a playscript **Topic 4 – What can I learn from others' experiences?** Our modern-day heroes – *Biography & autobiography extracts* Summary skills Factual engaging writing The writer's purpose	**Topic1 – We are all different** Extracts from *Shakespeare's Othello* Understanding challenging language Tragedy genre The fatal flaws of a tragic hero Exploring imagery & symbolism **Topic 2 – The Language of Rhetoric** How do I leave an impact on my audience? Using language to create ethos, logos, and pathos. *Persuasive speeches through time* Writing for purpose, audience, and format How to effectively use our voice. **Topic 3 – Not your stereotypical hero** Detective/mystery genre conventions Victorian London - significance of setting Tracking of themes Importance of character development Building skills of analysis *Modern novel – Ruby in the Smoke* **Topic 4 – The impact of our environments** *Selection of Romantic Poetry* Develop comparison skills Literal & metaphorical meaning Crafting a critical response **Topic 5 – The power of our imagination** *Gothic genre* Writers' intentions and effects Importance of setting Imagery & figurative language Mood & atmosphere Pastiche	**Topic1 – The corrupting effect of power** Text study *Animal Farm* Russian revolution, political & social context Themes of leadership, power, pride, lies & propaganda Analysis & evaluation skills **Topic 2 – Living in a diverse society** What can we learn from others' experiences? Tolerance, empathy, & action. Form & delivering a strong viewpoint Analysing for effect & purpose Culturally diverse *Short Stories* **Topic 3 – The impact of a journey (in fiction)** Extracts from *Shakespeare's The Tempest* Imagery, symbolism, theme study Comedy genre Character tracking, exploring the development and change. **Topic 4 – The impact of a journey (in nonfiction)** *Accounts of diverse explorers' adventures* Exploring language to craft viewpoint Critical analysis & comparison of perspectives **Topic 5 – Where does conflict exist?** *Power & Conflict GCSE poetry anthology* Thematic pairs of poems – nature, warfare, identity, internal conflict, politics Language & structural choices Crafting an analytical response	**Au1 – Explorations in creative writing** How does a writer entertain & engage their audience? Range of short stories & extracts, exploring the writer's craft Think & write like an author *English Language Paper 1* **Au2/Sp1 – Shakespeare: Macbeth** Complete play study, detailed character & thematic exploration. Concept of a tragic hero. *English Literature Paper 1* **Sp2 – Writer's viewpoints & perspectives** How do writers use language in nonfiction texts to communicate their perspectives? The language of rhetoric – pathos, ethos, logos, creating an authentic voice *English Language Paper 2* **Su1 – Consolidation of Language skills** Spoken Language Preparation – How do I use my rhetorical skills to influence an audience? Preparation for Year 10 exams *English Language Paper 1 & 2* **Su2 – What is responsibility?** Complete play study of An Inspector Calls. The interchange of class, politics, and responsibility in the early twentieth century Can I develop a conceptual understanding? *English Literature Paper 2*	**Au1 – How does time & distance affect perspective?** Develop reading comparison skills Confidently distinguish between inference and analysis skills Consolidate skills of rhetoric *English Language Paper 2* **Au2 - How did the 19th Century shape modern society?** Social, religious, scientific & historical advances and their effect on the public consciousness in the 1800s How writers of the time expressed their viewpoint through fiction. *English Literature Paper 1* **Sp1 – Is power the ultimate corruptor?** Explore the link between power and conflict through time, in poetry. Revise anthology poetry *English Literature Paper 2* **Sp2 – How confidently can I express myself?** Revise knowledge & understanding of genres of writing, both fiction & non-fiction. Write effectively in different genres. *English Language Paper 1 & 2* **Su1 – Exam preparation** *English Language Paper 1 & 2* *English Literature Paper 1 & 2*

Overview of the Course – KS4

Subject	**English Language**
Examination Board	AQA
Specification	8700
Assessment	100% Examination

Course Content

During Key Stage 4 pupils will analyse the use of language in non-fiction texts and will practice writing for a variety of purposes. These include writing to describe and narrate, techniques for writing speeches, articles and formal letters.

Course Skills
The GCSE English Language course builds on the skills that pupils have developed throughout Key Stage 3. In particular, pupils will further develop the ability to: • Read a wide variety of texts, analyse and understand how writers deliberately craft to create meaning • Write in a variety of ways for different purposes and audiences • Adapt speech to engage and impact their audience
Assessment
Two examinations: • Paper 1 – read & understand a 20th Century piece of fiction and produce a piece of creative writing • Paper 2 – read & compare two texts, one hundred years apart in age, and produce a piece of transactional writing

Subject	**English Literature**
Examination Board	AQA
Specification	8702
Assessment	100% Examination

Course Content

Pupils will critically analyse texts from the British literary canon, exploring plot, characters, themes, settings and context.

Course Skills
How to read and respond to the following texts: • Shakespeare • Poetry • Modern text • 19th Century prose
Assessment
Two examinations: • Paper 1 Shakespeare and 19th Century prose • Paper 2 Modern text, Poetry anthology and unseen poetry

Mathematics

Statement of curriculum intent	At Test Valley School we are committed to providing high quality mathematics teaching for all pupils. Mathematics underpins essential life skills. We want our pupils to see that mathematics can help them better understand and describe the world around them. We encourage them to see mathematics as a way of thinking rather than a collection of facts. The mathematics curriculum will be delivered using insightful assessment for learning that includes low stakes testing and targeted questioning so that we quickly identify what pupils need to know. The curriculum is logically sequenced to emphasise our golden threads. It is ambitious and aspirational and the faculty has high expectations for all, irrespective of starting points. It will deliver key skills, knowledge and understanding so that our young people leave school equipped to make a positive contribution to the society in which they live. This ensures that the intent of the faculty strongly matches the overarching Test Valley School Curriculum intent.

Year 7	Year 8	Year 9	Year 10	Year 11
Number - Calculation & Accuracy, using place value for rounding and approximation. **Algebra -** Algebraic notation, simplifying and manipulating expressions and simple sequences **Geometry -** Perimeter, area and formulae for simple 2-D shapes **Ratio /Proportion -** Fractional quantities and ordering operations **Factors, Multiples, Indices -** Multiplicative relationships, converting between related standard units of measure. **Number -** Calculating with part and whole numbers. **Probability -** Introduction of the 0-1 probability scale. **Coordinates -** Coordinates (four quadrants), Coordinates (linear functions) **Statistics -** Graphs, charts and tables, averages and distributions. **Geometry -** angles and transformations. **Algebra -** Arithmetic sequences, simple geometric sequences and other sequences such as Fibonacci. **Number -** converting between fractions, decimals and percentages, simple inequalities, laws of indices	**Number** - Place value, fractions, directed number and prime numbers **Probability** - Mutually Exclusive Outcomes, probability scale and finding probabilities from different contexts. **Geometry** - properties of shape and angle relationships **Ratio and Proportion** - Part-Whole and Percentage Change **Algebra** - Arithmetic sequences, simple factorising, linear equations and y=mx+c, formulae and rearranging **Geometry** - Formulae for perimeters and areas **Number** - Accuracy, powers and roots **Measures** - Speed, Density, Scale factor, scale diagrams & maps, comparing different units of measurement. **Statistics** - Graphs, charts and averages for numerical data **Number** - Standard form and prime factorisation, percentage Change and Original Value/ Number, Primes, LCM and HCF	**Number** - Decimals and Fractions, Percentage Change and Original Value / Number: Primes, LCM and HCF, standard form, roots, powers and reciprocals, percentage change and compound measures **Algebra** - Different Graphs and Modelling **Geometry** - perimeter, area, properties of shapes **Algebra & Statistics** - Linear & Quadratic Graphs, Pie charts, line graphs, interpreting statistical graphs. **Probability** - Sample Space Diagrams and Tree Diagrams **Geometry** - Prisms & Cylinders - Congruence & Pythagoras **Probability** - Sets and Venn Diagrams **Statistics** - Scatter graphs, Correlation	**Number** - Number problems and reasoning, Place value, Indices, Standard form, Surds. **Algebra** - Expanding and factorising, Equations, Formulae, Linear sequences, Non-linear sequences. **Graphs** - Linear graphs, Graphing rates of change, Real-life graphs, Line segments Quadratic, cubic and reciprocal graphs. **Multiplicative Reasoning** - Growth and decay, Compound measures, Ratio and proportion. **Equations & Inequalities** - Solving quadratic equations, Completing the square, Solving simultaneous equations, Solving linear inequalities. **Angles & Trigonometry** - Angle properties of triangles and quadrilaterals, Interior & exterior angles of a polygon, Pythagoras' theorem, Accuracy, Graph of the sine, cosine & tangent functions, Calculating areas and the sine rule, The cosine rule, 2D & 3d trigonometric problems, Transforming trigonometric graphs. **Statistics** - Sampling, Cumulative frequency, Box plots, Drawing & interpreting histograms, Comparing and describing populations. **Vectors & Geometric Proof** - Vectors and vector notation, Vector arithmetic, Parallel vectors and collinear points, Solving geometric problems	**Circle Theorems** - Radii and chords, Tangents, Angles in circles, Applying circle theorems. **Algebra** - Rearranging formulae, Algebraic fractions, Surds, Solving algebraic fraction equations, Functions, Proof. NOVEMBER PRACTICE EXAMS **Vectors & Geometric Proof** - Vectors and vector notation, Vector arithmetic, Parallel vectors and collinear points, Solving geometric problems. **Proportion & Graphs** - Direct proportion, Inverse proportion, Exponential functions, Non-linear graphs, Translating, Reflecting and stretching graphs of functions. **Revision of all topics** – Focused on Key areas of the curriculum, gap analysis from practice exams and exam technique. FEBRUARY PRACTICE EXAMS Continued revision of all topics

Overview of the Course – KS4

Subject	**Mathematics**
Examination Board	Edexcel
Specification	1MA1
Assessment	100% Examination

Course Content and Skills

Throughout this course pupils will continue to study the four main areas of Mathematics: Number, Algebra, Shape and Space and Statistics and Probability

In addition to this pupils will develop the ability to:

Use and apply standard techniques

- Accurately recall facts, terminology & definitions
- Use & interpret notation correctly
- Accurately carry out routine procedures or set tasks requiring multi-step solutions

Reason, interpret and communicate mathematically

- Make deductions, inferences and draw conclusions from mathematical information
- Interpret and communicate information accurately
- Present arguments and proofs

Solve Problems within mathematics and in other contexts

- Make and use connections between different parts of Mathematics
- Interpret results in the context of the given problem
- Evaluate methods used and results obtained

Assessment

Ongoing assessment will take place during the course using a range on online and other resources. Feedback will guide pupils to address misconceptions.

Assessment at the end of the course involves three examinations. In two of these pupils are permitted to use a calculator and in one they are not.

Science

Statement of curriculum intent	We are all born as novice scientists. The science curriculum at Test Valley School is intended to enable all our pupils to develop an extensive and connected knowledge base to become more expert in the sciences. We want all our pupils to leave the school scientifically literate and with the cultural capital they need to participate fully in the wider world. We aim to equip pupils with the knowledge, skills, and enthusiasm to study science at a higher level. We also aim to encourage a sense of excitement and curiosity about natural phenomena and a love of the sciences.

Year 7	Year 8	Year 9	Year 10	Year 11
Biology: • Cells – the building blocks of life • Skeletal and muscular system – how our bodies move • Reproductive system – how new life is made **Chemistry:** • Particle states of matter – the differences between solids, liquids and gases • Atoms & mixtures – what the universe is made of • The periodic table – how we organise elements **Physics:** • Energy – what makes the universe "tick" • Forces and motion – how and why things move • Electrical circuits – how we power our modern lives	**Biology:** • Ecosystems – exploring the living things around us • Respiration and photosynthesis – the biochemistry of living things • Inheritance and Evolution – • How life on Earth changes over time **Chemistry:** • Chemical reactions – what changes can happen to substances • Acids & alkalis – how neutralisation and other reactions can be useful • The Earth and atmosphere – what our planet is made of and how it has changed over time **Physics:** • Waves – how energy is transferred • Forces 2 –pressure and density • Static electricity and magnetism	**AQA GCSE Biology:** • Cell biology • Organisation **AQA GCSE Chemistry:** • Atomic structure & the periodic table • Structure & bonding **AQA GCSE Physics:** • Energy • Electricity	**AQA GCSE Biology:** • Infection & response • Bioenergetics • Homeostasis **AQA GCSE Chemistry:** • Quantitative chemistry • Chemical changes in reactions • Energy changes in reactions • Rate & extent of reactions **AQA GCSE Physics:** • Particle model of matter • Atomic structure • Forces and motion	**AQA GCSE Biology:** • Inheritance, variation, and evolution • Ecology **AQA GCSE Chemistry:** • Organic chemistry • Chemical analysis • Chemistry of the atmosphere • Using resources **AQA GCSE Physics:** • Waves • Magnetism • Space science (separates only) **AQA GCSE Exam preparation:** • Revision of Paper 1 content • Revision of Paper 2 content

Overview of the Course – KS4

Subject	**Combined Science**
Examination Board	AQA
Specification	8464
Assessment	100% Examination

Course Content and Skills
The GCSE in Combined Science will enable pupils to: ● develop scientific knowledge and conceptual understanding of Biology, Chemistry and Physics. ● develop and learn to apply observational, practical, modelling, enquiry and problem solving skills in the laboratory, in the field and in other learning environments. Topics covered include:- Biology – Cells; Organisation; Infection; Bioenergetics; Control and regulation of internal environment; Inheritance; Ecology and key ideas. Chemistry – Atomic Structure and the Periodic Table; Structure, bonding and properties of matter; Quantitative chemistry; Energy changes; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using chemical resources and key ideas. Physics – Energy; Electricity; Particle model of matter; Atomic structure; Forces; Waves; Magnetism and electromagnetism and Key ideas. Pupils will also be encouraged to develop knowledge and understanding in Science through opportunities for working scientifically.
Assessment
Six examination papers (2 in Biology, 2 in Chemistry and 2 in Physics) in Year 11. These will then be amalgamated to give 2 overall GCSE grades. Pupils will be entered for the same tier for all papers.

Subject	**Biology, Chemistry and Physics**
Examination Board	AQA
Specification	8461, 8462, 8463
Assessment	100% Examination

Course Content and Skills
The GCSE in Separate Sciences should will pupils to: ● develop scientific knowledge and conceptual understanding of Biology, Chemistry and Physics. ● develop understanding of the nature, processes and methods of Science, through different types of scientific enquiries. ● develop and learn to apply observational, practical, modelling, enquiry and problem solving skills in the laboratory, in the field and in other learning environments. Topics covered include:- Biology – Cells; Organisation; Infection; Bioenergetics; Control and regulation of internal environment; Inheritance; Ecology. Chemistry – Atomic Structure and the Periodic Table; Structure, bonding and properties of matter; Quantitative chemistry; Energy changes; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using chemical resources. Physics – Energy; Electricity; Particle model of matter; Atomic structure; Forces; Waves; Magnetism and electromagnetism. Pupils will also be encouraged to develop knowledge and understanding in Science through opportunities for working scientifically.
Assessment
Six examination papers (2 in Biology, 2 in Chemistry and 2 in Physics) in Year 11. These will then be amalgamated to give a Biology, Chemistry and Physics GCSE grade. Pupils can sit different papers in the different disciplines, but paper 1 and 2 must be the same tier.

Art

Statement of curriculum intent	The Art curriculum aims to provide all pupils with opportunities to explore their own creativity and to respond to and analyse the visual world around them; it aims to promote cultural awareness of the role of art in society through exploration of a range of cultural, historical and contemporary art forms.			
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Possessions The work of Matilda Tristram Drawing – pencil / pen / wash Painting – watercolour pencil Synthetic Cubism Collage Photography **Still Life** Drawing – graphite Proportional measuring Tonal value Painting Colour theory Colour mixing Watercolour **Printmaking** Photography Collagraph Relief sculpture Nahem Shoa Sarah Amos Giorgio Morandi Roma Tearne Henri Matisse **Geometry and Nature** Drawing Painting Textiles Escher Anni Albers Paul Klee **Ceramics** Drawing Slab pots Glazing	**Portraiture** Various artists Drawing – graphite Photography Proportion Measuring Tonal Value Collage **Grotesques** Various artists and artworks Drawing Exaggeration Emotive gesture Archetypes Painting **Mask-making** Paper sculpture Papier Mache Painting Glazing Drybrush **Landscapes** Drawing – perspective – pen and ink Watercolour layering and wash Mixed-media 3D theatre box Fauvism Derain	**Artist / craftsperson / designer in a box** Research Art Deco Clarice Cliff Drawing Painting Paper engineering **Ceramics** Research Drawing Ceramics **Archetypes and Illustration** Research Photography Narrative art / History painting Calligraphy and lettering Puppetry **Orphic Textiles** Drawing Painting Textiles – batik / tie-dye / embroidery / weaving Sonia Delaunay Contemporary fabric designers / houses	**Portfolio Project One** Potentially 60% of the final GCSE mark The Natural World Mind-mapping Artist Research Annotated and analysed images Photography Experimentation: paint; collage; pastels; watercolour pencils; ink etc. Various drawing techniques Mono-printing – additive, subtractive, cut-out Monotypes Mixed-media Review of work to-date and refinement Collection of Primary sources Experimentation in composition and scale Trial Pieces Final artwork Reflection – visual language **Portfolio Project Two** Potentially 60% of the final GCSE mark Title dependant on individual strengths and interests Mind-mapping Artist Research Annotated and analysed images Photography Experimentation and development Review of work to-date and refinement Collection of Primary sources Experimentation in composition and scale Trial Pieces Final artwork Reflection – visual language	**Portfolio Project Two** In other years 60% of the final mark **(Exam Set task) Portfolio Project Two / Three** In other years 60% of the final mark **NOTE: 2021/22 One project to be submitted accounting for 100% of the grade awarded** **Usually, this is an Exam Board-set paper. This year, pupils, having only to submit one project, are variously improving upon old projects, continuing to develop projects already started, or working on new projects.** Mind-mapping Artist Research Annotated and analysed images Photography Experimentation and development Review of work to-date and refinement Collection of Primary sources Experimentation in composition and scale Trial Pieces Final artwork Reflection – visual language

Overview of the Course – KS4

Subject	**Art and Design (Fine Art)**
Examination Board	OCR
Specification	J171
Assessment	60% Portfolio Project, 40% Externally Set Project **THIS YEAR: Portfolio Project; 100%**

Course Content and Skills
Throughout the course, pupils will be expected to conduct their own research into artists and their contexts, and to develop analytical and appreciative approaches to Fine Art. They will: • Explore and make appropriate use of line, tone, hue, texture and form • Explore and use a variety of approaches and techniques • Explore and demonstrate understanding of the conventions of a wide range of art forms • Explore and demonstrate understanding of visual composition • Develop their own critical and personal responses to art.
Assessment
Assessment for the Art GCSE is based on two projects: a Portfolio Project and an Externally Set Project. **In 2022 there is no Externally Set Project; pupils submit one Portfolio Project which constitutes 100% of the grade.** In each project, pupils will be required to develop ideas by focussing on artists through studies of their work, collecting first-hand (primary) and second-hand (secondary information), and to demonstrate how their personal research has influenced their work. At the end of each project, pupils will produce a final piece of work as the culmination of their studies.

Computing

Statement of curriculum intent	At Test Valley School we are committed to providing high quality Computing teaching for all pupils. Computers are everywhere. Whilst most pupils are fairly "tech savvy", Computing gives pupils more advanced skills to make computers work for them. We want our pupils to see that Computing can help them better interact with and make use of the increasingly digital world around them.

Year 7	Year 8	Year 9	Year 10	Year 11
(Rotation Carousel with DT/Food) **Orientation** Passwords Folder Structure Send/attachments/emails Accessing TEAMS/MOODLE/assignments **Using Computers Safely** Social Networks Safe Data Email Safety Internet Safety Advanced Web Search **Vector Images** Vector/Bitmaps Paths/Icons 2D / 3D shapes Vector File Extensions **Programming (PRIMM) with SCRATCH** Variables Setting and recalling variables/outputs Integers/strings Variable Operators Setting coordinates Game Design **Programming (PRIMM) with Python** Turtle Module Variables Coordinates Plotting shapes Designing algorithms	**Computer Hardware** CPU Architecture ROM and RAM Truth Tables / Boolean Input / Output Peripherals Primary and Secondary Storage Devices **Computer Networks** Topologies LAN/WAN Peer to Peer / Client Server Networks Network Hardware Protocols TCP/ IP **CEOP Internet Safety** Caught in the Web **Web Design** Vector Images Creating Buttons in Fireworks Resolution Insert Tables and buttons into **Dreamweaver** Internal and external Hyperlinks Hotspots Hyperlinks Rollover Images and buttons Peer Assessment **Game Design with Microsoft Kodu** Planning Algorithms Creating virtual gaming environments Blocky coding Inputs/ outputs/ timers Peripheral management Test Plan **Python Programming** Setting Variables Inputs / Outputs Integers/ Strings / Casting Selection Iteration	**Data Representation** Base 10 number systems Hexadecimals Binary Division ASCII code Image Resolutions Compression Programming Languages **Computer Systems** Types of Systems Systems Life Cycles Expert Systems Environmental Issues The Cloud **CEOP Internet Safety** Stay Safe Online **Practical Office Skills** Excel Spreadsheets Business Letters Presentation Software Graphic Design / Purpose and Audience Publishing Software / Business Cards **Cyber Security** Data Interception Social Engineering Digital Scripts Cyber Bots **Practical Python using PRIMM** Inputs / outputs Integers / Floats Casting Loops / Iteration Selection 'if statements' Sequence External files / open, read, write, close	**Systems Architecture** Von Neuman Architecture Little man Computer Systems, Memory and Storage Data types **Computer Networks** The www and the Internet Peer to Peer /Client server networks Protocols and Layers, TCP/IP **Impacts of Digital Technology** Ethical and Cultural Implications Environmental Impacts Copyright Law and the Computer Misuse Act Data Protection and GDPR **Network Security** Network Threats and Vulnerabilities Worms / trojans/ phishing Operating Systems CLI, GUI and Utility Software Defragmentation User Access Policy **Algorithms** Computational thinking Searching Algorithms (Binary search, Linear Search) Sorting Algorithms (Insertion sort, merge sort, bubble sort) Flowcharts Pseudocode, Algorithm and Abstraction **Practical Python Programming** Set and recall variables Casting integers, floats and strings Snytax Errors IDEs Loops and Test tables	**Programming** Programming Concepts Sequence and Selection Iteration Arrays Lists Functions Records SQL Injection Records **Logic and Languages** Defensive design Errors and Testing Translators Integrated Development Environments **Data Representation** Truth Tables Hexadecimals ASCII code Boolean Logic Logic Gates IMGES Sound Compression Lossy Compression Lossless Compression Vector and Bitmap (raster) files PROGRAMMING PROJECT SKILLS IN PYTHON Examination revision

Overview of the Course – KS4

Subject	**Computer Science**
Examination Board	OCR
Specification	J277
Assessment	100% Examination 2 x 90 min papers

Course Content and Skills
The course provides an in-depth understanding of how computer technology works. OCR's GCSE in Computer Science will encourage learners to: • understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation • analyse problems in computational terms through practical experience of solving problems, including designing, writing and debugging programs • think creatively, innovatively, analytically, logically and critically • understand the components that make up digital systems, and how they communicate with one another and with other systems • understand the impacts of digital technology to the individual and to wider world Course Content is as follows: Computer systems • Systems Architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security • System software • Ethical, legal, cultural and environmental concerns Computational thinking • Algorithms * • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation
Assessment
Written papers: Two x 1 hour 30 minute written papers 100% (80 marks each)

Construction

Statement of curriculum intent	At Test Valley School our KS4 Construction curriculum is designed to empower pupils with the skills and knowledge required to solve problems to support a sustainable future. We want pupils in Construction to apply their knowledge and skills to demonstrate their competence of basic construction techniques taught.			
Year 10 **Being Organised**	**Year 10** Making an electrical circuit	**Year 10/11** **Building a simple wall**	**Year 11** **Developing a personal Progression Plan**	**Year 11** **Fixing a water pipe**
Knowledge and sector skills **Time-management techniques:** * produce daily or weekly to-do lists or action plans to meet deadlines * prioritise tasks * create a checklist of tasks that need to be completed, reviewing it regularly * consider how long each task might take * use free calendar software to keep timings of lessons and work * allow a little extra time in case longer is spent on one task than expected * foresee problems and plan ways to overcome them * review priorities. Organisational techniques: * ensure there is access to required resources to complete tasks such as notebooks, pens, laptops, tablets * use organisational stationery such as folders, dividers, highlighters * set up and manage a filing system of work and emails to allow for quick and easy access * use alerts on phones and other digital devices * use project plans and spreadsheets for organisation and budgeting Planners to organise time: * different types of planner such as wall planners, calendars, electronic and/or online planners * using them daily, weekly or monthly * keeping them updated and reviewing the priorities.	**Knowledge and skills** **Know the tools, equipment and materials** required to make an electrical circuit • Hand tools: pencil and measuring tape, cable cutters and strippers, junior hacksaw, pliers, stripping knife, spirit level. • Power tools: cordless drill/screwdriver and hammer action drill. • Materials: o final circuit power cable and single cable o electrical fittings – single and double sockets, flex outlets, fused spur units, ceiling roses o miscellaneous fittings – plastic conduit, conduit junction boxes, conduit elbows, conduit T-junctions, back boxes, surface boxes, conduit saddle clips. **Know about safe working practices** • Safe working when using electricity. • Using PPE. • Using risk assessments. • Keeping a clean and tidy work area. • Using tools and equipment correctly. • Cleaning tools and returning them after completing the work. • Hazard identification in practical work. **Making electrical circuits** • Marking out electrical runs and sockets. • Marking out the lengths of cable required.	**Knowledge and skills** **Selection of materials, tools and equipment used in preparation for building a wall** • Bricks, sand, mortar and stretcher bond agents. • The bricklaying trowel, lines and pins, bricklaying level, jointer, mortar board, shovel and wheelbarrow. **Building a wall** • Building simple structures up to three courses of brick in height, free standing walls, double skinned walls and foundations. • Reading drawings to understand what has to be built, working out dimensions, using a tape measure, using a level to check horizontal and vertical levels. • Awareness of the hazards and precautions that need to be taken before starting bricklaying. • Using materials, calculation of quantities to meet the drawn information and specification. • Laying bricks to line and level following given dimensions, laying courses of bricks, laying mortar beds, hand-eye coordination, maintaining vertical plumb, maintaining horizontal control for level. • Pointing, vertical and horizontal joints, bucket handle or tooled finish, reason why the joint is pointed, keeping the finished wall clean and free of mortar staining. **Transferrable Skills** • Planning: the skills required to read and understand a drawing of a wall and the courses and positioning of each brick, building simple corners in a wall, brickwork dimensions, relaying bricks that exceed the calculated specification, redesigning a wall and calculating measurements.	**Knowledge and skills** **Benefits and purpose of developing a progression plan:** • Gives direction and focus to short-term and long-term goals. • Sets out the key steps to achieve progression goal. • Allows for discussion with others, e.g. tutors, parents, peers. • Gives time for reflection on what is achievable and realistic. **Finding out about progression opportunities:** "• Progression opportunities such as to further learning, work or apprenticeships. • Local sources of information about potential progression routes such as colleges, careers fairs. • Sources of advice and guidance for progression. • Tutor advice. • Careers advice. • Entry requirements such as baseline entry qualifications, an entry interview, portfolio. " **Setting a progression goal:** • Matching own skills and behaviours with progression goals. • Deciding on the next step, e.g. using SMART (specific, measurable, achievable, realistic, time-bound) targets. • Using research findings to identify the requirements to meet goals. • Setting a progression goal to work towards. **Identifying the skills and behaviours needed to meet progression goal:** • Skills needed to meet progression goal: o transferable skills, e.g. communication, working with others, problem solving o employability skills, e.g. IT skills, being able to drive. • Behaviours needed for progression goal, e.g. reliability, efficiency, being trustworthy. • Qualifications needed for progression, e.g. level of English and maths.	**Knowledge and skills** **Find out about tools, equipment and materials required:** • Hand tools: pencil and measuring tape, tube and wheel cutters, junior hacksaw, hand saw, blow torch, spanners, wrench and screwdrivers, half round file, pipe grips and cutters, bench vice, tube bending machine, spirit level. • Power tools: cordless drill/screwdriver and hammer action drill. • Materials: copper pipe and fittings, copper tubes, standard copper jointing fittings, straights, 90°, elbows, 'T' junctions, solders and fluxes. plastic pipe and fittings, plastic pipes and standard push fit jointing. **Know about safe working practices** • Use of PPE. • Keeping a clean and tidy work area. • Using tools and equipment correctly. • Cleaning tools and returning them after completing the work. • Hazard identification in practical work. **Carry out plumbing tasks** • Common plumbing tasks: cutting, bending and jointing. • Pipe rig: simple network, copper and plastic pipes, soldering and push fit joints, pipe and PVC. **Transferable skills** • Managing information: identifying issues and providing solutions, responding to information and

Review own time-management and organisational skills through identifying: * strengths and weaknesses of techniques used * why some techniques worked better than others * ways to improve own time management and organisation.	• Cutting cable to required length. • Marking out the conduit required, cut to length and install. • Installation of a circuit: o two socket outlets o a fused spur unit using surface mounted conduit.	• Problem solving: solving calculation of quantities and course dimensions, addressing calculations by measuring using a tape measure, using a gauge, interpreting and calculating brickwork dimensions, responding to errors and spillages, responding to problems in design and construction.	**Reviewing own skills and behaviours against progression goal:** • Carrying out a self-audit of skills and behaviours using past experience of education and learning. • Gathering feedback from others about own strengths and areas for improvement. • Attitudes and behaviours needed for progression. **Creating a progression plan:** • short-term and long-term progression goals • identification of key activities needed to move towards the progression goal • key actions to improve skills and behaviours • key milestones to achieve goal, e.g. interview dates, application deadlines • realistic timelines to meet goal."	transferring to joint work. • Managing self and development: working under pressure positively, reflecting on developments, using correct tools, methods and equipment, working to deadlines.

Subject	**BTEC Level 1 Introductory Certificate in Construction**
Examination Board	Pearson
Specification	601/8543/0
Assessment	100% centre-based assessment

Course Content and Skills

The course contains 5 units

- Two core skill units:
  - A1: Being Organised and
  - A2: Developing a personal progression plan
- Three sector skill units
  - Making an electrical circuit – This is an electrical installation unit where pupils make a household ring main circuit with three sockets.
  - Building a simple wall – This is an introduction to initial bricklaying skills.
  - Fixing a water pipe – This is an introduction in the range of skill required to plumb a bathroom basin.

Assessment

- Pupils will produce a portfolio of evidence showing what they can do during each unit.
- They will be signed off for each part of the unit as they achieve it, therefore enabling them to see their progress as it develops towards completion of this award.
- The BTEC Level 1 Introductory Certificate in Construction is awarded a Pass, Merit or Distinction.

Design and Technology

Statement of curriculum intent	At Test Valley School our DT curriculum is designed to empower pupils with the skills and knowledge required to solve problems to support a sustainable future. We want pupils in DT to apply their knowledge and skills of design and manufacturing principles to produce sustainable products.			
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Fashion in metal Introduction to pewter casting, exploring the work of others to support basic designing, developing and introduction to CAD/CAM **Fun & Games - Mircobit (Programming)** Introduction to programming using the Microbit to design a range of games. **Y7 - Party Time (Mech)** Focus practical task takes pupils on a journey through the design process. Using guided isometric drawing techniques and basic modelling pupils develop a sweet dispenser through iterative design. During this project pupils cover a range of skills relating to basic mechanisms including motion, levers and linkages.	**Garden Birds (CAD/CAM)** Developing isometric skills and CAD/CAM skills to produce and bird feeder. In particular pupils develop contouring techniques and more advanced drawing tools using 2d design. **Fairground ride** Using a process of iterative design pupils will develop the design process to produce a scaled mechanical fairground ride. During this project develop their understanding of mechanisms exploring gears, pulleys and ratio calculations.	**Local Leisure (Crazy Golf)** Refining designing skills using modelling, isometric drawing and CAD/CAM. An emphasis on creativity using a range of design strategies pushes pupils to create innovative solutions for a crazy golf station. **Multifunctional Living** Refining their understanding of the design process, working within an industrial context, with a client focus to produce a product suitable to sell in Ikea for the teenage market. This project has an emphasis on the environment and its understanding around sustainable products, refined through a specification and iteration.	**Knowledge & Understanding** Taught units of knowledge and understanding are covered as follows: • Designing principles • New and emerging technologies • Energy and materials • Systems and devices • Materials • Making principles • Timber based materials • Common Specialist Technical Principles **Skills taught through mock Non-Examination Assessment project:** • Identifying and investigating design possibilities • Producing a design brief and specification • Generating design ideas • Developing design ideas • Realising design ideas • Analysing & evaluating	**Knowledge & Understanding** Units of knowledge and understanding are tested monthly through HLT preparation: • Designing principles • New and emerging technologies • Energy and materials • Systems and devices • Materials • Making principles • Timber based materials • Common Specialist Technical Principles **Skills demonstrated through the NEA project:** • Identifying and investigating design possibilities • Producing a design brief and specification • Generating design ideas • Developing design ideas • Realising design ideas • Analysing & evaluating

Overview of the Course – KS4

Subject	**Design and Technology**
Examination Board	AQA
Specification	8552
Assessment	50% Examination 50% Non-Examination Assessment

Course Content and Skills
This course focusses on the process of design development. • Pupils learn how products are designed and made in a wide range of material areas including: Textiles, Wood, Electronics, Metals and Plastics • Pupils experience designing and making your own products using a **range of materials** • Pupils develop an informed opinion about designed products - regardless of their material – and the aesthetic, social, environmental and practical issues involved in their lifecycle from manufacture to end of life • Pupils learn to explore, design, create and evaluate quality products and consider the demands placed on designers, such as sustainability, environmental issues and ethical trading • The 50% Non-Exam Assessment is completed in Year 11 This work will be an independent response to a context within your preferred material area
Assessment
50% written exam **Section A – Core technical principles (20 marks)** A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding. **Section B – Specialist technical principles (30 marks)** Several short answer questions (2–5 marks) and one extended response to assess an in depth knowledge of technical principles. **Section C – Core Designing and making principles (50 marks)** A mixture of short answer and extended response questions. **50% None exam assessment is a Practical Assessment** **Investigating, Designing, Making, Analysing and Evaluating** Pupils spend 30 – 35 hrs producing a working prototype and an A3 portfolio of approximately 20 pages.

Some pupils might have the opportunity to study Construction as a practical alternative to GCSE Design and Technology.

Subject	**BTEC Level 1 Introductory Certificate in Construction**
Examination Board	Pearson
Specification	601/8543/0
Assessment	100% centre-based assessment

Course Content and Skills

The course contains 5 units
• Two core skill units:
  ○ A1: Being Organised and
  ○ A2: Developing a personal progression plan
• Three sector skill units
  ○ Making an electrical circuit – This is an electrical installation unit where pupils make a household ring main circuit with three sockets.
  ○ Building a simple wall – This is an introduction to initial bricklaying skills.
  ○ Fixing a water pipe – This is an introduction in the range of skill required to plumb a bathroom basin.

Assessment
• Pupils will produce a portfolio of evidence showing what you can do during each unit. • They will be signed off for each part of the unit as they achieve it, therefore enabling them to see their progress as it develops towards completion of this award. • The BTEC Level 1 Introductory Certificate in Construction is awarded a Pass, Merit or Distinction.

Drama

Statement of curriculum intent	Drama is not a subject in which only those who have a talent for performing can achieve. Nor is it a subject in which those who have the loudest voices get to be heard all the time. Drama is inclusive. Our assessment procedures give credit in three strands: creating, performing and responding. This means that all pupils can achieve. We aim to provide a broad spectrum of experience; there are so many different styles of theatre, and we aim to introduce pupils to some that they may have heard of and some that will be completely new to them, such as, mime, mask work, body props, flashback, Commedia dell'Arte, and Brecht.			

Year 7	Year 8	Year 9	Year 10	Year 11
Mime Effective use of 'mime rules' Creating short performances, working as a team Basic stagecraft Creating a performance, influenced by an artist **Body Props** Use of the whole body as a tool for performance Quick responses and improvisation Interpreting text and bringing it alive on the stage Interpreting abstract language and ideas and bringing it alive on the stage **Myth and Fantasy** "What makes a good tableau?" Control of body and voice Working within a genre Making a pictorial record of practical work Developing plot **Page to Stage** Introduction to script work Communicating meaning through voice and body Basic stagecraft techniques **The Island** Rehearsal and performance techniques such as improvisation, hot-seating, narration and thought-tracking. Exploration of character Basic stagecraft techniques Writing in role	**Commedia dell'Arte** Historical context Stock characters and physicalisation Stage combat for comedic effect Plot creation Dramatic irony **Darkwood Manor** Interpreting character through hot-seating Investigating plot through sustained characterisation Using language to create visuals Non-naturalistic techniques to create a performance Developing opinions with justifications to answer the question, 'What is the truth about Darkwood Manor?' **Blue Remembered Hills** Analysis of character in script Analysing context Working as director, performer and designer **Shakespeare** Introduction to a range of plays and characters Interpreting script and language Communication of meaning through voice and body Developing stagecraft techniques **History of Theatre** Introduction to theatre from different time periods and places Analysis and performance of script extracts Evaluation of differences between styles Important people through theatre history	**Style and Genre** Line Story Representational Theatre Horror Platform Theatre Adverts **Devising Theatre** Responding to a stimulus Developing plot and character Staging Technical demands **Noughts and Crosses** Analysis of character in script Analysing context (historical, cultural, social) Impact on the audience Working as director, performer and designer Responding to a brief **Live Theatre Evaluation** Verbalising and justifying opinions Describing, analysing and evaluating **Puppets** Use of puppets in performance, in different cultures Bringing a puppet to life Developing character and plot	**Devising Strategies** Exploration of theatre practitioners and companies, e.g., Stanislavski, Brecht, Frantic Assembly Use of different stimuli as a starting point for theatre Developing ideas Using feedback **Live Theatre Evaluation** Verbalising and justifying opinions Describing, analysing and evaluating Answering exam style questions **Set Text – Kindertransport** Exploration of the text through practical workshops Character and plot analysis Working from the perspective of actor, director and designer Answering exam style questions **Devising Theatre and Portfolio** Completion of component 02 of the GCSE Working from a stimulus, creating a new piece of theatre Creation of a journal to explain the devising process Final performance Examined by teacher	**Live Theatre Evaluation** Revisiting writing techniques Exam style question practice Adding detail to notes **Presenting and Performing Texts** Completion of component 03 of the GCSE Exploration of a script (own choice) Working in groups to rehearse and perform two extracts from their chosen text Completion of concept proforma Final performances Examined externally **Kindertransport Revision** Revision of set text Answering exam style questions Revisiting key vocabulary **Final Exam** Completion of component 04 of the GCSE Section A (Set Text) and Section B (Live Theatre Evaluation)

Overview of the Course – KS4

Subject	**Drama**
Examination Board	OCR
Specification	GCSE (9-1) Drama
Assessment	60% - Non exam assessments (Practical performances and written tasks) 40% - Exam Assessment (Written)

Course Content and Skills
During the course pupils will: • become more independent and responsible • show leadership and become a better communicator • make better decisions and solve disagreements more effectively • gather knowledge and understanding of Drama, Theatre and related skills • learn about the social, historical and cultural influences that inform the way drama is devised and structured • develop their use of different performance styles and genres • look at creating Drama from the point of view of a deviser, director, performer and designer • learn how to analyse their work and improve it after self and peer evaluations • learn how to write about their performances and the plays they have studied
Assessment
60% - Non Exam Assessments. Component 1 – Devising Drama – Pupils create their own piece of Drama using one of 10 stimuli set by the board as a starting point. Component 2 – Text Performance – Pupils study a text chosen by the centre and then perform two extracts from the text to be performed in front of a visiting examiner. **40% - WRITTEN Exam Assessment** Pupils sit a 1 hour 30 minute exam where they answer questions based on a set text and on a live performance they have seen.

Food and Nutrition

Statement of curriculum intent	Pupils in Food develop a deep understanding of health, diet, culinary skills and ethical food resourcing. This will allow them to develop the key problem-solving skills required to create and analyse high quality, healthy dishes.			
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
KS3 Project: *Fundamentals of Food.* In this topic, pupils learn the basic skills needed to safely use a range of kitchen appliances and why they work. • Knife skills • Use of the oven • Safety • Where food comes from and seasonality • Food science • Sensory analysis • Healthy Eating **Practicals:** Fruit animals, granola bars, omelette, cookies, pasta, scones, ratatouille.	**KS3 Project:** *Healthy versions.* In this topic, pupils look at alternative ingredients, preparation methods and dietary requirements. • Making dough • Making healthier choices and adaptations. • Food safety • Food science • Raising agents • Food and the environment • Alternative diets • Food labels **Practicals:** Fruit muffins, spring rolls, swiss roll, macaroni cheese, pizza, chilli.	**KS3 Project:** *International Cuisine.* In this project, pupils look at how different cultures' food selection and preparation change. • Farming methods and animal welfare • Safe cooking of meat • Nutrients • Cooking methods • Food science • Food miles and fair trade **Practicals:** Cheesecake, goujons, welsh cakes, pasta (made from scratch), bolognaise, brownies, fajitas.	**AQA GCSE Food Preparation and Nutrition:** In this year, pupils learn a range of content in the AQA specification through four curriculum blocks: • Food nutrition and health • Food science • Food safety • Food choice Pupils will also practice and develop their culinary skills through a range of practicals and extended projects.	**AQA GCSE Food Preparation and Nutrition:** In this year, pupils learn the final content in the AQA specification through one additional curriculum block: • Food provenance Following this, pupils further develop their practical skills before undertaking practice and real **Non Examination Assessments** – or NEAs for short. • NEA 1 • NEA 2 Finally, pupils will prepare for their upcoming examinations through a range of revision and retrieval practices.

Overview of the Course – KS4

Subject	**Food Preparation and Nutrition**
Examination Board	AQA
Specification	8585
Assessment	50% written Examination (1 ½ hrs) in Year 11 50% - NEA 1 & 2 practical tasks (Non-Exam Assessments)

Course Content and Skills
The course will be delivered through theory and practical sessions. Pupils learn: • About the nutritional value of foods and the relationship between food and good health. • About scientific aspects of cooking and how different ingredients react with each other. • The basic principles of food safety, preparation and cooking of a wide range of products, both sweet and savoury. • What influences our food choices and where our food comes from.
Assessment
Two practical tasks that will take place in year 11: **Task 1** Food investigation 30 marks. **Task 2** Food Preparation assessment 70 marks to include a 3 hour practical session.

Geography

Statement of curriculum intent	At Test Valley School our Geography curriculum is designed to develop a passion and sense of responsibility for the world around us and celebrate the differences in its people and environments. Through the study of Geography at the Test Valley School we aim to provide pupils with a strong knowledge and understanding of the world around them, together with the skills and attitudes they will need to be responsible global citizens and stewards of the environment. Our pupils will develop the ability to critically analyse information from a variety of sources, investigate questions, present findings and develop their own attitudes and beliefs.

Year 7	Year 8	Year 9	Year 10	Year 11
Introduction to Geography & local area Locational knowledge Interpreting maps Map skills Characteristics of Hampshire **Raging Rivers** Hydrological cycle physical processes Key landforms and features Flooding and flood management **People Around the World** population and density Global population issues UK population patterns Migration **Wild Weather** Types of weather and how it is measured Types of rainfall Microclimates Extreme weather **World environments** What is an ecosystem Location of world ecosystems Features of tropical rainforests Features of hot deserts	**Spectacular Settlements** Types of settlements Functions of settlements Informal settlements Land use models **A Divided World** Measuring development Why is development uneven across the world? Trade and Fair trade Aid and aid projects **Coasts** Physical processes Key landforms and features Coastal management **Economic Activities** Employment structures Globalisation Multinational corporations Agriculture **Environmental Issues** Green house effect Climate change causes and effects Responses to climate change Pollution Plastic in oceans	**Rocks and Ice** Types of rock Rock cycle Weathering Location ice and glaciers Features of glaciation Uses of glaciated environments **Tourism** Changes in tourism over time Types of tourism National Parks Impacts of tourism Ecotourism **Fantastic Places – location and issues faced** Svalbard Dubai Great Barrier Reef Las Vegas Stonehenge **Hazards** Plate tectonics and earth formation Effects and responses to earthquakes and volcanoes Tsunamis **Asian Adventures** Human and physical features of Asia Characteristics of China and Russia **Africa** Human and physical features of Africa Characteristics of Democratic Republic of Congo	**Shaping the landscape – rivers and river management** River process and landforms Flooding flood management **Shaping the landscape coasts and coastal management.** Coastal processes and landforms Coastal management Impact of climate change **Climate change: cause and effect** How has the climate changed? Causes and impacts of climate change Attitudes to climate change Reducing risk of climate change **Weather and climate** The UK climate Distinctive climate zones? Weather hazards inc tropical storms and drought **Urban and rural processes and change in the UK** Population in urban and rural areas of the UK Features of a UK city Urban and rural change across the UK Change in retail provision in the UK Issues associated with leisure use in the UK Global cities including Mumbai and London.	**Urbanisation in contrasting global cities** Challenges created by urbanisation in London and Mumbai Strategies used to manage the impacts of urbanisation in Mumbai and London **A global perspective on development issues** Global patterns of development How to measure development Causes of uneven development Globalisation Trade and fair trade Multinational companies Aid and aid projects **Ecosystems** What are ecosystems and their components? Relationships between climate and ecosystems and a global scale How are deciduous woodlands used and managed in the UK? How are large ecosystems used and managed in a sustainable way? E.g. tropical rainforest and savanna **Water resources and management** Supply and demand of water Over abstraction of water Water transfer scheme e.g., Lesotho highlands scheme Impact of drought **Desertification** Physical and human processes that lead to desertification How can desertification be managed? **Fieldwork**

Overview of the Course – KS4

Subject	**Geography**
Examination Board	EDUQAS formerly WJEC
Specification	B (601/8153/9)
Assessment	100% Examination

Course Content and Skills
There are three themes. Theme 1: Changing Places, Changing Economies. Theme 2: Changing Environments. Theme 3: Environmental Challenges. Pupils learn about the world around them, about people, places and are given geographical problems to investigate and solve. This will involve learning about local, national and global geographical issues. In addition, they will have the opportunity to study current issues as they unfold, such as natural disasters and climate change. This course also gives pupils the opportunity to construct fieldwork and to collect and analyse results. They have the opportunity to make decisions and to explore solutions to geographical problems.
How will I be assessed on this course?
There are three examinations (components). Component 1 is worth 40% of the qualification and is based on the three themes studied throughout the two year course. The exam for this component will be 1hr45. Component 2: This is a problem-solving paper. It is 1hr 30 minutes long and is worth 30% of the qualification. Component 3: Applied fieldwork. This will take the form of a written exam. This element is worth 30% of the qualification and is 1hr 30 minutes long. Pupils are assessed regularly throughout the course with class discussion, exam questions and other written work and feedback is given on improvements needed.

History

Statement of curriculum intent	Our History curriculum will inspire pupils to want to learn about their past and search for evidence of their heritage. It will generate an interest in the history of others elsewhere, exposing them to the diverse world they inherit. Pupils will gain a passion for understanding the stories of the past and question how society has evolved in Britain and beyond. Looking across time and into the future pupils will be excited to see how the past informs our decision making and planning for a local, national and global future that, as participant citizens, they contribute to.

Year 7	Year 8	Year 9	Year 10	Year 11
The development of Church, state and society in Medieval Britain 1066-1509: • the Norman Conquest • Christendom the importance of religion • the Crusades • society, economy and culture: feudalism, religion in daily life (parishes, monasteries, abbeys), farming, trade and towns (especially the wool trade), art, architecture and literature • the Black Death and its social and economic impact • the Peasants' Revolt	The development of Church, state and society in Britain 1509-1745 • the causes and events of the civil wars throughout Britain • the Restoration • 'Glorious Revolution' • Britain, 1745-1901 • Britain as the first industrial nation – the impact on society party politics, extension of the franchise and social reform • women's suffrage • the First World War	Challenges for Britain, Europe and the wider world 1901 to the present day • the Peace Settlement • the inter-war years • the Great Depression and the rise of dictators • the Second World War and the wartime leadership of Winston Churchill • the Holocaust • Britain's place in the world since 1945	Medieval Health and Medicine The Elizabethan Age Early Modern Health and Medicine The Elizabethan Age Germany in Transition: Weimar Germany The Development of the USA: 1929-1945 19th century Health and Medicine	Germany in Transition: Nazi Germany The Development of the USA: 1945-1960 economic recovery and civil rights 20th century Health and Medicine The Development of the USA: political and social change 1950-2000 Medieval Health and Medicine The Development of the USA: cold war / world peace

Overview of the Course – KS4

Subject	**History**
Examination Board	EDUQAS
Specification	C100QS
Assessment	100% Examination

Course Content and Skills
The Elizabethan Age 1558-1603: Elizabethan government, lifestyles of the rich and poor, popular entertainment, Religion, the catholic threat, the Spanish Armada and the Puritan threat. The USA 1929 to 2000: This unit covers the impact of the Wall Street Crash and the ensuing Depression, Civil Rights movement, social and political change in the 20th Century and the relations between the USA and USSR. Germany 1918 to 1939: You begin by exploring how Germany came to terms with the end of the First World War, questioning what losing a war meant for a country and its people. This is followed by looking at the birth of the Nazi Party and establishing how Hitler successfully took control of Germany and what it was like for ordinary people living under the control of the Nazi Party. Changes in Health and Medicine 500 to present day: This thematic unit explores the ideas of continuity and change through time focusing on illness, disease and changes in medicine, surgery, medical care and public health. It will be linked to a study of the historic environment, which when examined, will focus on Scutari Hospital and the treatment and care of the wounded during the Crimean War, 1853-1856.
Assessment
Examination: Four exams in two sessions, contributing 100% of the final grade

Modern Foreign Languages - French

Statement of curriculum intent	At Test Valley our MFL curriculum is designed to nurture a lifelong love of languages, an understanding and tolerance of different cultures and the ability to discover and appreciate the world. We want pupils in MFL to build knowledge of key vocabulary and grammar which can be manipulated and applied across a variety of contexts, enabling pupils to communicate in a foreign language. We also want pupils in MFL to deepen knowledge of how language works and enrich vocabulary to increase independent use and understanding of language in a wide range of contexts.

Year 7	Year 8	Year 9	Year 10	Year 11
Autumn A - Les Bases Classroom language for instructions Greetings & introductions Where I live and countries Using the French alphabet and sounds Verbs 's'appeller/avoir/être' Counting to 31 & days of the week Talking about birthdays & ages **Autumn B - Moi et ma Famille** Family members & using possessive adjectives Talking about pets Talking about appearance / personality Use of "avoir" / "être" + 3rd person Using adjectival agreements Numbers up to 60 Exploring customs & festivals (Noël) **Spring A - Mon Collège** School subjects, stationery & school uniform Asking questions Using 'car/parce que' to give opinions & justifications Describing timetables and learning the time **Spring B - Mon Collège** Facilities, teachers & rules Using the present tense & er verbs Improving pronunciation Exploring customs & festivals (Pâques) **Summer A - Mes Passe-temps** Describing sports + hobbies Giving opinions of others Preferences, opinions + infinitives Using time markers **Summer B** Past tense + "avoir" Describing last weekend Describing the weather when you do sports Learn useful phrases for a holiday Buying souvenirs & ice-cream	**Autumn A/B - Ma Santé** Describing food & meals with negatives Talk about healthy eating Using the imperfect to describe past habits Discovering the perfect tense with irregular verbs ("boire") Describing your exercise habits Learning parts of the body Shops, buying goods and food quantities Explaining a healthy lifestyle using modal verbs **Spring A - Ma Vie** Describing my daily routine and what clubs I do Using reflexive verbs Recapping the time Discovering irregular verbs in the perfect tense with "être" **Spring B - Ma Vie** Learning about films and giving complex opinions Arranging to go out using question structures Declining an invitation with justifications **Summer A - Mes Vacances** Revision on countries Describing where you go on holiday Explaining the activities that you do Describing transport using 'prendre' Accommodation & adjectives Explaining problems that happened using 'il y avait', c'était' Describing who you go with and their opinions **Summer B - Mes Vacances** Introducing the near future tense Using 'aller' in 3 tenses Describing the weather in 3 tenses Paris project Reading for gist Using spontaneous language in speech	**Autumn A/B - Ma Famille et mes Amis** Describing my family in detail with extended vocabulary & adjectives Explaining what jobs my family do & what I want to do in the future (simple future) Using reflexive verbs to explain relationships Using the imperfect for description Describing my friends & relationships Giving details on what I do with my friends Using spontaneous language about my likes & hobbies **Spring A - Les Loisirs** Going to the cinema Watching a French film 'Les Choristes' Enjoying TV & giving detailed responses about what I watch Understanding longer, more complex texts **Spring B - Les Loisirs** Using speech and 'on pourrait aller' to arrange an invitation & then accepting/declining another spontaneously Enjoying French music and discussing music genres What new technology I use **Summer A - Chez Moi et ma Region** Describing my house Talking about my room & furniture Recognising types of housing Talking about my local area Using the past, present and future to describe where I live **Summer B - Chez Moi et ma Region** Describing places in town Using language of argument for the positives and negatives of my town Use the conditional tense to say what we could have in town	**Autumn A/B – Self, Family and Friends** Family members - looks and personality Reflexive verbs - descriptions of relationships Learning and using the phrase 'when I was younger' Understanding, recognising and using the imperfect tense for all pronouns Conditional tense - ideals and 'would likes' Inspirational people - why they are so **Spring A - Home and Local Area** Type of house, rooms of your house and exterior Furniture - using prepositions to say where something is Revising places in town Language of argument to compare positives and negatives **Spring B - Global Issues** Learning new vocabulary on natural disasters, manmade environmental effects etc Using the 'on peut' and 'on pourrait' structures to say how we can/could protect the environment **Summer A - Social Issues** What helps you relax, why you may be stressed Charity work and ethical shopping Vocabulary on social issues around the world, such as poverty, hunger, charity work etc Healthy foods, habits, exercises Examining why people drink, do drugs or have addictions **Summer B - Customs and Festivals, Travel and Tourism** Family traditions - describing food, activities etc Describing past, present and future holidays Conditional tense - where you would go Booking a hotel room or table in the restaurant Learning vocabulary on issues such as injury, missed flights, lost luggage etc	**Autumn A/B - School** Revising school subjects Talking about your timetable Talking about your school Revising the time Describing school rules and giving opinions on them, using 'il faut' and 'il est interdit de' Discussing school uniform Talking about plans, hopes and wishes Discussing jobs and work preferences Discussing career choices using the future and conditional tenses Learning how to apply for jobs Learning how to have a telephone conversation **Spring A - Free Time and Technology** Talking about sport using 'depuis' followed by the present tense Talking about your life online and your mobile phone Talking about books and reading Revising the imperfect tense Talking about television programmes using direct object pronouns Talking about actors and films using superlatives **Revision** To be informed through pupils' use of self-analysis sheets

Overview of the Course – KS4

Subject	**French**
Examination Board	AQA
Specification	8658
Assessment	Listening, Speaking, Reading and Writing – 25% each

Course Content and Skills
On this course pupils will • develop and build on their understanding of French grammar • improve listening, speaking, reading and writing skills • use a variety of learning resources to develop language skills • learn the language for real life situations • experience current popular music and films in the target language • study topics such as identity and culture, media, local, national, international and global areas of interest as well as current and future study and employment.
Assessment
Four Exams - 25 % each. Listening – understanding and responding to different types of spoken language. Speaking – communicating and interacting effectively in speech for a variety of purposes. Reading - understanding and responding to different types of written language. Writing – communicating effectively in writing for a variety of purposes.

Test Valley School Curriculum Vision and Map 2023-2024

Modern Foreign Languages - German

Statement of curriculum intent	At Test Valley our MFL curriculum is designed to nurture a lifelong love of languages, an understanding and tolerance of different cultures and the ability to discover and appreciate the world. We want pupils in MFL to build knowledge of key vocabulary and grammar which can be manipulated and applied across a variety of contexts, enabling pupils to communicate in a foreign language. We also want pupils in MFL to deepen knowledge of how language works and enrich vocabulary to increase independent use and understanding of language in a wide range of contexts.

Year 7

Autumn A - Meine Welt
Introducing yourself
Learning to pronounce German words
Counting to 30 & using ordinal numbers
Using the verbs 'sein' 'wohnen' 'haben' + indefinite article
Using the German alphabet
Asking and answering questions about your belongings
Talking about birthdays

Autumn B - Meine Familie
Talking about siblings / family members
Talking about pets
Talking about appearance / personality
Use of "haben" / "sein" + 3rd person
Numbers up to 60

Spring A - Die Schule
Talking about school subjects
Using 'weil' to give opinions & justifications
Improving word order
Describing timetables
Discussing school uniform

Spring B - Die Schule
Using 'sein' & 'ihr'
Talking about facilities & rules
Using prepositions – in/an/auf/neben
Understanding longer texts
Improving pronunciation

Summer A - Sport und Freizeit
Talking about which sports you play
Using gern / nicht gern with 'spielen' and 'machen'
Talking about leisure activities
Giving opinions

Summer B - Sport und Freizeit
Using correct word order
Talking about mobiles and computers
Talking about the future using the present tense
Making writing more interesting & varied

Year 8

Autumn A - Die Ferien
Using verbs in the present tense
Talking about the weather
Talking about where you went on holiday
Using the imperfect – "ich war, es war, es hatte, es gab"
Talking about transport & places to stay

Autumn B - Die Ferien
Saying what you did using the perfect tense
Talking about holidays in the past tense – giving details
Asking & answering questions

Spring A - Bleib gesund!
Talking about typical breakfasts
Using the verb 'essen' in the present & past tense
Discussing typical German foods
Ordering food in a café / on a market
Talking about preferences – using gern / lieber / am liebsten.
Understanding and using recipes

Spring B - Bleib gesund!
To talk about shops & shopping
Learning body parts
Talking about illnesses
Talking about fitness & health

Summer A - Nach der Schule
Talking about types of film / tv programme
Saying what you like / prefer using "gern" / "lieber"
Saying what you & your friends do after school
Using "sie" (they)
Discussing screen time
Using modal verbs 'sollen', 'dürfen', 'können'

Summer B - Nach der Schule
Talking about reading preferences.
Using prepositions with the dative
Understanding opinions & media reviews
Reading for gist

Year 9

Autumn A/B - Vorbilder
Talking about role models
Using the present tense
Talking about experiences
Using the perfect tense
Discussing types of music
Describing a music festival
Asking and answering questions spontaneously
Explaining how a role model inspires you
Writing with accuracy
Understanding personal achievements
Tackling a longer text

Spring A - Wir gehen aus
Making party food!
Using sequencers
Talking about your daily routine
Asking for advice

Spring B - Wir gehen aus
Accepting & turning down invitations
Giving reasons using 'weil'
Talking about clothes
Using adjectives accurately
Talking about a party you have been to

Summer A - Mein Leben
Talking about childhood
Using imperfect of modal verbs
Discussing age limits
Word order with conjunctions
Comparing life now & in the past
Using present, past & future tenses

Summer B - Mein Leben
Discussing crazy ambitions
Using the conditional
Talking about what job you would like to do
Understanding & responding to a range of texts
Talking about fairy tales
Writing a story

Year 10

Autumn A - Auf in die Schule
Talking about school subjects using 'weil'
Describing uniforms + pros & cons
Using the past tense (perfect & imperfect)
Talking about what you are looking forward to
Giving opinions with justifications
Discussing school rules & using modal verbs

Autumn B - Auf in die Schule
Learning about German schools and trips
Understanding a literary text
Using the future tense

Zeit für Freizeit
Discussing leisure activities + reading habits
Using adverbs of frequency & place
Expressing music preferences

Spring A - Zeit für Freizeit
Discussing film & tv and Sport
Learning about celebrations & festivals
Using a mix of tenses
Social media & tech –pros & cons
Using "wenn" clauses
Expressing complex opinions

Spring B - Menschliche Beziehungen
Describing photos
Talking about friendships
Describing relationships
Exploring views on marriage
Discussing weekend activities
Comparing your life as a child with life now

Summer A - Im Urlaub
Talking about holiday destinations
Talking about the weather
Discussing modes of transport accommodation
Giving & understanding directions

Summer B - Im Urlaub
Ordering at a restaurant
Shopping for souvenirs
Describing problems
Discussing holidays experiences
Discussing holiday plans

Year 11

Autumn A - Wilkommen bei mir
Describing house & home
Using irregular verbs in present tense
Describing your home
Using prepositions
Talking about a typical day
Using reflexive & separable verbs
Describing places where people live
Assessing the advantages & disadvantages of where you live

Autumn B - Wilkommen bei mir
Discussing traditional German meals
Explaining how you stay fit & healthy

Rund um die Arbeit
Describing jobs & places of work
Asking & answering questions
Using conjunctions & intensifiers
Understanding job descriptions

Spring A - Rund um die Arbeit
Preparing a personal profile for a job
Talking about dream jobs
Discussing reasons for learning MFL

Eine wunderbare Welt
Describing international festivals & events
Discussing ways of being involved in sporting events
Debating the pros & cons of a global sporting event

Spring B - Eine wunderbare Welt
Coping with numbers & dates
Looking at social problems
Environmental issues

Summer A - Revision
To be informed through pupils' use of self-analysis sheets

Overview of the Course – KS4

Subject	**German**
Examination Board	AQA
Specification	8668
Assessment	Listening, Speaking, Reading and Writing – 25% each

Course Content and Skills
On this course pupils will • develop and build on their understanding of German grammar • improve listening, speaking, reading and writing skills • use a variety of learning resources to develop language skills • learn the language for real life situations • experience current popular music and films in the target language • study topics such as identity and culture, media, local, national, international and global areas of interest as well as current and future study and employment.
Assessment
Four Exams - 25 % each. Listening – understanding and responding to different types of spoken language. Speaking – communicating and interacting effectively in speech for a variety of purposes. Reading - understanding and responding to different types of written language. Writing – communicating effectively in writing for a variety of purposes.

Test Valley School Curriculum Vision and Map 2023-2024

Music

Statement of curriculum intent	At Test Valley our Music curriculum is designed to inspire, engage, and challenge through creative exploration. We want pupils in Music to be able to express themselves creatively via the medium of practical performance and composition skills, have an appreciation of a wide range of musical genres and understand how music can be both a product and reflection of its socio-historical context.			

Year 7	Year 8	Year 9	Year 10	Year 11
Musical Elements Learn and apply vocabulary to describe Musical Elements Rhythmic notation Vocal performance Treble clef notation Keyboard skills Descriptive composition **Chinese New Year** Learn about Chinese New Year traditions, dances and celebrations Pentatonic performance Chinese instruments Create a pentatonic composition suitable for celebration **Rap** Learn about background and context of Rap music Rap performance Analyse use of Riffs Rap composition **Cover Versions** Explore similarities and differences between a range of songs and their covers Variation techniques in classical music Create own cover of pre-existing theme **Caribbean Music** Background, context and musical features of Caribbean Calypso Vocal performance Calypso composition	**Reggae** Learn about context and features of Reggae music Reggae performance Reggae riff and chords composition **Indian Music** Learn about instruments and structure of classical Indian music Indian raga improvisation Bhanga features Indian fusion composition **Signature Tunes** Appraise a range of signature tunes from different genres Perform and analyse pre-existing theme Compose and perform own signature tune **Rock 'n' Roll** Characteristics and social impact of Rock 'n' Roll music Rock 'n' Roll group performance and evaluation **Remixes** Common features and techniques used in Remixes Development of own 'remix' of simple theme Use of music arrangement software to create own piece within given structure **World Rhythms** Exploration of syncopation, ostinati and cross rhythms though African drumming and Samba music	**Blues** Background, context and characteristics of Blues music 12 bar Blues Blues improvisation Blues performance Blues song composition **Ground Bass** Listening and analysis of Ground Bass examples from Baroque period to present day Arrangement of Pachelbel's canon Own Ground Bass composition **Popular Song** Learn how chords, structure and texture are used in popular songs Group song performance The 'magic 4' chords Songwriting project **Minimalism** Context and features of minimalist music Tubular Bells arrangement Own minimalist composition **Music Technology** Analysis of structure, texture and development in dance music Use of music software to create original composition **Class Concert Project** Final self-selected performance and/or composition project to showcase skills learnt throughout KS3 music.	**Musical Elements** Recap, develop and consolidate prior learning about musical elements Basic music theory Development of individual composition technique and solo performance skills (AOS1) **AOS 2 – Concerto Through Time** Musical Periods (Baroque, Classical, Romantic) Development of the Orchestra Solo concerto and concerto grosso Variations and cadenza **AOS 4 – Conventions in Popular Music** Rock 'n' Roll Rock Anthems Pop Ballads Solo Artists research project Songwriting project **AOS 3 – World Rhythms** Learn about, listen to, analyse and practically explore Samba, Calypso, Indian Classical, Bhangra, African Drumming, Greek and Middle Eastern music. Ensemble performance project Solo Performance first draft **Music Theory & Composing skills** Developing theory Musical dictation skills Composition 1	**AOS 5 – Film & Game music** Analysis of a range of film and game music Development of extended writing technique and application of musical vocabulary Final submission of Composition 1 **Mock Exam Preparation** Recap of whole course in preparation for mock exams RAG analysis **Solo Performance** Recording of final solo performance **Revision Programme** Ongoing revision programme from January to May, revisiting whole course content with regular mock listening papers and adjustments in response to RAG analysis and individual pupil/group requirements. **Composing to a Brief** Start composition to exam board brief Regular one-to-one tutorials to monitor progress and receive individual support Final composition recording **Ensemble Performing** Ensemble practice Mock performance, feedback and development Final recording of ensemble performance.

Overview of the Course – KS4

Subject	**Music**
Examination Board	OCR
Specification	J536
Assessment	60% Coursework 40% Listening Exam

Course Content and Skills
There are five Areas of Study. Area of Study 1: 'My Music' – exploring the genres, styles and performance techniques associated with your instrument. Area of Study 2: 'The Concerto Through Time' – studying the development of Western Classical Music and exploring the characteristics of different musical periods. Area of Study 3: 'Rhythms of the World' – Exploring the rhythms, melodies and characteristics of music from a wide range of cultures. Area of Study 4: 'Film Music'- Developing your understanding of the role music plays in creating mood and atmosphere in Films and Computer games. Area of Study 5: 'Conventions of Pop' – Exploring the development of pop music from the 1950s to the present day.
Assessment
Controlled Assessment 60%, completed in class: • Integrated Portfolio 30% - a solo performance on your main instrument and a composition for your own choice of instrument(s) and style. • Practical Portfolio 30% - a group performance and a second composition responding to a set brief. Written Examination 40%: • A written listening paper, with questions based on listening examples from areas of study 2, 3, 4 and 5.

Test Valley School Curriculum Vision and Map 2023-2024

Physical Education

Statement of curriculum intent	To enrich the lives of pupils in a variety of ways: have opportunities to take part in a wide variety of activities which they can enjoy and achieve success and personal achievement in; develop each pupil's wellbeing by developing their physical, mental and social health. Making them positive within PE and the school environment; offering opportunities to develop learning, thinking & self-analysis skills in a practical environment which can be used in other situations giving them confidence in their own abilities in a variety of situations both academically and socially; enjoyment of physical activity, finding activities or the confidence to find activities to take part in outside of school and the confidence to be involved in activities throughout life; encourage pupils to foster a positive "can-do" attitude whilst appreciating and learning that making mistakes is invaluable in supporting and developing learning. A willingness to analyse why mistakes have occurred and offer explanations and justification as to how to improve performances.

Year 7

Invasion games
Establish basic skills
Knowledge and understanding of the rules
Moving & control of a ball
Communication skills
Coaching

Striking and fielding
Establish basic skills
Knowledge and understanding of the rules
Developing co-ordination skills

Gymnastics
Body Awareness & control
Basic floor routines
Traveling
Mirror
Cannon
Unison
Aesthetics

Dance
Basic movement skills
Routines
Timing
Patterning
Aesthetics

Outdoor and Adventurous Activity
Teamwork
Problem solving skills
Communication skills

Athletics
Basic running technique
Throwing technique
Jumping technique

Badminton
Basic skill
Coordination skills
Backhand serves
Forehand & backhand
Knowledge and understanding of the rules

Year 8

Invasion games
Developing skills & tactics
Strategies & skills to encourage success
Knowledge of application of rules
Developing communication
Coaching and Officiating

Striking and fielding
Developing skills & tactics
Knowledge of application of rules
Refining co-ordination skills

Gymnastics
Individual and group work
Traveling
Balances
Work on larger equipment.

Dance
Individual and group Choreography
Motif work

Outdoor and Adventurous Activity
Effective communication skill
Use of maps
Map orientation

Athletics
Fitness through running
More advanced running techniques
Sprint starts

Table Tennis
Basic skill
Coordination skills
Forehand & backhand
Knowledge and understanding of the rules

Badminton
Development of skills
Introduction of length & width
Forehand serves
Application of the rules and tactics
Introduction of doubles

Year 9

Invasion games
Developing more advanced individual & team skills.
Using agreed tactics in games.
Strategies for success.
Analysing the effectiveness of decisions within games.

Striking and fielding
Working to strength within a team
Broadening & refining skills
Officiating

Dance
Motif manipulation
Large group choreography and use of props

Outdoor and Adventurous Activity
Effective communication.
More advanced map work
Compass work

Athletics
Refine more advanced techniques.
Relay change over

Table Tennis
Development of skills
Introduction of spin
Forehand & backhand serves
Application of the rules and tactics

Badminton
Refinement of skills
Development of overhead shots
Development of tactics
Development of doubles
Use of game play analysis.

Health Related Fitness
Gain knowledge of health & fitness.
Understanding their bodies in practical situations.
Understand different training types.
How can be applied to individuals.

Year 10

Core Physical Education.
Activities based on encouraging participation.
Emphasis on Social, Mental & Physical welling being.
A wide variety of activities designed for:

- Development of skills
- Development of communication skills
- Development of physical fitness
- Development of personal confidence
- Offering a variety of experiences

GCSE

3.1.1.1 - The structure & function of the musculoskeletal system
3.1.1.2 - The structure & functions of the cardio-respiratory system
3.1.1.3 - Anaerobic & aerobic exercise.
3.1.1.4 - The short- & long-term effects of exercise.
3.1.3.1 - The relationship between health & fitness& the role that exercise plays in both.
3.1.3.2 - The components of fitness, benefits for sport & how fitness is measured & improved.
3.1.3.3 - The principles of training & their application to personal exercise/training programmes
3.1.3.4 - How to optimise training & prevent injury.
3.1.3.5 - Effective use of warm up & cool down
3.1.4.1 - Demonstrate an understanding of how data are collected – both qualitative & quantitative
3.1.4.2 - Present data (including tables & graphs)
3.1.4.3 - Analyse & evaluate data
3.2.1.1 - Classification of skills (basic/complex, open/closed)
3.2.1.2 - The use of goal setting & SMART targets to improve &/or optimise performance.
Non-Examination Assessment - Performance analysis assessment

Year 11

GCSE

3.2.1.4 - Guidance & feedback on performance
3.2.1.5 - Mental preparation for performance
3.2.2.1 - Engagement patterns of different social groups in physical activity Sport.
3.2.2.2 - Commercialisation of physical activity & sport
3.2.2.3 - Ethical & socio-cultural issues in physical activity & sport.
3.2.3.1 - Physical, emotional and social health, fitness and well being
3.2.3.2 - The consequences of a sedentary lifestyle.
3.1.2.1 - Lever systems, examples of their use in activity & the mechanical advantage.
Non-Examination Assessment - Performance analysis assessment

Overview of the Course – KS4

The KS4 core curriculum is focused upon participation & enjoyment of physical activities to allow for social, mental & physical wellbeing with the aim of achieving lifelong participation in physical activities.

Our intent is embedded into every lesson we teach across both key stages. This is achieved through high expectations, regular questioning & extended questioning and by placing the emphasis for learning on the individual pupil whilst guiding them to achieve.

As with Key Stage 3 PE, Key Stage 4 Core PE gives pupils the opportunity to use PE to support with their social, mental & physical health.

Pupils have the option to select GCSE PE as part of their optional curriculum

Subject	**GCSE Physical Education**
Examination Board	AQA
Specification	8582
Assessment	60% Examination, 40% Practical (10% of which is a written self-analysis)

Course Content
The course has two exams and you will learn the following: Paper 1 The Human Body & Movement in Physical Activity and Sport: • Applied Anatomy & Physiology and Movement Analysis • Physical Training and Use of Data Paper 2 Socio-Cultural Influences and Well-being in Physical Activity and Sport: • Sports Psychology and Socio-cultural Influences • Health, Fitness and Well-being and Use of Data
Assessment
You will be assessed in two 1 hour 15 minute exams: • Paper 1 The Human body & movement in physical activity and sport • Paper 2 Socio-cultural influences and well–being in physical activity and sport You will be assessed on your practical performance in three sports: • One team activity from the AQA activity list • One individual activity from the AQA activity list • A third area, either in a team or an individual activity from the AQA activity list You will be assessed on skills in progressive drills (10 marks) and in the full context (15 marks)

Religious Education

Statement of curriculum intent	At Test Valley School our Religious Education curriculum is designed to develop responsibility and respect for all aspects of diversity, whether it be religious, social, and or cultural, and prepare pupils for life in modern Britain. We aim to make Religious Education relatable to pupils by studying what a religious way of looking at and existing in the world may offer individuals and collective groups. We also intend that the curriculum will be representative to pupils, reflecting the fact that the religious traditions in Great Britain are in the main Christian, whilst considering the teachings and practices of a range of faiths and world views. We aim to challenge and encourage pupils, to make links between the beliefs, practices and value systems of a range of faiths and world views enabling pupils to support and respond to their peers, community and life in Britain.

Year 7	Year 8	Year 9	Year 10	Year 11
Introduction to Religious Studies Our big question is 'why is truth important for belief?' Looking at concepts of respect, symbolism and belief by examining symbols and creating one for themselves. **Human Rights** Our big questions is 'are all people entitled to human rights? Looking at concepts of the value of life, equality and protest by studying key figures such as Gandhi and Malala Yousafzai. **Life of Jesus** Our big question is 'how does belief in Jesus influence the way a Christian lives their life? Looking at concepts of parables, miracles, incarnation and resurrection by evaluating if miracles have to come from God and if the incarnation proves Jesus was the Son of God. **Islam** Our big question is 'how does being a Muslim help followers of Islam lead a good life? Looking at concepts of peace, community and jihad by studying the Five Pillars. **Hinduism** Our big question is 'How can you believe in only one God but worship lots of Gods? Looking at concepts of Brahma, Atman, Dhamma and Karma by evaluation if there is only one God in Hinduism.	**Does God Exist?** Our big question is 'Why do people believe in God?' Looking at concepts of religious experiences, miracles, and arguments for and against the existence of God, by studying the experiences of Bernadette Soubirous and Ian McCormack and evaluating the evidence of does God exist? **Buddhism** Our big question is 'Can following the Buddha's teachings help people overcome suffering?' Looking at concepts of Dukkha, Sangha and Enlightenment by evaluating the relevance of the Three Marks of Existence. **Judaism** Our big question is 'are there any issues with being God's chosen people? Looking at concepts of community, commitment and celebration, by studying the Abrahamic covenant and family life and rituals relating to it.	**Morality – leading into the Holocaust** Our big question is 'Is there such a thing as absolute morality?' Looking at concepts of good and evil, belief and obedience by debating ethical behaviour, case studies and survivor stories from the Holocaust and evaluating the importance and symbolism of memorials. **Will religion survive the 21st Century?** Our big question is 'Will religion survive in an increasingly secular society?' Looking at concepts of bias, hope and community, by studying new religious movements, enquiring into what religion offers it's followers and evaluating if religion is still important in today's society. **Humanism** Our big question is 'How does rationalism lead Humanists to lead a responsible/moral life? Looking at concepts of rationalism, responsibility and the value of life, by considering scientific vs religion views on morality and creation and evaluating 'do you need religions to be moral?' **Philosophy** Our big question is 'How does my understanding change over time? Looking at concepts of myth/legend, truth and love, by having active debates around pertinent issues in the news.	**Buddhism Beliefs and Teachings (paper 1)** The foundation teachings (dhamma) of Buddhism and the early life of the Buddha and the validity/truth behind the stories. Enlightenment, asceticism, and how different schools of Buddhist thought have developed. **Christianity Beliefs and Teachings (paper 1)** This unit covers the teachings and foundations of belief of Christianity, including the Nature of God, Incarnation, resurrection, salvation, and the afterlife. **Buddhism Practices (Paper 1)** Studying how the dhamma is put into practice in the lives of Buddhists everyday through worship, meditation, festivals and ceremonies. **Christianity practices (paper 1)** Covering how the beliefs and teachings from the previous unity are put into practice in the way Christians live out their faith including worship, festivals, pilgrimage and the role of the church in the local and worldwide community. **Theme A – relationships (paper 2)** Covering religious, philosophical, and ethical issues surrounding human relationships, including love, sex before marriage, wedding ceremonies, contraception, the role of the family and divorce.	**Theme B – Religion and life (paper 2)** Looking at religious, philosophical, ethical and social matters pertaining to how the universe started, the value of human life, use and abuse of animals and of the planet, euthanasia and abortion. **Theme C – The existence of God and Revelation (paper 2)** Studying religious, philosophical, and ethical arguments for the existence of God, including the ontological and teleological arguments, the argument from miracles, religious experience, revelation and suffering. **Theme D – Religion, War and Peace** Studying religious, philosophical, ethical and social aspects of the necessity of war and peace, evaluating if there can be such a thing as a Just war, Holy War, the use of weapons of mass destruction and helping the victims of war.

Overview of the Course – KS4

Subject	**Religious Studies**
Examination Board	AQA
Specification	Route A
Assessment	100% Examination

Course Content and Skills

Units studied cover the following areas:
 	
• Paper 1 – **Religious, Philosophical and Ethical issues in the Modern World**
  ○ Relationships: Issues of love, marriage and divorce
  ○ Religion and Life: Issues of Life and Death, creation and environment
  ○ The existence of God and revelation
  ○ Religion, Peace and Conflict
• Paper 2 – **Study of a World Faith**
  ○ Christianity: beliefs, teachings and practices
  ○ Buddhism: beliefs, teachings and practices
 	
This course develops learners' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject. It also provides opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life. Many pupils deepen their understanding of the relationship between people and become informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed.

Assessment
The course is assessed by examination only, with two exams each lasting 1 hour 45 minutes, covering the topics listed above.

PSHE

Statement of curriculum intent	The PSHE curriculum is designed to enable our pupils to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially and tackles many of the moral, social and cultural issues that are part of growing up. We provide opportunities for pupils to learn about rights and responsibilities, develop a sense of self-worth and to appreciate what it means to be a member of a diverse society.			
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
How we learn The aim of this unit is to prepare pupils for the year ahead, giving them a variety skills and techniques to help their learning be successful. It includes how we learn, managing homework, metacognition, memory retrieval and spaced learning. **Sex and relationships** The aim of this unit is to help pupils with their day-to-day relationships both in and out of school. It includes keeping friendships, ending rumours, types of family, dealing with feelings, "banning the banter" and ensuring that no-one is considered to be an outsider. **Money management** The aim of this unit is to help pupils understand how to think about the value of money. It includes personal finance, the value of money, personal budget, the cost and value of a phone, gaming credit and hidden charges. **Health and wellbeing** This unit helps pupils understand their own personal health. It includes overall wellbeing, emotional awareness, coping strategies, managing feelings, eating for health, mindfulness and physical health. **Careers** This unit helps pupils start thinking about their future choices. It includes career pathways, further education, higher education and career structures. **E-safety** Helping pupils stay safe online. This unit includes how to report indecent images, cyber bullying, online gaming risks and accepting cookies.	**How we learn** The aim of this unit is to prepare pupils for the year ahead, giving them a variety skills and techniques to help their learning be successful. It includes how we learn, managing homework, metacognition, memory retrieval and spaced learning. **Money Management** This units helps pupils understand how to start managing their money. It includes getting a job and minimum wage, opening a bank account, saving for the future and the risks associated with gambling. **Health and wellbeing** The aim of this unit is to help pupils understand the changes their bodies go through. It includes body image, the impact of social media, peer pressure, self-esteem, healthy exercise and how to be mindful. **Careers** This unit looks at connecting pupils' interests to future careers. It includes career pathways, BTEC qualifications, careers in the Armed Forces, linking subjects to careers and career videos. **E-safety** Helping pupils stay safe online. This unit includes how to report indecent images, cyber bullying, online shopping and crowd funding. **Sex and relationships** This unit starts looking at intimate relationships. It includes peer pressure, consent, decisions around "why have sex", contraception and sexting.	**How we learn** The aim of this unit is to prepare pupils for the year ahead, giving them a variety skills and techniques to help their learning be successful. It includes how we learn, managing homework, metacognition, memory retrieval and spaced learning. **E-safety** Keeping pupils safe online. How to report harassment and stalking, managing risk online, comparison of people and positive viral content. **Careers** Preparing pupils for their Key Stage 4 options choices. This includes units on guessing careers, rating subjects and creating a skills profile. **Sex and relationships** Considering different types of relationships. This unit includes stereotypes, the history of LGBTQ+, marriage, positive and negative relationships, abusive relationships and peer pressure. **Money management** Pupils look at keeping safe when spending their money. It includes debit cards, credit cards, contactless payment, online shopping and the risks associated with gambling. **Health and wellbeing.** This unit looks at staying safe by looking after your health. It includes units on ideals of body image, body image in the media, eating disorders, healthy lifestyle, resilience, self-harm and self-regulation online.	**How we learn** The aim of this unit is to prepare pupils for the year ahead, giving them a variety skills and techniques to help their learning be successful. It includes how we learn, managing homework, metacognition, memory retrieval and spaced learning. **E-safety** Helping pupils think about how they are viewed by others online. This unit includes understanding our virtual footprint, big data, social media careers and false profiles. **Sex and relationships** This unit helps pupils consider their rights in relationships. It includes equality, domestic abuse, legal rights in marriage, legal rights in relationships and coercive control. **Careers** This unit looks towards pupils futures and how they present themselves to future employers. It includes units on looking into the future, personal branding, college and 6th form applications, level 3 qualifications and soft skills. **Money management** This unit enables pupils to look after their money. It includes hire purchase, direct debits, API rating, budgeting, ethical consumerism, KS4 wages and student finance. **Health and wellbeing** Helping pupils with their mental health. It includes units on stress and anxiety, getting organised, emotional health, stresses and solutions, getting support and building self-esteem.	**How we learn** The aim of this unit is to prepare pupils for the year ahead, giving them a variety skills and techniques to help their learning be successful. It includes how we learn, managing homework, metacognition, memory retrieval and spaced learning. **Careers** Preparing pupils for college and beyond. It includes CVs and personal statements, college courses, building a futures portfolio, college applications, options reflection and apprenticeships. **Health and wellbeing** Focuses on preparing pupils for their forthcoming exams by preserving their mental health and wellbeing. It includes units on getting into gear for exams, stress and managing it, Help! I'm stressed, keeping perspective, work life balance, sleep – natures treat and keeping active. **E-safety** Keeping pupils safe online into the future. It includes internet and stress, fake news, online banking and internet revision.

Careers

Statement of curriculum intent	At Test Valley School our careers curriculum is designed to inspire a passion for the world of work and a purpose for education.			
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Through the tutor based PHSE programme pupils will: • Explore the career pathways of adults they know. • Understand what further and Higher education is. • Raise awareness of career structures within organisations. During career event days pupils will: • Explore future lifestyle dreams • Simulate career roles. • Explore a range of aspects of job roles within the simulation. • Explore the financial relationship between lifestyle and job roles. • Experience college ambassador presentations • Explore a career path of their choice and produce a careers plan.	Through the tutor based PHSE programme pupils will: • Explore personal skills and assess their own capabilities. • Match their personal skills to occupational groups. • Understand the importance of their future. • Explore the different types of study available at further education. During career event days pupils will: • Take part in a trip called 'Get Inspired' that enables pupils to interact with local further education providers and local businesses.	Through the tutor based PHSE programme pupils will: • Explore reasoning behind making decisions. • Undertake GCSE subject exploration. • Identify skills sets. During Futures Day; a career event day, pupils will: • Talk to pupils in KS4 about option subjects. • Take part in a workshop run by a local college. • Take part in a workshop run by a local university. • Take part in apprenticeships workshop. • Use an App to profile their work-related interests and explore related career suggestions. • Explore the options booklet and produce a careers portfolio bringing together all their thoughts around options. Pupils with option concerns are offered a one-to-one careers interview with an independence careers advisor.	Through the tutor based PHSE programme pupils will: • Explore lifestyle differences dependent upon age. • Build a personal brand. • Know the location of all the different further education providers in the area. • Know the different types of qualifications studied at further education. • Be aware of entry requirements for different qualification levels. • Explore your soft skills. During career event days pupils will: • Explore Labour Market Information. • Undertake Career Profiling. • Undertake Career path exploration. • Study budgeting and personal finance. • Learn about types of saving accounts. • Understand borrowing products. • Compare lifestyle differences for difference career paths. • Attend College talks. • Attend Employer talks. • Attend University Talks.	Through the tutor based PHSE programme pupils will: • Explore further education courses. • Carry out further education applications. • Reflect upon your KS4 options. • Explore apprenticeship opportunities. • Complete a full careers plan. During career event days pupils will: • Attend small group talks with chosen colleges. • Visit to a careers fair • Write a personal statement. • Produce a careers portfolio. • Undertake Careers Profiling and exploration All pupils in Year 11 are offered a one-to-one careers interview with an independence careers advisor.